



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: Is 192Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q192

PRINCIPAL: HARRIETT DIAZ

EMAIL: HDIAZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Harriett Diaz/Larry Gaither	*Principal or Designee	
Richard Bonostro	*UFT Chapter Leader or Designee	
Bridgett Wilson	*PA/PTA President or Designated Co-President	
Yolanda Grant	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	
Melinda Howard	Member/parent	
Florence Johnson	Member/ parent	
Candance Thompson	Member/ parent	
Tipee Tucker	Member/ parent	
Ometya Noisette	Member/ uft	
Cynthia Smith	Member/csa	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

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

Based on the January 2012 JIT recommendation

As a priority, school leaders should lead the staff to develop a shared view of the features of effective teaching. There should be an emphasis on meeting the needs of all students and subgroups through differentiated instruction and better use of grouping. Students should be more active: they should understand the lesson objective in order to focus on its achievement. Instruction should promote their thinking skills, and they should develop better understanding of themselves as students, particularly how well they are doing and what they need to focus on next in order to achieve more. Page 10

School leaders should develop a system to monitor teaching and learning more effectively.

Expectations should be clear, the system should be consistent, and follow-up should measure impact on student learning. The general expectation should include a focus on subgroups. Page 10

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals. Through a clear and focused vision, the principal will implement a plan of action that improves the progress and performance of all learners.

School leaders should seek expert advice and training in the monitoring of student achievement, school systems and supports, and teaching quality and implement procedures and protocols that are robust and consistently applied . By June 2103 we will implement Elmore's Framework for Teaching for 100% of teachers, coaches and supervisors to develop a lens of a common language and clear expectations of effective teaching. This will ensure an increase of 10% of Highly Effective Teachers in the classroom.'

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal setting a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Principal and Asst. Principal Study Groups (September-June, ongoing)
- Identification and development of staff for shared leadership roles (ongoing)
- PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice
- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

Budget and resource alignment

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

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

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe Title 1 Priority _____

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data

Per session for admin- 2 supervisors x 1 days, x 3 hrs per day x 6 of weeks.

Per session for teachers - 10 teachers x 1 days x 3 hours

Instructional materials: 10 Danielson books, markers, folders, etc.

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

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

Major Recommendation

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

As recommended, January 2012 JIT

As a priority, school leaders should lead the staff to develop a shared view of the features of effective teaching. There should be an emphasis on meeting the needs of all students and subgroups through differentiated instruction and better use of grouping. Students should be more active: they should understand the lesson objective in order to focus on its achievement. Instruction should promote their thinking skills, and they should develop better understanding of themselves as students, particularly how well they are doing and what they need to focus on next in order to achieve more. Page 10

The school should work closely with the Network to monitor performance of all students, particularly those subgroups and subjects identified, to better target support in the areas most required.

The school should work closely with the Network to monitor performance of all students, particularly those subgroups and subjects identified, to better target support in the areas most required. See JIT Final Report Page

Annual Goal #2

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

To design and implement an engaging, rigorous, and coherent curricula for a variety of learners that is aligned to key state standards By June 2013, in order to enhance teacher effectiveness we will design and implement an engaging, rigorous, and coherent curriculum that is aligned to CCLS for all learners

Instructional strategies/activities

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

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts

-Development of units of study and multiple entry points

-A systemic approach of refining units of study

-Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE Sp.Ed. reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson , ARC, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

-Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study

-beginning August thru June Monthly Professional Development (including Saturday offerings)

-Completion of cycles of mini observations that reflect implementation of this work

By January, 2013 our Network will complete a full day instructional walk with the school leaders

-By January, 2013 completion of 50 % mini-observation cycles, By June 2013 # 100 % of mini observations will be completed

-By January 2013 Formal observations 50%

-By June 2013 formals observations 100%

-Completion of Performance Tasks

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team

-Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher

Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe Title 1 Priority : _____

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

-NYSTL/School Library allocation/Software

-Students in Temporary Housing (STH)

-SAPIS worker allocation

-Supplies/Materials to support instruction

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

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

Major Recommendation

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

As recommended in the JIT January 2012,

The school leader should establish a formal and an informal observation process that includes oral and written components focused on improving instruction and the identified needs of teachers. The school leader should hold APs accountable for providing documentation of follow-up for all teacher evaluations and for establishing a program of differentiated PD that meets the needs of teachers and students. Page 8

School leaders should develop a system to monitor teaching and learning more effectively. Expectations should be clear, the system should be consistent, and follow-up should measure impact on student learning. The general expectation should include a focus on subgroups. Page 10

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Adopt and implement a research based framework for teacher effectiveness. By June 2013 we will implement Danielson's Framework for Teaching for 100% of teachers, coaches and supervisors to develop a lens of a common language and clear expectations of effective teaching. This will ensure an increase of 10 % of Highly Effective Teachers in the classroom."

Instructional strategies/activities

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

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (ongoing)
- Preparing teachers in the use of RBI's
- Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support
- Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- By January, 20--- our Network will complete a full day instructional walk with the school leaders
- By January, 20--- completion of ----mini-observation cycles, By June 20-- # of mini observations will be completed
- By January 20--- Formal observations/ By June----formals observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, ongoing) Teacher feedback sessions
- October thru June, ongoing) Looking at Student Work protocol implementation
- January (analysis of mid-year student periodic assessment data)

-June through September: Analysis of state assessment data

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe
Title 1 Priority : _____

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para per session for professional development, and data specialist

-Supplies/Materials to support instruction

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

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

Major Recommendation

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

As recommended in the JIT January 2012,

The school leaders, with Network support, should improve the monitoring of at risk student placement to ensure student needs are fully met. Page 6

Monitoring of hallways between classes is insufficient, so transition between classes is slow and students arrive late to class. S=A lesson starting on time is often dependent upon the individual teacher, and there is no consistency across the school. In addition, late logs are used inconsistently for late arrivals. Student lateness sometimes leads to disrupted lesson beginnings. Page 6

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

To provide all students with social and emotional supports that meets their needs and ensures success in their academic performance and preparation for next steps in school and college. By June 2013 all students will be provided with social and emotional supports that meets their needs and ensures success in their academic performance and preparation for next steps in school and college.

Instructional strategies/activities

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

Our research based instructional strategies will **integrate the American School Counselor (ASCA, 2011) Student Standards**. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
- High school night, college night for families
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)

- Decrease in student lateness
- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement

Budget and resource alignment

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

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe Title 1 Priority : _____

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support

Per session for admin- 1 supervisors x 5 days, x 2 hrs per day x 8 weeks.

Per session for teachers - 10 teachers x 5 days x 2 hours x 8 weeks

Instructional materials: 10 Danielson books, markers, folders, etc.



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

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

Major Recommendation

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

As recommended in the JIT, January 2012

Monitoring of hallways between classes is insufficient, so transition between classes is slow and students arrive late to class. S=A lesson starting on time is often dependent upon the individual teacher, and there is no consistency across the school. In addition, late logs are used inconsistently for late arrivals. Student lateness sometimes leads to disrupted lesson beginnings. Page 6

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

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

To increase parent involvement and outline how parents will share responsibility for improved academic achievement. Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children . By June 2013 all parents will be given the opportunity to attend 5 parent workshops where they will be provided with the information and training needed to become involved in planning and decision making in support of the education of their children

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student

successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe _____

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

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 (120 students)	Ready New York CCLS Sound Reading Program	Small group tutoring	During the school day, after school Before school 37.5 minutes Saturday
Mathematics (100 students)	Carnegie Mathematics program	Small group tutoring	During the school day, after school Before school 37.5 minutes Saturday
Science (90 students)	Inquiry, Urban Advantage	Small group tutoring	After school Before school 37.5 minutes Saturday
Social Studies	Peer writing	Small group tutoring	Before school 37.5 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) (24 students)	Overcoming Obstacles	Small group	During the school day

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. .

Our school receives support from the network human resource specialist in all aspects to hiring, retaining and professional development for all staff members. We participate in hiring fairs, utilize the teacher finder system as well as the open market system to find highly qualified staff.

Our teachers are provided with common core standards and curriculum support through our UFT teachers' center. Teachers have the opportunity to develop their pedagogy before, during and after school.

Using PD 360, teachers have the opportunity to utilize on-line professional development during, after school at home.

During the 2012-2013 school year, teachers will attend and participate in the courage leadership academy, HOPE foundation. Teacher teams will visit the network CCLS lab site.

Teachers will receive professional development to implement the Common Core standards.

Our highly qualified UFT/TC staff developer will provide in-class support throughout the school day. With the support of the network support implementation team, teachers will receive individualized support to achieve highly effective status.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Moldanado, Ben Waxamn	District 29	Borough Queens	School Number 192
School Name IS 192			

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

Principal Harriet Diaz	Assistant Principal Cynthia Smith
Coach Normel Batson	Coach Michael Parkinson
ESL Teacher Tamika Wilson	Guidance Counselor Maria McCollough
Teacher/Subject Area Sheryl Service/ELA	Parent
Teacher/Subject Area Johnny Trelles/Special Ed	Parent Coordinator Nathaniel Greta
Related Service Provider Keera Edwards Marr	Other Marie Granthe/Librarian
Network Leader Ben Waxman	Other Diva Thomas/Math Teacher

C. Teacher Qualifications [i](#)

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	645	Total Number of ELLs	36	ELLs as share of total student population (%)	5.58%
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Part II: ELL Identification Process

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

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

1. Incoming students are administered the HLIS by the ESL teacher, Ms. Wilson. The Pupil Personnel Secretary informs the ESL teacher of a new admission and in the event she is unavailable, the principal (Ms. Diaz), any assistant principal (Ms. Smith, Ms. Hill, or Mr. Gaither), or pedagogue who has been trained in evaluating incoming students (Ms. Granthe, Mr. Trellis, Ms. Edwards Marr, Ms. Service, Mr. Thomas) is brought in to meet the student and their family and to conduct an interview. The ESL teacher or available pedagogue then administers the HLIS and conducts the formal oral interview in English with the student. Depending on the results the determination to administer the LAB-R is made. The LAB-R is administered by the ESL teacher within 10 days of enrollment. Current ELLs are administered the NYSESLAT on an annual basis in the spring. All four modalities are administered by the ESL teacher. The ESL teacher attends training each year on the scoring of the Written portion of the exam and then scores the exam with the help of a pedagogue (preferably an ELA content area teacher) who has received training by Ms. Wilson in scoring this exam.

2. Parents are advised of all three program choices at the time of registration and again at the parent orientations which take place after the administration and hand scoring of the LAB-R. Parents are called by either the ESL teacher, Ms. Granthe (who is fluent in Haitian Creole and Spanish), Mr. Akchar, Mr. Thomas who is fluent in Arabic or Mr. Trelles. Parents are notified of this orientation by letter, which explains their child's LAB-R score, the three program choices, date and time of the orientation, and school contact information. Letters are sent in English and in the parent's preferred language, as indicated on the HLIS. Follow up calls are also made prior to the orientation to confirm receipt and confirm attendance. Invitation letters are sent within 10 days of the student's registration. Parent Orientation DVDs are viewed by parents at the orientation in the language of their choice. Bilingual members of the LAP team are also available to answer any questions.

3. Entitlement letters are mailed and backpacked with the students. Parents are contacted via phone to ensure receipt and attendance at the orientation. Phone calls are made with a staff member who is fluent in the parent's home language so as to ensure understanding. Parent Survey Forms are mailed with the entitlement letters and are completed at the time of orientation with the help of the ESL teacher who can answer any questions. Parents can return the form at that time or within 2 days.

4. After Parent Survey and Program Selection forms are returned students are placed in the program of their parent's choosing. If the parent chooses bilingual or dual language, the ESL teacher reviews current demographics to see if the necessary numbers of students exist to create such a program. If the numbers of Parents in the schools do not exist to form a bilingual class, parents are notified of the same. They are also notified that if the school demographics change to allow for the creation of a bilingual program, one will be created and they will be notified and offered an opportunity for their children to participate. If the necessary numbers do not exist, the ESL teacher will search for a school in the district or a neighboring one and provide such information to parents for their consideration. If the parent chooses ESL, the ESL teacher will send a letter confirming the choice to the parent and the student is officially placed in that program. Information is given in parents' preferred oral and written language as indicated in the HLIS and given verbally by bilingual members of the LAP team or with the assistance of the Interpretation Unit.

5. After reviewing Parent Survey and Program Selection forms for the 2010-2011 school year 13 parents, representing the 13 admissions for that school year, selected ESL as their first program choice. For the 2011-2012 school year 2 parents, representing the 2 admissions to date, have selected ESL as their first program choice. These 15 parents have selected TBE as their second choice and Dual Language as their third choice. This is after being verbally advised of their program choices at the time of registration, by letter after the scoring of the LabR and through the parent orientation video viewing at the parent orientation. The ESL teacher Ms. Wilson, collects the data on parent choice and communicates that information to the principal Ms. Diaz and other administrative staff.

6. Program models offered at the school are aligned with parent requests. Parents have been advised of the three program models available to them both verbally and through viewing of the parent orientation video. They have consistently chosen ESL as the program model of their choice. The ESL teacher, Ms. Wilson, will monitor student enrollment and parent choice and advise administration when parent choice shifts to reflect choice in other program models in order to allow for planning in creating a program model that reflects parent choice as well as state and federal mandates.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	19
Special Education	8		

Number of ELLs by Subgroups					
SIFE	6	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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
Dual Language										0
ESL	19	5	5	10	1		6		3	35
Total	19	5	5	10	1	0	6	0	3	35

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2		2					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian							9	4	10					23
French							2	1	1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							2		2					4
TOTAL	0	0	0	0	0	0	15	6	15	0	0	0	0	36

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?

1a. Instruction is delivered using a Pull Out Model. Groups of 15 or less students from monolingual classes are pulled out of their classrooms and receive classroom instruction by the ESL teacher, Ms. Wilson

1b. The program utilizes an ungraded, heterogeneous model with a focus on one linguistic level. Classes are created with the knowledge that mixing linguistic levels that are too far apart are not beneficial to students, ex. Beginner mixed with Advanced. Ms. Wilson, the ESL teacher, creates classes using the NYSESLAT, other state assessments and her personal knowledge of the children's linguistic, social and developmental levels. ESL classes are taught by one teacher who is state certified in that subject area.

2. Beginners and intermediate receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes of instruction. The English only classes have been designed to improve the student's ability to comprehend his or her subject areas.

3. The ESL teacher confers with content area teachers and provides content area support to the ELL students. For the 8th grade classes, instructional strategies are implemented to ensure that the students meet the requirements needed to pass state assessment and regent exams. The students are given homework and classroom exams to evaluate their when acquisition of the English language. All written assignments are placed in portfolios. Through these tools, the students may be properly assessed and held accountable for the academic achievement. Our school has an abundance of instructional materials that we use to help out ELL population acquire the skills that they need. The ESL students are taught using the Scott Foresman ESL program and balanced literacy. There are several materials that the ESL teacher uses for small groups and differentiated instruction. Some of the instructional materials that are used are Making Connections for

A. Programming and Scheduling Information

ELL Learners, Launch into Reading for ELL Learners, Carols Comes to Lakeside School, Visions and Vocabulary Connections: a Content Area Approach and the English Now! Program.

A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

In order for students to develop critical thinking skills, problem-solving strategies and the ability to communicate in English, educational programs throughout the school scaffold students' learning as they progress through the stages of language acquisition. The scaffolding techniques that our instructors use are those in A. Walqui's book *Conceptual Framework: Scaffolding Instruction for English Learners*. These methods include modeling, bridging (connecting new concepts and language, schema building (students weave new information into pre-existing structures of meaning), text re-presentation (recreating concepts and language from one genre into another), and metacognition (the learner steps beyond the experience to reflect on the processes involved).

4. On NYS standardized assessments, students are offered the choice of taking assessments in their native language or in English. The school does not have a Transitional Bilingual Program at this time.

5a. Our instructional plan for SIFE includes initial assessment to determine the students' needs. Individual plans of action will be created to address the individual needs of these students. Most SIFE students and newcomers have problems with rhyme recognition and rhyme generation. They haven't mastered decoding, skills, segmenting, recognizing sight words, reading comprehension and alphabet sounds. Instruction will target these linguistic needs as well as help SIFE students operate in a structured classroom environment which may be lacking.

b. Lessons geared towards beginner student's focus on developing phonic concepts and strengthening phonemic awareness. Lessons also involve students engaging in social interaction through small group activities. This will also children to hear and speak the language.

c. A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

d. Long-term ELLS and students with special needs will get the extra reinforcement they need through the Sound Reading Program and balanced literacy. Students will be engaged in various components of balanced literacy such as guided reading, interactive writing, word work, shared reading and writing. Both the teacher and the student will use academic language to communicate, analyze and explain content. The teacher will model the appropriate language and create opportunities for using academic language. When the students have reached the level of proficiency, additional strategy lessons will be developed from assessments, data and articulation with teachers.

6. The IEPs of ELL-SWDs are used to make decisions regarding implementing content area instruction to this population. Teachers of ELL-SWD use Computer Assisted Instruction(CAI). Using CAI for writing helps students improve their spelling and vocabulary. Spelling and grammar check provide immediate reinforcement. Teachers of ELL-SWDs also use books on tape, through the Read 180 program, and social studies materials on CD to teach both ELA and social studies. These materials help with students fluency and phonemic awareness. Students use these tapes and CDs individually and we have found this to be an effective strategy for auditory learners within the ELL-SWD population.

Graphic organizers and manipulatives are additional instructional strategies used by teachers of ELL-SWDs to make content comprehensible. Calculators, metric rules, triple beam balances and microscopes are also used in mathematics and science. In the ESL and other monolingual classes ELL-SWDs are paired with general education students to increase english proficiency and increase access to content in the LRE. The ESL teacher attends all IEP/RTI meetings of ELL-SWDs and is part of the instructional design process for these students. IEPs are shared with all teachers, including the ESL teacher. The IEPs, special education instruction and ESL instruction strategies are used to make content comprehensible for our ELL-SWD students.

7. The school uses collaborative team planning to meet the educational and linguistic needs of ELL-SWD's in the least restrictive environment. The ESL teachers confers with the special education teachers, para professionals, speech teachers, psychologist and social worker in order to create a curriculum that meets the needs of ELL-SWD. Weekly inquiry team meetings are another place where strategies and ideas are discussed for addressing the needs of ELL-SWD. The ESL teacher, Ms. Wilson, uses all of this in creating lesson plans and creating environments that serve the needs of our ELL-SWD population in the LRE.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

8. Our school is committed to the success of our ELL population. ELLs receive targeted intervention in ELA, math and other content areas in many ways. ELA and math interventions are given in 37.5 minute tutoring sessions Monday-Wednesday weekly in groups of 10 or less. Students are placed in tutoring based on their weaknesses as indicated by using the most recent NYS examination results in ELA and mathematics. Teachers and support personnel who speak the native language assist the students in reaching and maintaining proficiency in all areas. In our school Arabic students receive additional math tutoring from Mr. Fadah who is fluent in Arabic. Children are pulled out and receive instruction in their native language. Students are given a schedule with Mr. Fadah listed for specific periods and are advised of the dates and times of these meetings in both English and Arabic.

Ms. Granthe, who is fluent in Haitian Creole, French and Spanish holds daily early morning literacy, math and homework help sessions to help our ELL students. Ms. Granthe provides ELA assistance during the school day in Haitian Creole, French and Spanish. She helps translate difficult content area words and concepts.

Mr. Trellis provide native language support in Science and Mathematics. He pulls students out in small groups 2 times per week.

Ms. Bertin, our bilingual para professional, works with the Haitian bilingual ELL-SWD population in the classroom and helps provide targeted content area intervention for them.

Ms. Noisette, the Science Chairperson, utilizes 2 of her professional preparation periods to provide targeted science instruction to ELLs in groups of 5 or less. Instruction is designed after consultation with other science teachers and the ESL teacher, Ms. Wilson.

Ms. Fuller, the eighth grade science teacher, has a special education background and designs instruction with differentiation in order to meet not only the needs of the Special Education population, but of the ELL and ELL-SWD population.

The Social Studies Department uses videos and other media as a part of regular instruction. These videos allow the children to see and hear the major themes that are being studied. These videos and other media are mainly in English but they help to reinforce written material. Social studies faculty use bilingual media whenever available.

9. ELLs who have reached proficiency on the NYSESLAT are given 2 years of transitional support. Students are advised that they have scored proficient on the NYSESLAT and letters are sent home to parents advising of the same. They receive 2 years of test modifications including additional time on state assessments, bilingual glossaries, additional readings of the listening passage on the NYS ELA exam and translated NYS math assessments. Students also receive additional support in the form of ESL classroom instruction from the ESL teacher. Students receiving transitional support receive additional instruction in an ESL class that contains advance level students. In their monolingual classes, teachers are advised of students' transitional status and allow additional time to complete tasks and other modifications.

10. We are currently attempting to include our ELLs in not only achieving English proficiency, but excelling in that area. The school is partnering with the Sports and Arts program. This program provides targeted instruction to ELLs in preparing them for the specialized high school exam as well as the Regents exam in math and science.

11. There are currently no program/services for ELLs that will be discontinued at this time. Programs are continuously monitored for effectiveness and value for the ELLs at our school. Programs will be discontinued when they no longer provide linguistic, social or cultural value to our ELL population.

12.ELL students have access to many different after school services. The ESL teacher and Parent Coordinator confer with families and advise of the numerous Supplemental Educational Services Programs offered. Parents are able to select from a variety of providers to receive small group instruction and in home tutoring. The options available to parents are presented in one on one conferences as well as informational workshops. ELL students also have access to the Saturday Success Program which provides targeted instruction in Math and Literacy.

13. Students are given access to websites that foster language development via the use of laptops and desktop computers. The school has also subscribed to the Sound Reading program which builds both listening and reading skills through phonemic awareness. This program also serves the needs of our ELL-SWD population with targeted intervention for learning disabilities such as dyslexia. Students also have access to books on tape/cd. This reinforces their reading, listening and pronunciation skills.

14. Students are afforded access to a bilingual library in the ESL classroom as well as bilingual books in the school library. The ESL teacher gets newspaper articles in children's native languages to encourage NLA. Children are encouraged to discuss the information that they have read.

15. Required services and supports correspond to ELLs' ages and grade levels. Materials are selected that are developmentally and linguistically appropriate.

16. Newly enrolled ELLs are afforded the opportunity to attend our Summer Literacy Program which provides support in ELA and math. Written work and assessments help to shape the program for the upcoming school year. ELL students are buddied with peer students to foster social development and assist with the transition to a new school or new grade.

17. Students are offered Spanish as a language elective. Other language electives options are continuously explored to serve the needs of our ELL population and school as a whole.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Ongoing professional development is an integral part of the framework for our LAP. Our ESL teacher participates in ESL (NYSTESOL) conferences and networking seminars. She attends monthly or semi monthly ESL training, instructional support, networking and instructional strategy support through our network.

Training is available to all our staff including assistant principals, common branch teachers, content area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators during citywide professional development days held throughout the year and workshops are conducted by our ESL teacher Ms. Wilson. The ESL workshops dates for this academic year are as follows: November 18, December 16, January 13, February 17 and March 16.

Our literacy and math coaches provide daily assistance to our teachers by providing information on differentiated instruction, scaffolding and other methodologies. An ELL instructional support specialist from the region will provide an ESL/bilingual workshop on one of our 100 minute professional development days.

2. Incoming sixth graders and their parents are invited to an orientation prior to their child entering the school. This provides an opportunity for parents and students to tour the school and ask questions about our schools' curriculum, scheduling, clubs and organization, after school activities, athletic programs and support services.

The ESL teacher conducts workshops for staff that help them understand the transition period for ELLs as they come into the middle school from the elementary school level. Staff receive instruction on the linguistic needs of the ELL students as they transition.

The ESL teacher, Ms. Wilson, speaks with the ESL teacher of the schools that graduating students will be attending in order to advise them of students areas of strength and weaknesses.

The sixth grade guidance counselor consults with the guidance counselor of feeder schools to arrange visits during the school day by the incoming students and their teachers.

The eighth grade guidance counselor consults with students and parents advising them of their options for high school programs that will meet their children's needs. They also speak with students about the high school application process and counsel them about what to expect in high school.

3. All staff receive the required 7.5 hours of training during Professional Development days and Staff Conferences. The ESL teacher, Ms. Wilson, also conducts workshop series' which teach strategies and provide information about ELLs to provide support to new staff.

Workshops are given in conjunction with the UFT Teacher center and include such topics as: What is an ELL?: characteristics and needs, Strategies for Creating Content Based Lesson Plans, Using Graphic Organizers and Manipulatives in the Content Area Classroom.

Workshops are added, deleted or modified based on staff and population need.

E. Parental Involvement

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

1. Parental involvement is a vital part of the culture of RMS 192 and especially in addressing the needs of our ELL student population. Our parent coordinator, Great Nathaniel, has parent workshops on various topics related to parents of our ELL population. Parents are given information about advocacy and informational meetings sponsored by the NYC Dept. of Education and the Office of Language Learners. Attendance is encouraged and transportation arranged (i.e carpooling, travel with staff, public transit information) if necessary. When there are sufficient number of parents, the school provides transportation locally via van service. Our Parent Teacher Association is another opportunity for our parents to be active. They have monthly informational meetings. There is ongoing support, including translation services in Haitian-Creole, Spanish, and Arabic for our RMS 192 community.

2. The ESL teacher speaks with parents about their own language needs and provides them with a list of GED and ESL programs offered through the Office of Adult Education. Site information, directions as well as information on navigating the NYC Transit system is provided to parents in order for them to take advantage of these educational opportunities. Parents are encouraged to attend educational programs in order to facilitate their language acquisition as well as provide the opportunity to advocate for their children and assist their children with their English Language needs.

CIANA, which is a Community Based Organization, also conducts on site workshops for parents. Interpretation services are provided at these workshops which are designed to empower and provide advocacy to parents of ELL's. Workshops include: navigating the DOE website, using and understanding ARIS, Your Rights as Parents of ELLs, What to Look for at Your Child's School, etc,

3. The needs of the parents are evaluated by the Parent Coordinator, Ms. Nathaniel. She communicates with parents via workshops, PTA meetings and other events for parents. Ms. Wilson also communicates frequently with parents via telephone and in school visits. Parents are given information about educational programs that may suit their needs as parents at our school are very interested in increasing their own English language proficiency. Community organizations also inform us of the needs of the community as told to them in their outreach efforts.

4. Our parental involvement activities address the needs of the parents by providing them with social and linguistic support. We strive to provide parents with opportunities to participate in their child's education and integration into American society. We understand that in order for parents to effectively address the needs of their children, they must first be comfortable themselves. All staff at the school create an environment that is welcoming to the parents of ELLs and makes them feel included in the school community.

The Parent Coordinator, Ms. Nathaniel and Ms. Wilson, the ESL teacher, work closely with the CIANA case manager. Information about the needs of the parents are shared with the caseworker and she brings the insight of her organization which has experience empowering and advocating on the behalf of immigrants and parents of ELLs.

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)														TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Beginner(B)							5	5	2					12
Intermediate(I)							2	1	9					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							7	0	3					10
Total	0	0	0	0	0	0	14	6	14	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	7			8
7	1				1
8	6	5			11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		4		1				6
7	3		2			1			6
8	6		6						12
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

1 Our school uses DRA, Slossons, and Reading Fluency based on leveled text to assess the literacy skills of all students. Students are given a recent NYS ELA assessment at the beginning of their admit year and at the beginning of each school year. This information and data is shared with the ESL teacher which helps her to provide differentiated instruction to our ELLs.

2. When we examined NYSESLAT data we found that most of our students tested in the intermediate- advanced level in all four modalities with Listening and Speaking having the highest levels of advanced students across grade levels. By the time our students reach the eighth grade, they have reached proficiency in the Speaking/Listening modality.

3. Patterns across NYSESLAT modalities affect instructional design. The implications for the school's ELL instruction are that we have to continue to give students activities and practice in speaking and listening so as to maintain proficiency. This plan incorporates additional talk time, questioning and answering techniques, and TPR strategies. Reading and writing is the area that our ELL students struggle in and activities will be planned that help boost students in these areas. Activities such as journal writing, read alouds, independent reading time, monthly book reports, author studies, genre study and block periods for grammar and vocabulary study will be part of the ESL and ELA curriculum. The ESL teacher Ms Wilson, communicates students strengths and weaknesses as indicated by the NYSESLAT exam, NYS ELA exam and classroom assessments and observations. ELA and classroom teachers also administers DRAs, Slossens and Reading Fluency exams in order to help shape instructional design to not only increase NYSESLAT proficiency but to ensure students gain a command of ELA concepts and curriculum. Common Branch teacher(Ms. Woolfson, Mr Biondi) ELA content area teachers(Ms Ruggiero, Ms. Carter, Ms Lewis, Ms. Colonette, Ms. Gibson) and ESL Special Education Teacher(Ms. Colonette) also use the same instructional strategies in the content area classroom as are used in the ESL classroom, which helps to reinforce literacy skills.

4.a The vast majority of our students test results show that they are in the level 2 range. Our sixth graders score mostly in the level 2 range for the ELA exam(6 students) with few scoring at a level 1(1 students). Our eighth graders are split down the middle with 6 scoring Level 1 on the ELA exam and 5 scoring at a Level 2. Last year 6 sixth graders, 6 seventh graders and 12 eighth graders took the NYS mathematics exam. One sixth grader, 3 seventh graders and 6 eighth graders scored Level 1. 4 sixth graders, 2 seventh graders and 6 eighth graders scored a level 2 and 1 sixth and 1 seventh grader scored a level 3. Of the level 3's scored, one was taken in the students native language and one was taken in English. Most of our students show consistent growth in state assessments from year to year. Students are given the option to take the state mathematics test in English and their home language. Our ELL students consistently prefer to take the test in English. ELA coaches Ms. Carter and Ms. Service confer with the ESL teacher Ms. Wilson to create an ELA plan of action to help students achieve proficiency on the ELA exams. Ms. Wilson follows the ELA pacing calendar to provide support to the ELLs with mastering ELA curriculum.

b. School leadership and teachers use the ELL Periodic Assessments to drive instruction and plan curriculum for our ELL population. School leadership reviews the data results from the Fall Periodic Assessments to finalize purchasing, ELA and math curriculum. The ESL teacher uses data results to drive instruction and to create classroom groups that serve the linguistic needs of students.

c. The school is learning our ELLs strengths and weaknesses in mastering the core curriculum in math and ELA based on specific strands.

5. N/A

6. Success of academic programs are primarily measured by NYSESLAT , NYS ELA and Math assessment. The school strives for proficiency in all subject areas for ELLs but does recognize growth in areas and uses that to determine areas of the program that are successful or nearing desired results. Students also take a DRA, Slossens and Reading fluency as midpoint and final assessments to measure program success in relation to mastering ELA curriculum. These assessments help us to determine if the ESL program is also helping students to succeed in the ELA curriculum.

Additional Information

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

Part VI: LAP Assurances

School Name: IS 192

School DBN: 29Q192

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harriet Diaz	Principal		10/20/11
Cynthia Smith	Assistant Principal		10/20/11
Greta Nathaniel	Parent Coordinator		10/20/11
Tamika Wilson	ESL Teacher		10/20/11
Laure Silatcha	Parent		10/20/11
Sheryl Service/ELA	Teacher/Subject Area		10/20/11
Johnny Trelles/Sp Ed	Teacher/Subject Area		10/20/11
Normel Batson	Coach		10/20/11
Michael Parkinson	Coach		10/20/11
Maria McCollough	Guidance Counselor		10/20/11
Ben Waxman	Network Leader		10/20/11
Keera Edwards Marr	Other <u>Speech</u>		10/20/11
Marie Granthe	Other <u>Librarian</u>		10/20/11
Deva Thomas	Other <u>Math</u>		10/20/11

School Name: IS 192

School DBN: 29Q192

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q192 **School Name:** Renaissance Middle School

Cluster: 5 **Network:** 534

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.

The data and methadologies used to assess our school's written translation and oral interpretation needs are comprised of the following

1. Parent's preferred method of written and oral communication as indicated on the Home Language Information Survey upon student registration
2. Informal parent interviews at the time of registration
3. Parent Language Surveys
4. Parent Orientations
5. PTA meetings
6. Parent Workshops
7. Language Allocation Policy part III which provides student language demographics

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.

Our school has 36 ELL students. Haitain Creole (28 families) comprises the majority of our school's oral interpretation needs with several Spanish language parents. Four families speak Ebo and other languages. We have four parents who have Spanish oral and written interpretation needs. Our school has two families whose children are ELLs. One family requests oral and written services in English and through a family representative who is able to both speak and read English. Our parents(36) have indicated that they prefer written communication to be in English . Correspondence to parents are in English, Haitian Creole and Spanish. Oral translation services in Haitain Creole, Spanish, Urdu and Arabic are available to parents by in house bilingual staff. Findings were shared with the school community in an ELL professional development workshop held on November 18, 2011. Information was also shared during the December monthly Faculty meeting.

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.

The written translation services our school will provide are primarily for correspondence to parents and include the following:

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. Parents' Preferred Language forms
6. Workshop information
7. Title III After school Applications
8. Special forms (lunch forms, blue emergency cards, health)
9. Permission slips/consent forms
10. High School information
11. Testing and SES information
12. Legal, disciplinary, and safety matters.
13. After School Programs

School staff will provide written translation services in house as necessary. Services of the DOE Interpretation and Translation Unit as well as outside vendors will be used when in house translation services are not sufficient to meet program needs.

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

Our school has one teacher, one para-professional and one school aide who speak Haitian Creole, two teachers who speak Spanish, one teacher who speaks Urdu, one lab technician who speaks Arabic and one teacher who speaks Ebo. These staff members provide oral translation as necessary at student registration, parent orientations and workshops, parent teacher conferences and meetings, PTA meetings, IEP meetings or as needed by school.

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

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the oral translation and interpretation services needed to the greatest extent possible. Written parent information and notices will be given in parent's preferred language by using translated documents as found on the Department of Education's website or by using in house staff. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

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: Renaissance Middle School 192	DBN: 29Q192
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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: Rationale: While differentiation of instruction is done a part of regular classroom instruction, it is sometimes necessary go provide additional support to students who speak another language.

Consequently, other modalities of instruction is provided to our ELL population.

Subgroups and grade levels to be served include grades 6, 7, and 8 for students.

0-3 years:25

SIFE: 7

4-6 years: 7

SWD: 7

6 plus years: 3

Schedule and Duration:

Direct instruction is provided to the students in the Early Bird Morning Literacy Program as well as afterschool. This is done Monday to Friday beginning September, 2012 to June, 2013. The rationale is to strengthen student's reading fluency and writing skills. Students are grouped based on language acquisition from beginner, to intermediate to advanced group. This includes students in grades 6, 7 and 8. The students receive one hour of instruction in the Early Bird Literacy program. Beginners are taught in Haitian Creole, French or Spanish depending on their native tongue. Intermediates receive instruction in English with support in the aforementioned languages.

The After School Program runs on from 2:30-5:30 on Tuesday-Thursdays. Students are taught by the ESL teacher and the literacy and research support is supplied by Ms. Granthe, who is multilingual. Students focus on research projects with a technology component. Ms. Granthe, who is the librarian/media specialist, helps students navigate the internet, search engines and other written research materials to create products rich in academic and content vocabulary. She is able to provide linguistic support including translation as needed, especially to students at the beginner level.

Additionally, students are offered instructional support on Saturday mornings from 8:30 AM to 12:30 PM beginning October, 2012 to April, 2013. They receive academic support primarily in ELA and in mathematics. Intermediate and advanced students receive instruction from licensed math teachers and literacy support from the ESL teacher. A English Buddy Literacy Program is done on Wednesday afternoon beginning November, 2012 to March, 2013 where an ELL student is paired with a native English speaker to enhance their reading fluency. In late Spring of 2013, grade 8 students who are eligible for the NYS science test will receive three two hour sessions by a certified science teacher in final

Part B: Direct Instruction Supplemental Program Information

preparation for the exam starting March, 2013 and ending May, 2013. This will allow for the teacher to focus on their individual needs that cannot be addressed during regular classroom instruction. These sessions will be done after-school and on Saturday morning for a total of six sessions. The language of instruction is English with support in Haitian Creole, French and Spanish. The number and type of certified teachers include one ESL and content teachers in mathematics and science who are fluent in the student's native languages. Literacy support is provided by our librarian who is fluent in English, Creole, French and Spanish. The Saturday program is supervised by Mr. Gaither. The ESL is supervised by Ms. Smith.

Types of Materials: The Early Bird Literacy program uses Read 180 which utilizes the student's ability to read leveled text with written support. It also uses the computer to monitor progress and for students to listen to text. SIOP principles are used in lesson planning in the after school and Saturday programs to make input comprehensible and to maximize the student's understanding of various genres. In science, support materials include science prep coach books geared to the NYS ILST. Math coach books are used to supplement math instruction in the Saturday program.

Part C: Professional Development

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

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

Begin description here: The Title III professional development is used to provide instructional support to any teacher who provides instruction to ELL students. Professional Development is provided to the ESL teacher by the CFN 534, the Office of OELL, ESL Conferences as well as on-site workshops provided by the ESL teacher for the staff.

Teachers to receive training: All staff members working with ESL students

Schedule and duration: Professional Development is on-going throughout the year. This includes monthly meetings, after school workshops and SIOP study groups where teachers discuss and practice the implementation of linguistic strategies to increase comprehensible input for ELL students.

Topics to be Covered: ELL Characteristics, Stages of Second Language Acquisition and Activities Appropriate to each Stage, Instructional Strategies for ELLs, Content Area Strategies for ELLs, ESL Program Overview, RtI and ELLs, Parent Orientation, Using Graphic Organizers and Manipulatives in the Content Area Classroom, Strategies for Creating Content Based Lesson Plans

Name of Providers: School Administration (Cynthia Smith); CFN (Rosemary Cban, Mary Norwood),

Tamika Wilson (ESL Teacher), Literacy Coach (Normel Batson), Literacy Lead Teacher (Sheryl Service), and Librarian (Marie Granthe), RtI (Guidance Counselor: Mattner); RtI (Avril Henneman).

Part C: Professional Development

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 must be engaged in all segments of their child's education. They must understand the services and supports being offered to their child. They also must be given every opportunity to participate in all levels of their child's education including social and cultural integration into the school family.

Schedule and duration: Ongoing from September, 2012 to June, 2013.

Topics to be covered: Parent Orientation for ELLs, Supplemental Support Programs for Students, How to Help Your Child Be Successful, ARIS support, How to Help Your Child Prepare for the NYSELAT, HS Articulation Process

Name of Provider: ESL Teacher (Tamika Wilson), Parent Coordinator (Greta Nathaniel). CFN 534 (Larry Buckman, Ms. Y Beasley),

How parents will be notified of these activities: Phone Messenger, Flyers, Mail, Phone Calls

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 		

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.
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		