



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** WILLIAM H PRESCOTT  
**DBN (i.e. 01M001):** 13K093  
**Principal:** SANDRA PHILIP  
**Principal Email:** SPHILIP@SCHOOLS.NYC.GOV  
**Superintendent:** BARBARA FREEMAN  
**Network Leader:** CYNTHIA J. FELIX

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sandra Philip	*Principal or Designee	
John Leftridge	*UFT Chapter Leader or Designee	
Linda Cummings	*PA/PTA President or Designated Co-President	
Bettye Bogan	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	
Keisha Demas	Member/ UFT	
Gloria Tillman	Member/ UFT	
Monique Bastien	Member/ Parent	
Heather Henry	Member/ Parent	
Denise Daly	Member/ Parent	
Sassette Christian	Member/ Parent	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014 all teachers will engage in professional development activities designed to support full implementation of the new teacher evaluation and development system resulting in improved pedagogical delivery to improve student achievement.

### **Comprehensive Needs Assessment**

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

#### **English Language Arts (Grades 3-5)**

Grade	Year	Level 1	Level 2	Level 3	Level 4
All	2012-2013	48.3%	31%	16.6%	4.15

#### **Mathematics (Grades 3-5)**

All	2012-2013	52%	27%	14.9%	6.1%
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### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Professional Development:** Pd will be provided on the following topics: planning and preparation, classroom environment, instruction and professional responsibilities. Professional development will also be provided on the use of rubric with specific feedback and use of student data to support differentiated instruction.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Sp. Ed. Coach, Lead Teachers, Administrators and Network Achievement Coaches

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Interim Assessments

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Time has been allotted on Wednesdays and Thursdays to support professional development.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See PIP

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>x</b>	<b>Title IA</b>		<b>x</b>	<b>Title III</b>		<b>x</b>	<b>Set Aside</b>		<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2014 all teachers will engage in professional development activities designed to improve professional practice in order to meet the demands of the CCLS.

### **Comprehensive Needs Assessment**

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

According to the 2013 NYS performance results 79% of students scored below standard in ELA and Mathematics.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The Instructional Coach and Lead Teachers will attend central professional development sessions in the Common Core aligned literacy and mathematics programs developed by NYS, Core Knowledge, Expeditionary Learning and Common Core Inc. The Story of Numbers, in order to turn-key information to all classroom teachers.
2. All PK – Grade 2 teachers will receive professional development in the Core Knowledge units of study in Literacy and Mathematics.
3. All Grade 3 – 5 teachers will receive professional development in the Expeditionary Learning units of study in Literacy.
4. All PK – Grade 5 teachers will receive professional development in the NYS Common core aligned mathematics program, Common Core Inc., The Story of Numbers.
5. Professional Development will be provided during monthly Faculty Conferences, weekly Inquiry Team meetings and common preparation periods on topics related to: The 2013 Danielson Framework for Teaching, the Common Core Learning Standards, Use of formative and summative assessment data to modify and revise curriculum for small groups and individual students, Use of standards-based rubrics to provide actionable feedback to families and students.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Instructional Coach, Lead Teachers
2. K – 2 classroom teachers, Instructional Coach, Administrators, Network Literacy Specialist
3. 3 – 5 classroom teachers, Instructional Coach, Administrators, Network Literacy Specialist
4. All PK – 5 teachers, Instructional Coach, Administrators
5. Administrators, Instructional Coach, Lead Teachers, Network Achievement Coaches

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The Instructional Cabinet will meet with the Instructional Coach and Lead Teachers that attend central PD sessions to develop the workshops for grade level teachers after each PD session.
2. Administrators and the Instructional Coach will conduct short focused observations of the Core Knowledge units of study being taught and provide teachers with actionable feedback.
3. Administrators and the Instructional Coach will conduct short focused observations of the Expeditionary Learning units of study being taught and provide teachers with actionable feedback.
4. Administrators and the Instructional Coach will conduct short focused observations of the Common Core Inc. units of study being taught and provide teachers with actionable feedback.
5. The Principal and Assistant Principal will meet regularly to evaluate progress and plan next steps.

#### **D. Timeline for implementation and completion including start and end dates**

1. After each central PD session, a minimum of six times a year between September 2013 and May 2014.
2. A minimum of three times a year between October 2013 and May 2014.
3. A minimum of three times a year between October 2013 and May 2014.
4. A minimum of three times a year between October 2013 and May 2014.
5. Monthly September 2013 – June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The Instructional Cabinet, comprised of two administrators and two teachers. Faculty conferences take place on the first Monday of each month and we conduct grade conferences monthly after school to support professional development.
2. Grade conferences take place monthly afterschool. Grade meetings take place weekly during common planning times.
3. Grade conferences take place monthly afterschool. Grade meetings take place weekly during common planning times.
4. Grade conferences take place monthly afterschool. Grade meetings take place weekly during common planning times.
5. Faculty conferences take place on the first Monday of each month and we conduct grade conferences monthly after school to support professional development.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Administrators, the Instructional Coach and Lead Teachers will conduct workshops for parents to increase their understanding of the Common Core Learning Standards and the curricular resources being implemented so that they may better partner in their children's education. Workshops will include: Curriculum Nights, Parent-Teacher Conferences, visits to classrooms to observe rigorous Common Core aligned activities in action, etc.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014 all students in grades PK through Grade 5 will complete three writing assignments in which they read and analyze informational texts and write opinions and arguments in response to what they have read, resulting in a 3% decrease in students performing at levels 1 and 2 on the NYS ELA exam.

**Comprehensive Needs Assessment**

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

**English Language Arts (Grades 3-5)**

Grade	Year	Level 1	Level 2	Level 3	Level 4
All	2012-2013	48.3%	31%	16.6%	4.15%

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Administrators, coaches, and CFN achievement coaches will provide professional development for teachers to design and enhance their ability to create writing tasks.
- Teacher team meetings will utilize protocols for looking at student work analysis and develop assessments as needed.
- Grade level teams will utilize performance based tasks in literacy from the Common Core library.
- Reflection from teacher team meetings will inform teachers' further planning and delivery.
- Teachers will utilize the seven trait writing rubric for informational text and opinion to provide effective student feedback.

**B. Key personnel and other resources used to implement each strategy/activity**

- Sp. Ed. Coach, Lead Teachers, Administrators and Network Achievement Coaches
- Teachers
- Teachers
- Teachers, Administrators
- Teachers,

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Baseline and interim writing assessments will be analyzed to ensure Common Core alignment with a rubric before administration.
- Student work will be analyzed at the culmination of each unit.
- Grade level teams will meet monthly to plan for use of tasks.
- Teacher teams meet weekly.
- Teachers and Administrators will analyze results at monthly meetings.

**D. Timeline for implementation and completion including start and end dates**

- September 2013 – June 2014
- September 2013 – June 2014

3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Time has been allotted on Wednesdays and Thursdays to support professional development. Additionally, we conduct monthly grade conferences after school to support professional development.
2. Grade level teams can meet daily as they have common preparation periods daily.
3. Grade level team meets monthly to plan for use of performance based tasks.
4. Administrators and teachers meet during Monthly Faculty Conferences.
5. Administrators and teachers meet during Monthly Faculty Conferences.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See PIP.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided Reading, Rally	Small group	During the school day, 37.5mins.
<b>Mathematics</b>	Math exemplars, Guided Math groups Rally	Small group	During the school day 37.5mins.
<b>Science</b>	Interdisciplinary with ELA	Small group	During the school day 37.5mins
<b>Social Studies</b>	Interdisciplinary with ELA	Small group	During the school day 37.5mins
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Social Worker provides counseling services to help students with behavior modification strategies so as to develop positive interpersonal skills and improve overall academic performance.</p> <p>School Psychologist provides cognitive behavioral therapy to improve student decision making skills, socialization and respect for authority.</p> <p>Guidance Counselor utilizes “Respect for All” strategies to improve social development.</p>	Small group, push-in, and one-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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 process for recruiting and retaining highly qualified staff begins with a level one interview conducted by the network staff. Follow up interview is conducted by the cabinet and a demonstration lesson is required for further consideration. Teachers are supported with a full time coach and consistent professional development.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our program affords all staff with four weekly common time during the school day which supports professional development. Additionally, there are significant professional development opportunities offered by our network in which we participate.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Programs are discussed during SLT meetings and a decision is made at that time on how funds are allocated.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Open house opportunities are offered to parents as well as orientation sessions for parents and students whereby curriculum and parental activities are discussed.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During grade and faculty conferences teachers share resources that they have utilized in the past or have knowledge of with administration and at that time a decision is made to purchase said items.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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## **Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>093</b>
School Name <b>William H. Prescott</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>tSandra Philip</b>	Assistant Principal <b>Janeice Bailey</b>
Coach <b>tKim Spencer</b>	Coach <b>Felicia Coombs</b>
ESL Teacher <b>Gayle Liddell</b>	Guidance Counselor <b>E. Eze-Umebuani</b>
Teacher/Subject Area <b>Tanisha Dorvil/ Grade 2</b>	Parent <b>Linda Cummings</b>
Teacher/Subject Area <b>Erica Parker-Marshall/Grade 5</b>	Parent Coordinator <b>Bettye Bogan</b>
Related Service Provider <b>Nilda Nuesi - Speech Teacher</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>300</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>8.00%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out														0
SELECT ONE														0
<b>Total</b>	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		Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	0	1	3	3	0	0	0	0	27
Total	24	0	1	3	3	0	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Yiddish														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2												2
Chinese														0
Russian														0
Bengali		2	1			3								6
Urdu														0
Arabic	2	4	2	1	3	1								13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		1								3
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>24</b>						

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	2	1	2									6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	0	0	0	0									3
Advanced (A)	2	2	0	2	3									9
Total	6	2	2	3	5	0	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	2	2	0	0	4
5	7	1	0	0	8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	1	0	0	0	0	0	3
4	4	0	0	0	1	0	0	0	5
5	8	0	0	0	0	0	0	0	8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	0	0	1	0	5
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The early literacy skills of ELL's are assessed using DRA. These assessments provide information as to what they are capable of at the time of assessment, helps pinpoint what areas they need help with, and assists in determining which skills they may lack entirely. This information is vital for effective planning, grouping, and providing differentiation.. Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Patterns on the LAB-R and NYSESLAT have generally been positive. Most ELL's move up at least one designation each time they are assessed with NYSESLAT. Traditionally, they score higher on the speaking/listening than they do on the reading/writing. However, these trends are in line with research regarding timelines for acquisition of oral and written skills pertaining to ELL's. Due to text complexity, it has generally been harder for ELL's in grades 3-5 to obtain a designation of proficient when compared to ELL's in grades K-2. However, we have had a number of upper grade ELL's who exited the program in grade 5. Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Traditionally, ELL's score higher on the listening/speaking portion of the NYSESLAT than they do on the reading/writing sections. We are working towards a schoolwide goal of improving writing skills and thereby reducing the number of levels 1 and 2 on the NYS ELA exam. The ELL's are very much a part of this effort and hopefully it will improve their writing score on the NYSESLAT as well. The AMAO tool is used to determine if the ELL's are making progress towards proficiency in English and how much. This tool can identify risk factors so that targeted students can receive additional instruction and/or intervention before they reach a more critical phase. Paste response to question here:

4. For each program, answer the following:

- a. 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?

When analyzing the results of NYSESLAT it appears that the majority of students are progressing towards proficiency at a reasonable rate. With each administration of this exam, students demonstrate growth by moving up at least to the next designation. Those who stay within a particular designation demonstrate growth on the number of correct responses. Although more students may exit the program in the earlier grades, I have not noticed any particular pattern at my school. We have had success in both lower and upper grades. Our ELL's take all of their exams in English. Classroom teachers are advised to access the results of the Periodic Assessments to note the strong and weak areas of their ELL students. They are encouraged to bring these results to inquiry and grade planning meetings as input for planning. The Periodic Assessment is also used as a planning tool as we prepare students for the NYSESLAT. Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The data is used to help identify ELL's who are struggling. This calls for an intervention plan to be put into place before actual failure occurs. The students are assessed and monitored at intervals. When progress becomes evident, some of the supports are removed. Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers who instruct ELL's in their classrooms design lessons and activities that will help this population become engaged at their current level of proficiency. Everyone in the school is aware that the ELL population is an important sub-group and that their instruction must be aligned to the Common Core Learning Standards. Issues, strategies, and suggestions are discussed at grade planning sessions. In addition, teachers seek additional resources from the internet or other source materials and workshops in their quest to differentiate instruction to meet the needs of the ELL's. The ESL instructor is also available for advice regarding materials and ESL strategies. response to question here:

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for the ELL program is ultimately to receive a designation of proficient and thus exit the program. Even at this juncture, the student will receive support from the ESL instructor, although they are no longer classified as official ELL's. Another measure of success is when a student moves up one or two designations on the NYSESLAT. If a student remains stagnant, the areas of deficiency are identified and extra support is provided to move the student forward. Paste response to question here:

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When parents of students who are ELL's present themselves for enrollment, a trained staff member (Pupil Accounting Secretary) and our fully certified TESOL licensed ESL instructor, meets with the person or persons who are enrolling the student/students, to assess and make an initial determination of the child's home language. This is done through an oral interview with the ESL teacher who is multilingual. Depending on the language involved, other staff members may be called in to assist with translation only. If more intense translation is needed, we seek the services of the translation unit via telephone. If the ESL teacher is unavailable, the Guidance Counselor, who is bilingual, handles the initial assessment, as she has received the proper training to do so. After conducting the oral interview, the Home Language Identification Survey (HLIS), which is available in a multitude of languages, is distributed to the adults to fill out. Once the HLIS forms are completed, a determination based on set criteria is made as to whether or not the child is eligible to be tested with the Language Assessment Battery-Revised (LAB-R). This test is administered within ten days of initial student enrollment. These exams are then hand scored by the ESL teacher to determine the level of English proficiency. Those students who score at or below the established cut scores are entitled to receive Bilingual/ESL services. If a student whose first language is Spanish scores at or below the cut score on the LAB-R, that student is then tested with the Spanish Lab. The hand scores are recorded and the official exams are submitted to the regional office for official computerized scoring. These results are made available shortly after submission. Once a determination about program entitlement has been made, notification is sent to the parents. Every effort is made to provide this information in their native languages. Subsequently, a Parent Orientation is scheduled at which parents of newly entitled ELL's are shown a DVD which describes the types of programs that are available for ELL's citywide. The information on the DVD is also available in a variety of languages. If a particular language is not available, the parent will view the English version and the ESL teacher will explain the content to the best of her ability. After viewing the DVD, the ESL teacher provides an overall summary of how the ELL program is conducted at our school, followed by a question and answer period. Then the Parent Survey and Program Selection forms are distributed in their native languages (if available), and parents are encouraged to complete them at this session. Paste response to question here:
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.  
When parents view the orientation video, it ensures that they have a full understanding of their program choices because the information is presented in their native language. The notices inviting them to the orientation are translated into their native languages and advises them that most of the materials at the session will be available in their native languages as well. The parent orientation is scheduled soon after the initial LAB-R testing so that the parent choices can be entered within twenty days of student enrollment. If a parent fails to attend the initial orientation, the ESL teacher schedules individual sessions to cover the same material. Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [\[see tool kit\]](#).)

Once a newly admitted ELL has been identified and tested, the appropriate entitlement letters are completed and distributed. Every effort is made to issue a letter in the first language of the parent. Copies of these letters are kept on file. At our school, we encourage the parents to complete the Parent Survey and Program Selection forms at the conclusion of the orientation meeting. Copies of the completed forms are kept on file and the originals are placed with the student records. If a parent does not complete or return a form after repeated outreach, the choice will be entered as default for Transitional Bilingual Education in accordance with CR Part 154.aste response to question here:

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. Students who are identified as ELL's are placed in the free-standing ESL program. Based on their designation (beginning, intermediate, advanced) students are scheduled to participate in groups that do not span more than two grades. Those who fall into the beginner and intermediate category are scheduled to receive 360 minutes of ESL instruction weekly. Those students who are identified as advanced are scheduled to receive 180 minutes of ESL instruction per week. When parents attend either the orientation or one to one meeting they are told of their child's designation based on their LAB-R score and advised of the minutes of ESL instruction their child will receive on a weekly basis. Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. When administering the speaking portion of the NYSESLAT, the ESL teacher pairs herself with a licensed pedagogue. The ESL instructor asks the questions and the licensed pedagogue scores the responses. The other portions of the NYSESLAT, (listening, reading, and writing) are also administered with the help of 1 or 2 licensed teachers. When selecting help we try to utilize teachers who the ELL's are familiar with to lessen the anxiety factor.aste response to question here:
6. 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.) 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.  Historically about 95% of the parents who attend our orientations opt for the Freestanding ESL Program. If a parent selects a program not currently offered at our school, steps are taken to locate a school that currently offers that choice and a telephone call is made to determine if there is seat availability. Once this information is obtained it is relayed to the parent so that they can make an informed decision as to remain or transfer. Based on the numbers of parents who select the Freestanding ESL Program, our model is aligned to parent requests. The percentage of parents who opt for Dual Language Programs is 4% and the percentage who opt for Transitional Bilingual Education is 1%. Parents who select Transitional Bilingual Education are informed that if the number of students who share the same first language reaches the required amount between two contiguous grades (15), then a bilingual class will be opened at the school as required by law. Paste response to question here:

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Currently our school employs the pull-out model program for the ELL's. Students are grouped heterogeneously and receive instruction in English according to the mandates for each student's level of language proficiency. The designated group travels to the ESL classroom together. The span for each group is two grades. Paste response to questions here:

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)?

At the beginning of each school year the NYSESLAT results are analyzed. Based on the designations the students received, the ESL schedule is devised, providing the mandated number of minutes. Beginners and intermediate students receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction weekly. Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is taught in English using ESL methodologies. All programs are aligned to the Common Core Learning Standards. A balanced approach to literacy is utilized along with materials that are both age and grade appropriate to help provide support for the ELL's as they strive to meet the Common Core Learning Standards. Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Presently, we do not evaluate ELL's in their native languages. They receive and are encouraged to use bilingual glossaries to assist them with content area studies and on exams. A native language library is at their disposal as well. Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The four modalities are a part of each lesson plan. Oral projects are assigned and scored according to a speaking rubric. The students present to the class and each member assigns a score using the rubric. The scores are averaged out to obtain a final score. Progress in reading is monitored and assessed during guided reading groups, report presentations, and during group sessions when reading is required. Currently, the emphasis is on improving the writing skills of the entire school. In line with this goal, ELL's are engaging in more quickwrites to help assess their needs and strengths. Also a writing task is assigned at the completion of each unit topic. Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our instructional plan for SIFE includes additional ESL instructional periods, participation in the Title 3 after-school program and Tier 2 intervention during the school day. Both SIFE and Newcomers receive extra ESL sessions to assist them with filling in the gaps. All ELL's in testing grades (including SIFE and Newcomers), receive test preparation and extra academic assistance from school personnel during the day as well as after-school. ELL's who have been in the program 4-6 years or longer, receive extra support in those areas where

they have been deemed deficient. Current and former ELL's participate in the Title 3 after-school program which provides them with an added source of instruction. In addition, the ELL's are invited to participate in any after-school, intervention or enrichment program that the school offers. ELL's who receive a designation of proficient on the NYSESLAT continue to receive support from the ESL instructor for a couple of periods weekly. In addition, they are also encouraged to participate in the Title 3 after-school program. As per the mandate, students who receive proficient on NYSESLAT are provided with a separate location and receive extended time on all state exams for the next two consecutive years.

7. 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?

Some of the strategies that are used to provide access to academic content are scaffolding, modeling, schema building and contextualization. Great emphasis is placed on identifying and defining academic vocabulary before beginning a new unit topic. Visuals are important for vital connections and are provided on a regular basis. Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students who fall into this category are discussed and monitored during the AIS/CARE team sessions. The ESL instructor is a member of this team. ELL's with disabilities are enrolled in our self-contained Special Education classes. The special education teacher and the ESL teacher meet to discuss the IEP goals and note progress of or lack of goal attainment. If the need arises, they will work together to devise a plan to assist the students. Paste response to question here:

### Courses Taught in Languages Other than English

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

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

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

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

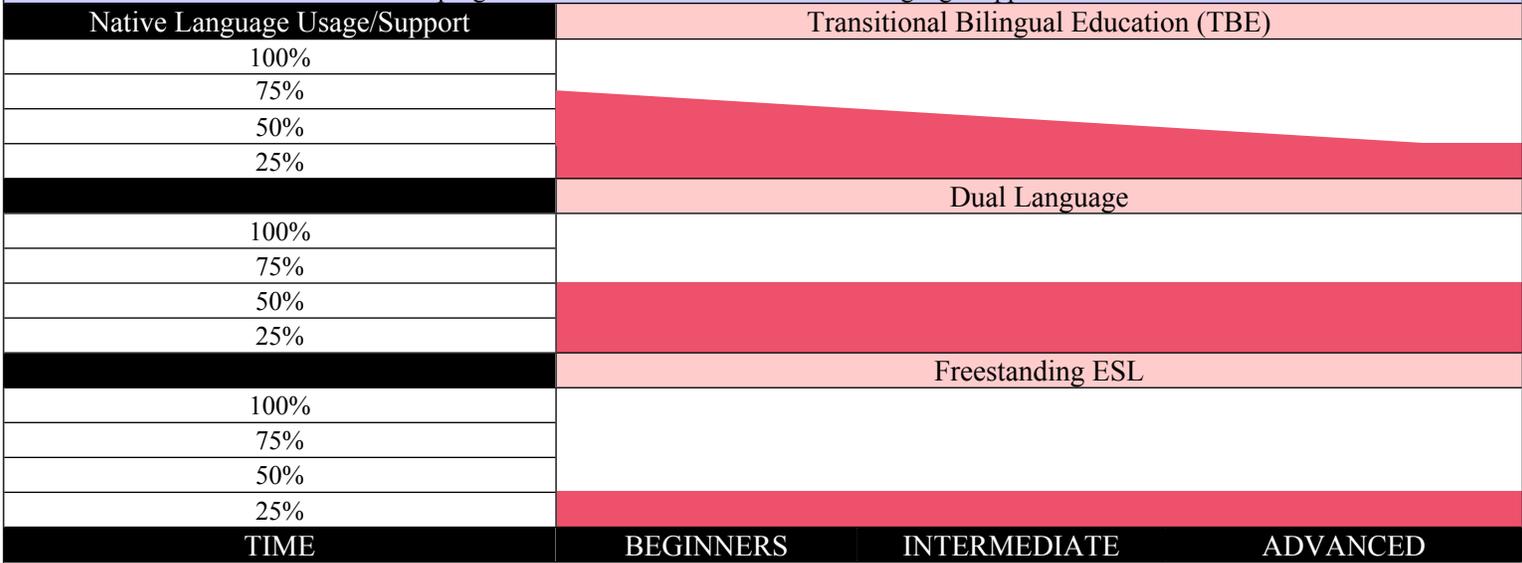
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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**

9. 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.  
All intervention services provided at our school are taught in English. The math coach provides additional instruction to struggling ELL's. The ELL population is also served by the AIS program, Title 3 after-school, and the after-school program geared for the general education students. They are also included in any test preparation sessions that are offered. Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The current program meets the needs of the ELL's because the materials are carefully selected and they are aligned to the Common Core Learning Standards. Materials designed by Triumph learning were purchased and are utilized in the ESL program. The Common Core Clinics for both ELA and math have been found to be very effective for all the grades that we serve. Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
At this point in time, I have not been made aware of any new programs that are being considered for the upcoming school year. Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?  
I have not been advised or made aware of any programs or services that may be discontinued for the ELL population. for the Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL's have access to any enrichment, intervention, or supplemental program that is offered by the school. Letters of participation for school events such as Math & Sports night, or Movie Night for good attendance, are distributed to ELL students and their parents. Attendance at these events by the ELL population is notable. Parents accompany them and these events help build and strengthen school community. Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
The Content Academic Vocabulary System (CAVS) is used to help increase understanding in both math and science. This program provides dictionaries with illustrations and the math component has a variety of manipulatives. The classrooms have a wealth of informational texts that support language learning. Beginning students use the Oxford Picture Dictionary for the Content Areas as they struggle with English but still need content area instruction. There are smartboards in many of our classrooms and the students have computer and laptop access in a variety of locations throughout the building. Support in the native language is provided through the availability of a native language library and the content area glossaries. Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support in our ESL program is provided through the availability of a native language library and the content area glossaries that are downloaded in various languages. In addition, we pair up students who speak the same language as a way to support native language. The more proficient speaker of English can translate and assist the newcomer with basic tasks. Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
In order to meet success with the Common Core Learning Standards, it is imperative that instructional materials for the ELL population are both age and grade level appropriate. Materials in the general education classes usually contain an ELL component that helps tailor the lessons, activities, and tasks to meet the needs of this sub-group. Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Once school begins, the Parent Coordinator conducts a workshop for all parents of newly enrolled students where she provides all newcomers with information on procedures, resources, and general information. She encourages parents to actively seek her assistance if they have problems or just questions. A variety of parent workshops are held throughout the school year and ELL parents are encouraged to attend. The topics that pertain to testing provide the parents with information on how they can help their child or children at home. Paste response to question here:
18. What language electives are offered to ELLs?  
Currently, English is the only language of instruction offered at this time. Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

Paste response to questions here:

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers of ELL's are advised of professional development sessions that pertain to developing and enhancing instruction for ELL's. They are encouraged to attend and share the newly obtained information with their colleagues. The ESL instructor is available to support staff members with ESL methodologies, strategies, and materials. The ELL component is addressed and discussed during on-site professional development sessions, especially those that pertain to Common Core alignment. The ESL instructor attends professional development sessions offered by the Network and any other medium that provides information on Common Core Alignment for ELL's. This information is shared with teachers of ELL's. Also, teachers of ELL's are made aware of Common Core workshops that highlight the ELL population and are encouraged to attend and then turnkey. The ESL instructor is actively involved with the ELL population as they transition from elementary to middle school. She works closely with the guidance counselor to make sure that the ELL parents are advised of the dates and locations for middle school fairs and open houses. She encourages them to attend to obtain firsthand knowledge of the middle schools listed in the directory. The guidance counselor and the ESL teacher collaborate on the parent workshop detailing the middle school process. The ESL instructor also provides assistance to any parent seeking help with completing the middle school application. Training for Jose P. is ongoing. Staff members who have not yet met this mandate attend sessions held by the ESL teacher, who provides information and materials on instructional methods, strategies, and resources to familiarize and assist them with planning, differentiation, and alignment for ELL's. Records are kept by the ESL teacher regarding the number of hours met and upon completion of the mandate, certificates are issued.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents of ELL's in our school are active in the PTA and they regularly participate in all schoolwide activities. Many of them volunteer in the classroom and they often accompany their children on class trips. The Parent Coordinator holds a yearly multicultural potluck supper which is usually well-attended. This provides ELL parents an opportunity to interact with other cultures as they share food and customs. Our school also offers a parent ESL program which is made available through Title 3 funding. This program teaches them basic oral and literacy skills to help them better communicate with members of the school community. Our school partners with the Bedford Stuyvesant Restoration Corporation. This community organization provides numerous workshops on health issues, finances, employment assistance, and technological instruction. Parents of ELL's are advised of these offerings and are encouraged to attend. The Parent Coordinator conducts a welcome workshop at the beginning of the school year. She evaluates the needs of the ELL parents through surveys and informal conversations. The ESL instructor also uses the ESL parent program as a forum to ascertain any problems or needs the parents may have. The information obtained is passed on accordingly. The needs of ELL parents are routinely discussed during both PTA and SLT meetings. ELL parental involvement in the PTA and other workshops offered by the school allow them to gain better understanding of schoolwide procedures and events. Attendance at various workshops conducted by the school advises them how they can better assist their children with assignments and assessments. The cultural workshops that are offered gives them an opportunity to interact with parents of other cultures as they engage in learning a new skill. Also, participation in the parent ESL program assists them with enhancing their English language skills and hopefully provides them with increased confidence as they seek to become and remain actively involved in the school community.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: William H. Prescott**

**School DBN: 13K093**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Philip	Principal		12/16/13
Janeice Bailey	Assistant Principal		12/16/13
Bettye Bogan	Parent Coordinator		12/16/13
Gayle Liddell	ESL Teacher		12/16/13
Linda Cummings	Parent		12/16/13
Tanisha Dorvil/Grade 2	Teacher/Subject Area		12/16/13
Nilda Nuesi/Speech	Teacher/Subject Area		12/16/13
Kim Spencer/Math	Coach		12/16/13
Felicia Coombs/ELA	Coach		12/16/13
E. Eze-Umebuani	Guidance Counselor		12/16/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **13K093** School Name: **William H. Prescott**

Cluster: **6** Network: **612**

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

**Part A: Needs Assessment Findings**

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

The needs of our second language parents are determined from the information contained on the Pre-K Home Language Surveys, the Home Language Identification Surveys, and the information parents provide on the blue emergency information cards. The ELL population currently represents about 7% of our total register. A majority of the ELL parents have expressed a written request to receive communication from the school in English. Information can and is made available in the native language when parents indicate this as their preference.

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

The native languages of our ELL population are Arabic, Bengali, Spanish, French, and African dialects. Many of our ELL parents have been in the community awhile and welcome the opportunity to communicate in English. Therefore, even when advised that translated materials are available, many opt for the English version. Newcomers welcome the use of translated materials that are made available to them. Oral translations are used for parent interviews when no one on staff can translate. Also, they are used for special sessions like IEP meetings and conferences, when it is imperative that parents understand their rights and obligations. The Parent Coordinator, members of the SBST Team, and the ESL teacher communicates to the ELL parent population that the translation option is available to meet their language needs.

## Part B: Strategies and Activities

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

The DOE website provides access to a large variety of translated materials. Many of these are downloaded and adapted to fit the needs of the school. Communications that are not readily available in a particular language are prepared in English and then translated into the desired language via an internet website. The Pupil Accounting Secretary is responsible for this effort as requests are made.

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.

The majority of the oral interpretation conducted in our school is handled by school staff, parent volunteers, and English proficient friends or relatives who accompany newcomer parents to school. Outside contractors are only used for IEP meetings and special conferences to ensure that the parents or representatives of the ELL's understand all that is being communicated.

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>.

The school provides and will continue to provide translated materials in a timely fashion. Important meetings and conferences will employ the services of an interpreter. The Parent Coordinator distributes The Bill of Parent Rights and Responsibilities to eligible parties. The school community at large is advised that translation materials are readily available and they are encouraged to take advantage of this benefit.

## 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: William H. Prescott	DBN: 13K093
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

### 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: The Title III after-school program is designed to provide supplemental instruction to students whose first language is not English. The focus of the program is to increase the English proficiency levels of the participants. The students will receive instruction that will help them achieve success in content area subjects as well. The program is offered to current and former ELL's in grades 2-5. In addition, a portion of the funds will be utilized to provide ESL instruction for the parents. Participants in grades 4/5 will meet on Mondays and Wednesdays from 3:15 p.m. to 5:00 p.m. The students from grades 2/3 will meet on Thursdays from 3:15 p.m. to 5:00 p.m. The ESL sessions for the parents will take place on Tuesdays from 3:15 p.m. to 5:00 p.m. The program will last for about 15 weeks for a total of 7 hours per week. All instruction will be conducted in English with a focus on enhancing reading, writing, and content area skills. Students will engage in activities that will assist them with passing the NYSESLAT and all New York State content area exams. Building oral fluency and basic literacy skills will be the focus for students who are at the beginning stages of language development. All participants will engage in activities that will promote the use of content area vocabulary which is vital to the comprehension of mathematics and science. Many of the activities involve cooperative learning, manipulatives, and visual aids. Parents who attend the adult program will engage in activities that will facilitate the acquisition of English through the four strands of listening, speaking, reading, and writing. They will also be taught basic skills that will help them navigate the community and guide them on how they can assist their children at home with the learning process. All sessions will be taught by a fully certified ESL teacher. The activities and instruction of this program will be project-based whereby students are expected to complete a project at the conclusion of a thematic unit. Most of the topics will be non-fiction and test-taking strategies will be included. Some of the materials to be used will be Intensive English by Santillana, test preparation materials by Coach, Content Academic Vocabulary materials from Northpoint Horizons and NYSESLAT samplers from the New York State Education website. Classroom libraries are available in English and native languages to provide student support. Assessment will take the form of both oral and written projects, teacher observations, conferences, and published work.

### 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 ESL teacher attends workshops that pertain to ELL's that are offered by the Office of English Language Learners and the Network. The current focus is to attend sessions that are geared toward the implementation and alignment of the Common Core Standards for ELL's. A comprehensive ongoing professional development program has been implemented for all staff

### Part C: Professional Development

members to align their work with the Common Core Standards. Teachers are provided with both on and off site professional development opportunities to improve teaching and learning. A portion of the Title III funds will be used to provide professional development to staff members who provide services to ELL's, to help them improve their range of instructional strategies regarding students whose first language is not English. Teachers of ELL's will focus on identifying and utilizing appropriate scaffolds and language structures to assist them with literacy and content area instruction. Topics will include Effective Teaching Practices and Strategies for ELL's, Academic Rigor, Content Area Instruction, and Assessment. Materials for participants will include professional books and articles that pertain to second language acquisition. These will be used to guide conversations for the selected topics. Each session will last about one hour and will be led by the ESL teacher. The lead teachers on each grade level will participate in these sessions and they will turnkey during their planning sessions or common preps.

### 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: Research demonstrates that students of parents who are actively involved with the school and community perform better academically. Our school works closely with the Bedford Stuyvesant Restoration Corporation and other community based organizations to provide our parents with educational classes, health programs, and other services that provides them with vital information and assistance. Workshops are hosted by the school to inform ELL parents about the middle school process, the NYSESLAT Exam and State Content Area Exams. These sessions provide them with ways that they can assist their children in these areas. A portion of the Title III funds will be used to host a session where parents and students will be able to choose books to keep and to read to each other. Teachers will provide parents with tips and model reading rituals that they can replicate at home. Refreshments will be served and books in English and native languages will be made available. This session will be facilitated by the ESL teacher in conjunction with other staff members. The workshop for the middle school process will take place once the applications have been distributed. Assistance with completion of paperwork will be given at that time. The informative exam workshops will be held at least one month prior to the actual test date. The parent/child reading session will take place at the conclusion of the parent ESL program. Parents will be notified via flyers. Translation materials will be made available when possible.

### 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.
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**Part E: Budget**

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

Allocation Amount: \$

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