



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MARY MCLEOD BETHUNE
DBN (i.e. 01M001): 05M092
Principal: ROSA M. DAVILA
Principal Email: RDAVILA@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: DR. KAREN AMES

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
Rosa Davila	*Principal or Designee	
Sandra Robinson	*UFT Chapter Leader or Designee	
Angelina Raules	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tricia M. Gordon	Member/ Chairperson UFT	
Yolanda Smith	Member/ Secretary UFT	
Keisha Williams	Member/ Parent	
Monique Tarry	Member/ Parent	
Dawn Cook	Member/ Parent	
Latoya Carter	Member/ Title I Representative	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

To increase students' performance in 2014 NYS ELA Performance Assessments by 5% in levels 3 and 4 by June 2014

Comprehensive Needs Assessment

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

After analyzing the 2013 NYS ELA Test Performance data for grade 3 through 5 it indicates a significant decrease in student performance rating when compared to the previous year's scores.

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. Strategies/Activities to address the needs of all learners:

- Continued ongoing workshops in implementing the new ReadyGen curriculum to address the needs of all students (General Education, Special Education and English Language Learners).
- Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards.
- Scheduled term off- site sessions with Curriculum consultants (Pearson – ReadyGen) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students.
- Ongoing on-site “Free Clinic” sessions (2nd and 3rd Tuesday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome –“Educator Effectiveness” that will ultimately promote their professional growth.
- Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.

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

1. The principal and the school's administrative team will facilitate professional conversations and other on-site workshops.
2. Off-site professional development sessions facilitated by Pearson consultants on the implementation of the ReadyGen Curriculum
3. Teacher Team meetings during common grade level prep periods and scheduled after school sessions
4. Scheduled on-site and off-site professional development on implementing the new curriculum and administering measures of student learning to be provided by network personnel.

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

1. The data specialist will conduct and analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment.

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

1. A minimum of three times a year between October 2013 and May 2014

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

1. 1. Teacher Team meetings during grade level common preparation periods and during the Thursday 37.5 minutes professional development session. Inquiry Teams comprised of 2 teachers, Principal and Data Specialist on each 3 teams meet 2 X per month X 9 months for a 3 hour session at the per- session rate.

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).

- Providing materials training and support to help parents work with their children to improve their achievement level in English Language Arts with a focus on increasing student reading comprehension levels.
- Conducting workshops facilitated by the lead teachers and instructional support team from CFN to demonstrate the Implementation of the new English Language

Arts curriculum (ReadyGen)

- Fostering a caring and effective home- school partnership to ensure that parents can effectively support and monitor their child’s progress in English Language Arts .
- Providing assistance to parents to increase their understanding of the Common Core Learning Standards and State assessments as well as other measures of student learning.
- Sharing information about school and parent related programs , meeting and other activities in a format, and in languages that parents understand:

Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competences in order to build strong ties between parents and other members of our school community guided by domain 4 of the Danielson Framework for Teaching Effectiveness.

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		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 #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.

To increase students’ performance in 2014 NYS Math Performance Assessments by 5% in levels 3 and 4 by June 2014

Comprehensive Needs Assessment

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

After analyzing the 2013 NYS Math Test Performance data for grade 3 through 5 it indicates a significant decrease in student performance rating when compared to the previous year’s scores.

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

2. Strategies/Activities to address the needs of all learners:
- Continued ongoing workshops in implementing the new Go Math curriculum to address the needs of all students (General Education, Special Education and English Language Learners).
 - Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards.
 - Scheduled term off- site sessions with Curriculum consultants (Go Math! – Houghton Mifflin Harcourt) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students.
 - Ongoing on-site “Free Clinic” sessions (2nd and 3rd Tuesday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome –“Educator Effectiveness” that will ultimately promote their professional growth.
 - Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.

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

- 1 The principal and the school’s administrative team will facilitate professional conversations and other on-site workshops.
- 2 Off-site professional development sessions facilitated by Houghton Mifflin Harcourt consultants on the implementation of the Go Math! Curriculum
- 3 Teacher Team meetings during common grade level prep periods and scheduled after school sessions
- 4 Scheduled on-site and off-site professional development on implementing the new curriculum and administering measures of student learning to be provided by network personnel.

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

1. The data specialist will conduct and analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment.

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

1. A minimum of three times a year between October 2013 and May 2014

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

1. 1. Teacher Team meetings due grade level common preparation periods and during the Thursday 37.5 minutes professional development session. Inquiry Teams comprised of 2 teachers, Principal and Data Specialist on each 3 teams meet 2 X per month X 9 months for a 3 hour session at the per- session rate..

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).

- Providing materials training and support to help parents work with their children to improve their achievement level in Mathematics.
- Conducting workshops facilitated by the lead teachers and instructional support team from CFN to demonstrate the Implementation of the new Math curriculum (Go Math)
- Fostering a caring and effective home- school partnership to ensure that parents can effectively support and monitor their child's progress in Math.
- Providing assistance to parents in understanding the Common Core Learning Standards and State assessments as well as other measures of student learning.
- Sharing information about school and parent related programs , meeting and other activities in a format, and in languages that parents understand:
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competences in order to build strong ties between parents and other members of our school community guided by domain 4 of Danielson Framework for Teaching.

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	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 #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 a minimum of 50% of the teachers will improve their knowledge of content, pedagogy and competencies that evidence effective instruction and be rated as "effective" based on the Danielson's *Framework for Teaching* rubric which will increase student achievement as measured by NYS ELA and Math tests.

Comprehensive Needs Assessment

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

After analyzing the 2013 NYS ELA and Math Test Performance data for grade 3 through 5 it indicates an approximate 50% decrease in student performance rating when compared to the previous year's scores. The school implemented two new curriculum: ReadyGen for ELA and Go Math!

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

- Ongoing Professional Development and other Strategies/Activities:
 - September 2013 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement around Danielson's *Framework for Teaching* and its role in being a highly effective teacher in implementing instruction to all students (General Education, Special Education and English Language Learners).
 - Scheduled term off- site sessions with Curriculum consultants (Pearson – ReadyGen and Houghton Mifflin – Go Math!) for all teachers on increasing their

content knowledge and improving their strategies for implementing lessons to all students.

- Ongoing on-site “Free Clinic” sessions (2nd and 3rd Tuesday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome –“Educator Effectiveness” that will ultimately promote their professional growth.
- Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.
- Principal’s Initiative “Teacher Tiers” support system with a focus on providing tiered support to teachers based on performance rating on most recent teacher observations
- Ongoing school-based learning experiences that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.

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

- 1 The principal and the school’s administrative team will facilitate professional conversations and other on-site workshops.
- 2 Off-site professional development sessions facilitated by Houghton Mifflin Harcourt consultants on the implementation of the Go Math! Curriculum and Pearson consultants for the ReadyGen Curriculum.
- 3 Teacher Team meetings during common grade level prep periods and scheduled after school sessions
- 4 Scheduled on-site and off-site professional development on implementing the new curriculum and administering measures of student learning to be provided by network personnel.

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

1. The data specialist will conduct and analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment.

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

1. A minimum of three times a year between October 2013 and May 2014

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

1. Teacher Team meetings due grade level common preparation periods and during the Thursday 37.5 minutes professional development session. Inquiry Teams comprised of 2 teachers, Principal and Data Specialist on each 3 teams meet 2 X per month X 9 months for a 3 hour session at the per- session rate.

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).

- Conducting workshops to develop parents’ awareness of the New York Common Core State Learning Standards and the new curriculum (Ready Gen and Go math)
- Providing materials training and support to help parents work with their children to improve their achievement level.
- Conducting workshops facilitated by the lead teachers and instructional support team from CFN to demonstrate the Implementation of the new curriculum
- 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 State assessments.
- Sharing information about school and parent related programs , meeting and other activities in a format, and in languages that parents understand:
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competences in order to build strong ties between parents and other members of our school community guided by domain 4 of the Danielson Framework for Teaching Effectiveness.

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	Title IA	Title IIA	X	Title III	Set Aside	Grants
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.

	Tax Levy	Title IA	Title IIA	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 #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.

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.

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

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Quick Reads- Researched Based Fluency Program, Comprehensive Reading Assessment, Rewards, Strategies (Options), Spell Read Language Program, Accelerated Reader, Vocabulary and Structured rehearsals in writing.	Small group instruction and one-on-one	2xs per week, 45 minutes each day, pull out(Grades 1,2& 3) daily
Mathematics	Go Math! (Response to Intervention), Options, Kaplan Math, Math games, Math centers, Computer programs (School House Rock! Arthur’s math games, Jumpstart).	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).
Science	Foss, Delta, Kaplan, Investigations, games, Science centers, Computer programs.	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).
Social Studies	Houghton Mifflin, Kaplan Best Practices, games, Science centers, Computer programs.	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk service is provided to students in a crisis situation. Students who are experiencing severe challenges and are in danger of hurting themselves and or others, are provided with immediate intervention.	Initially, students receive service on a one – to – one basis. Depending on the severity of the crisis students may continue to receive one –to–one services or receive service in a group of three.	Service time is usually for a 45 minutes session. The duration depends on the crisis.

**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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

The school will provide an array of professional development opportunities for teachers. These trainings will be conducted outside of school as well as on-site with a focus on collaborative engagement around Danielson's *Framework for Teaching* and its role in improving teacher effectiveness so that all teachers can be rated as "highly effective". In addition, the school will continue to strengthen existing relationships with nearby educational institutions that provide high quality teacher education programs (City College, Teachers College and Bank Street College) in order to access quality newly certified teachers who could potentially evolve into highly qualified teachers.

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).

High quality professional development will continue to be provided for all categories of staff. This will allow for the acquisition of enhanced competence, confidence, and increase in their content and pedagogy knowledge. The professional development schedule will include activities that are geared towards expanding individuals' schema in the delivery of instruction as per the Common Core Learning Standards as measured by the Danielson's *Framework for Teaching rubric*. Some professional development activities will take place in classrooms during inter-visitation. Other professional development activities will include discussion of professional articles, weekly collaborative planning on grade level and teacher observations.

- September 2013 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement around Danielson's *Framework for Teaching* and its role in being a highly effective teacher in implementing instruction to all students.
- Scheduled term off- site sessions with Curriculum consultants (Pearson – ReadyGen and Houghton Mifflin – Go Math!) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students.
- Ongoing on-site "Free Clinic" sessions (2nd and 3rd Tuesday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome –"Educator Effectiveness" that will ultimately promote their professional growth.
- Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.
- Principal's Initiative "Teacher Tiers" support system with a focus on providing tiered support to teachers based on performance rating on most recent teacher observations
- Ongoing school-based learning experiences that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.
- Engage all staff in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition into new curriculums and to a new system of teacher evaluation and development.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The various funding sources and initiatives will be coordinated and integrated to support school-wide programs such as:

equity in supervision distribution, professional development for all staff and curriculum workshops for parents.

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.).

Reduced class size in Kindergarten and the assignment of a paraprofessional in each classroom should assist pre-school students with their transition into the elementary program. This would help to further streamline the ratio of students to adults and thereby allowing for more individualized attention which should help to develop socialization and readiness skills in the students.

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.

On-going professional development will take place throughout the year to develop and sustain teachers' expertise in the area of assessment and data analysis. These training sessions will allow teacher the opportunity to look at the different types of assessments administered to our students and their purpose. It will then be demonstrated how the accurate analysis of the available data can help to diagnose learning issues and provide for remedial instruction.

In addition there will be scheduled ongoing professional development that will include activities that are geared towards expanding teachers schema in the delivery of instruction as per the Common Core Learning Standards as measured by the Danielson's *Framework for Teaching rubric*. Some professional development activities will take place in classrooms during inter-visitation. Other professional development activities will include discussion of professional articles, weekly collaborative planning on grade level and teacher observations.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 05	Borough Manhattan	School Number 092
School Name Mary McLeod Bethune Elementary School		

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 Rosa M. Davila	Assistant Principal Yvonne Wilkinson
Coach Tricia Gordon	Coach type here
ESL Teacher Rodolfo L. Macasinag	Guidance Counselor type here
Teacher/Subject Area Desiree Murphy	Parent Angelina Rauls
Teacher/Subject Area type here	Parent Coordinator Sherryl Ortiz
Related Service Provider Rosalind Bates	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	244	Total number of ELLs	35	ELLs as share of total student population (%)	14.34%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-in	0	2	0	0	5	2								9
Pull-out	4	2	4	4	0	2								16
Total	4	4	4	4	5	4	0	25						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	7	12	0	0	0	0	0	35
Total	23	0	7	12	0	0	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	7	7	3	3								28
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1	1	1								5
TOTAL	4	6	8	8	5	4	0	0	0	0	0	0	0	35

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	1	0	2	1	0								5

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)	0	3	8	2	2	3								18
Advanced (A)	2	2	1	4	2	1								12
Total	3	6	9	8	5	4	0	0	0	0	0	0	0	35

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	3	0	0	!Und
4	4	0	0	0	
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

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.
ECLAS-2 and Fountas and Pinnell were used last year to assess the early literacy skills of our ELLs. The data provide various pictures of language development -areas of weaknesses and strengths at different stages. Results providing reading skills which individual ELL possess will be used as the baselines in developing instructional plans for them. New ELLs in Kindergarten and more than 50% of the ELLs in Grade 1 from last year need more support in their decoding and initial reading skills as their running records data show. This school year foundational skills such as phonics will be given more emphasis for this group of ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns revealed across proficiency levels and grades including the ones who were tested for the LAB-R (mostly Kindergartners) are that the audio-lingual skills of most ELLs improved by the end of the school year. 7 new Kindergarten eligible students were tested with the LAB-R. 4 out of them tested out and 2 scored at the Advanced proficiency level. All six had pre-Kindergarten background, 4 of whom are from our school. The only one who scored at the Beginning level is a new entrant to the English Language School System without prior educational background from her country.
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](#))
N/A:
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?

As in the past, at the end of the school year, there are substantial improvements in the Speaking and Listening subtests across proficiencies and grades. Since we do not have the other ELL programs which require students to take tests in their native language, we do not have the data to compare as how they fared against the English ones. Any tests including the ELL Periodic Assessments that will show the areas of language problems for our ELLs are taken into consideration for programmatic planning and test preparation activities. Test like this will tell us the levels of language development among our ELLs and their readiness to take the NYSESLAT to determine their progress. The native language is not used for such assessment, since the purpose of it is to assess the progress and readiness of each ELL in their English language development and the NYSESLAT.
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.](#))
Like in most remediation programs, the deficiencies and skills or the weaknesses and strengths of the ELLs are taken into consideration and assessed in planning intervention instruction for them accordingly. We look back at the data to follow up the progress of individual students. A highly trained staff member (a veteran teacher who used to be an AIS provider) this school year will implement two types of assessments within the framework of RtI, i.e. universal screeners and on-going progress monitoring tools to identify eligible students including ELLs to the 3 types or tiers of intervention, universal, targeted and intensive interventions. As RtI supports differentiated instruction that is matched to student needs including our ELLs, our school will incorporate increasingly intensive intervention for such students as the case maybe.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The school has been adhering to the principles of Universal Design for Learning ever since , therefore every effort is taken into consideration in making decisions that will impact on every child's second language development when it comes to schoolwide instructions. The challenges of the new Common Core Learning Standards in both ELA and Math are even highlighted this school year with the school's emphasis on the progress of every child across the grade continuum -K to 5 in the above subject areas as well as the content areas which are integrated into the English Language Arts curriculum. Coherent instructions are expected from all teachers to ensure that skills being learned are scaffolded and mastered as the child learns new and higher order skills.
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?

N/A

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

If more than 95% of our ELLs across the grades are making progress in learning English by moving from the Beginning to the Intermediate and Advanced language proficiency levels as shown by the results of the yearly NYSESLAT and some exiting out the program after a year or two and most of them (years back) in the testing grades are passing the ELA and Math tests, then we can say that our program for ELLs is succeeding. We look at the AYP and the AMAO Estimates data for Title III based on the results of the yearly NYSESLAT. We also look at how our ELLs are faring in both ELA and Math side by side with their EP peers.

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](#).) Whenever a new student is registered at P.S. 92, the Home Language Identification Survey (HLIS) is one of the registration materials/documents that is required for completion and signing by the parent or guardian of the child being enrolled. Mr. Rodolfo L. Macasinag who is a NYS permanently certified ESL teacher and has been with the NYC DOE for 18 years in the same capacity is responsible for conducting the initial screening and administering the HLIS in coordination with the Pupil Accounting Secretary. An informal interview is conducted with the new entrant by the same ESL teacher asking basic questions in English. The Parent Coordinator who speaks Spanish is also available for those parents and students who may need support with this native language during the intake process. If the new entrant is eligible for the LAB-R based on the responses of the parent/guardian to the HLIS, he/she is administered the tests within 10 days after the registration. Also, the Spanish LAB is given to these new students whose Home Language is Spanish. If the results show that the child scores at or below proficiency level on the LAB-R, the child is an eligible ELL and he/she is placed in the appropriate grade level in the Free Standing ESL program which is the only available ELL program at the school for the time being. During the Parent Orientation Meeting, all three programs available to ELLs are explained using the Video from the NYCDOE website in their home language, mostly Spanish. After that, the Parent Program Selection Form is reviewed for the program choice of the parents and other information filled out correctly with their signatures. The parents are also informed during the orientation that if there are no sufficient number of students (at least 15) who speak the same language in two contiguous grades, then the school can not offer a Bilingual Education program for their children even if their choice is that program. They are also informed of other schools in the district that offer other ELL programs. They are also told that their choice is for one full academic/school year and they can make the decision of changing their child's program after the school year is over and we do so by sending those yearly notification continuous entitlement/withdrawal letters in the beginning of each school year.
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. For the parents or guardians of the identified eligible ELLs understand all three program choices that are available to their children, the Parent Orientation Model B is usually adhered to. Every time new ELLs are admitted to the school, the parents are notified using the standard letter forms in their home language accompanied by the Parent Program Survey and Selection Form. They are called on the phone to follow up with their scheduled parent orientation meetings. Within ten days after the ELL eligibility of a child is established and he/she is placed in the ESL program for instructions for the time being until final determination is made by the parent based on the program option form, parents or guardians are informed about the three program choices through the letters in their home language. Follow up calls are made to the parents about the letters sent home and the date of their parent orientation meeting with the ESL teacher, with the latter doing it by himself. The video in the home language of the parents or English for lower incidence language of the program choices for the parents of ELLs is shown during the parent

orientation meeting. As mentioned above about the creation of a Bilingual class as an ELL program offering based on the number of enrolled students speaking the same language or the other schools in the district that may be offering these other programs, we ensure that parents fully understand this option.

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 [\[see tool kit\]](#).)

A copy of the entitlement letter distributed to each ELL with the date the document is sent home informing the parent/guardian of the result of the NYSESLAT last Spring (done in the first two weeks in September) is done and kept by the ESL teacher. The entitlement is mainly based on the NYSESLAT Eligibility roster showing the names of the ELLs who took the tests last Spring and their scores. Entitlement letters, e.g. continuous entitlement are sent in the home language and English versions. These letters also contain parent options for their ELL children for the school year. As for the Parent Survey and Program Selection forms, copies are made, too and prior to the parent orientation meetings, parents or guardians are called to remind them about the forms sent home and to bring them back during the date of the scheduled meeting. Completed Parent Survey and Program Selection forms are then kept after the parent choice is entered in ELPC screen of the ATS.

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.

Since our school offers only the Free Standing ESL program for the ELLs, after a new entrant is administered the LAB-R and did not make the cut-off score for that grade, he/she is placed in the program. The parent or guardian is then sent notification (in their native language) about the eligibility of the child for an ELL program together with the Parent Survey and Program selection forms which indicates the date for a parent orientation meeting. During the meeting, the Parent Orientation video is shown in their native language (if available) so that the parent can make their informed choices. The licensed ESL teacher (Rodolfo L. Macasinag) explains more about the ELL programs and how they can be created and which other schools or districts they may be offered

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.

In consultation with the Test Coordinator of the school, Ms. Yvonne Wilkinson (also an Assistant Principal), the ESL teacher-Mr. Macasinag creates a NYSESLAT schedule prior to its administration in the Spring. Following the window based on the suggestion of the State, groupings are made based on the grade spans and test modalities. Date, time and location are considered for each test in Listening, Reading, and Writing for each after the Speaking test is given individually. Provisions are also made for students with disabilities, e.g. wheelchair-bound ELLs, etc. The ESL teacher ensures that all sections of the test are administered to all eligible ELLs. He uses the ATS reports on the NYSESLAT eligibility roster to be sure that all eligible ELLs take all sections of the NYSESLAT in Spring.

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. [i](#)

In our school, the trend shows ESL as the first program choice over the other 2 ELL programs. Based on the ELPC records from last year for example, 7 parents : 5 Spanish as their home language and 2 with other languages opted for their children to be in the English as a Second Language (ESL) program. The ELL program model offered at our school is very much aligned with parent requests. The Parent Program Selection Form signed by each parent or guardian after the orientation session showing in the video their choices or options for an ELL program for their children. Each question is explained for informed decision and the process for offering other available programs for ELLs over the only Free Standing ESL program.

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])?

The organizational models being followed are the combined push-in and pull out and collaborative language instructions. In terms of program models, there are some groups which are heterogeneous: mixed proficiency levels and mixed grades, e.g. all advanced ELLs in the 2nd and 3rd grades are served in one group in a pull out model. There is a collaborative teaching /push-in group for all ELLs in Grade 4. All ELLs in Grade 5 are seen using the push-in model too. These groups are organized in this set up/model to maximize instructional support in dealing with the CCLS and the new curricula for both ELA and Math.

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)?

The implementation of mandated minutes of ESL instruction across the grades with different levels of language proficiencies is always a challenge and is evident in the beginning of the school year for a school offering only the Free Standing ESL program. To address this issue of schedule/time management for programmatic purposes, the only ESL teacher, Mr. R. L. Macasinag will push-in for some grades (4th and 5th which are testing grades) with all the ELLs in the classes being served in the process. Since both push-in and collaborative teaching are being implemented, e.g. for all the ELLs in the 4th grade, ESL and ELA minutes are explicitly delivered for that particular group. The pull-out model periods/minutes will be implemented for the most part by the ESL program this school year as it will flexibly meet the mandated minutes of instructions each week notwithstanding the different grades of particular ELLs and their proficiency levels. For example, a group of all advanced third grade and second grade students will meet 4 times a week to meet their instructional minutes in ESL with follow-up periods of push-in to reinforce and support their ELA learning in the classrooms. The pull-out set up will also extend and scaffold reading, writing, and other language activities, e.g. vocabulary introduced by the ELLs' classroom teachers during those periods with support and remediated or enhanced independent or small group activities/assignments from the ESL teacher. The beginning and intermediate levels in Kindergarten and Grade 1 will meet their number of minutes of ESL instruction by combined push-in and pull out models since some students in both grades are in the advanced level, those beginning and intermediate ELLs will be pulled out together (combined) to meet the number of minutes for these subgroups.

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.

If the ELLs are served using the push-in model, the ESL teacher follows and supports the ELA curriculum with the content areas embedded or designed in the unit or module of study that hinges on the common core learning skills that the students need to master for that particular grade. The ESL teacher uses instructional approaches like summarizing key points, repeating and

paraphrasing important vocabulary terms and concepts, using visuals and graphic organizers ,etc. For pull-out model, the content areas are delivered by also following the scope and sequence in the respective grade and are supported more by visuals, maps, realia, photos, picture dictionaries with themes and units of the content areas. Vocabulary words and concepts are unlocked using charts (e.g. KWL, Frayer Model), using them in meaningful sentences or for the lower grades like Kindergarten, allowing them to draw and label.

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

Since our school does not have the Bilingual Education or Dual Language program, we do not evaluate the ELLs in their native languages. Administering the Spanish LAB to our Spanish-speaking ELLs who tested in with LAB-R periodically may be an option for our school to evaluate them in that native language.

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

Informal and formal assessments on all four modalities of English language acquisition are being done by the ESL teacher using teacher created tests after each unit, doing running records periodically, using Scholastic's 12-Week Student Profiles for grades K-2, writing notes in students' notebooks on observed difficulties in assigned language tasks or whatever area of language that needs additional support for improvement. For the lower grades, (K-1) the Foundational (Phonics) assessment will be given after each week of unit. Language and vocabulary components assessments for Grades 2 and 3 will be done weekly and their reading and writing tests after an assigned thematic material (book, article,etc.).

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).

Differentiation for our ELL subgroups can come in ways (processes) and end- results (projects/performance-based assignments).

Teacher created ELL packets containing activities on initial reading (phonics) for example are given to students less than 3 years, TPR activities and lots of visuals are also used for them. If a SIFE ELL comes in during the school year, his English language needs will be addressed appropriately by giving him/her language foundations and lots of vocabulary-laden activities in the instructional plan for this subgroup. Picture books will be used particularly for the same group. This year, push-in model is being used for the ELLS receiving service 4 to 6 years to support them in their classroom activities and assignments bearing in mind that most of them are in the testing grades and are in need of preparation help.If there are ELLs in our school who have completed 6+years, test preparation activities will be extended to these students. Additional individual assignments requiring exit projects showing the students writing skills will be given, too. As to the former ELLs, during push-in sessions, the ESL teacher will extend support by including him/ her during small groupings in the classroom. Testing accomodations will also be extended to this subgroup of students.

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?

For some ELLs who have other-related services like Speech and OT, the providers consider grade-level and appropriate materials and strategies that will augment their language development e.g. "Sounds in Motion", following the scope and sequence of the ELA curriculum and its content area materials. Using the new ELA and Math curricula, provisions for our ELLs will be considered for diffeerentiated and scaffolded instructions in small groups. Lesson activities will be modified for these students to meet their grade and age needs.

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?

There is full participation in all activities for these students in our school. They participate in all programs offered by the school. Other than the ESL recommendation in their IEPs, they are given adaptive physical education activities, Speech , OT and other related services if they are identified for such curricular services. The total development of all students is the embodiment of the mission of our school.

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

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

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

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

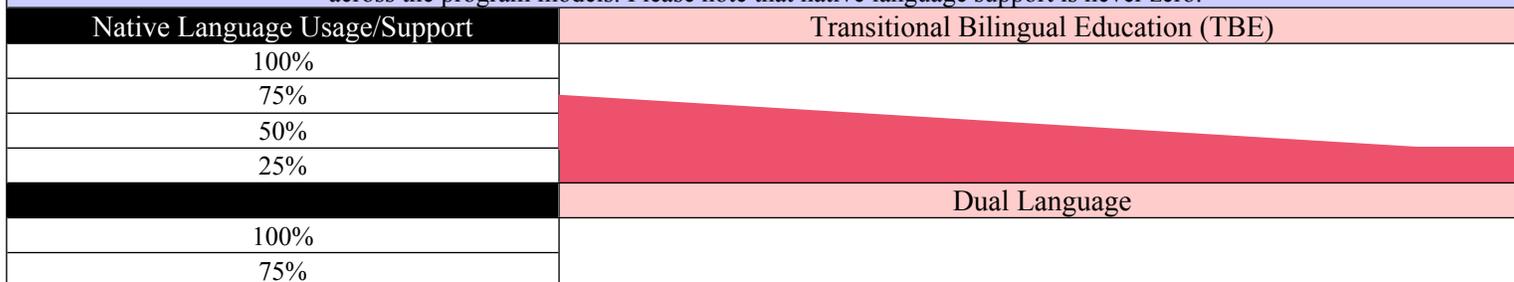
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

This year, a Math coach for the K-2 grade span is assigned to help the classroom teachers with the new curriculum. This instructional support, although indirectly help our ELLs, is a valuable resource especially in the areas of remediation and differentiation. We also have a RTI teacher who will help some of our ELLs in grades 1 thru 3 in ELA. Now on its 6th year, our Content Instruction Through English (CITE) after school program for early grades group and testing grades group will take care of the content areas. All services are offered in the English language. Also, this year a schoolwide initiative on the new ELA curriculum will support the 4th grade ELLs when the ESL teacher pushes in and co-teaches in that grade with the classroom teacher.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Accommodating all the students' language needs at the different proficiency levels, focusing on specific language modalities which individual ELLs need to improve on, and other areas of language learning which includes contents are the main thrusts on which the effectiveness of our current program rests. This year, new materials (library books) across the grades with different levels of text complexity will be purchased for use in the content areas like social studies and science instruction and the integrated assessments in those books will be used accordingly.

11. What new programs or improvements will be considered for the upcoming school year?

The school has ordered a new set of library books in the content areas for different grades and with different reading levels to update and enhance the existing ones. These materials from Sundance/Newbridge collection -Grades K-5 CCSS Readiness Sets which include leveled readers will support the language development of our ELLs through a wide variety of book related to Science, Social Studies, and Math, increasing their content area knowledge as well as their exposure to multiple literary genres.

12. What programs/services for ELLs will be discontinued and why?

Everyday Math program which was also used by our ELLs in their classrooms up to last year, will be discontinued to give way to the new "Go Math" curriculum across the grades (K-5). The FOSS (Science) program will also be discontinued since science concepts are embedded in the new ReadyGEN ELA curriculum and will be extended during the science periods in each grade which includes our ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All of our ELLs are given the same opportunity whatever after school program and other extra curricular activities the school offer. Available information about them is disseminated accordingly with even accompanying translations in the most spoken language of the ELLs. Besides from the CITE after school program mentioned in number 9, there are 2 CBOs in our school which offer after school activities and supplemental services. They are the Harlem Children Zone and Volunteer Corps. Our ELLs benefit from their activities like remedial reading in the early grades, homework help, and even test preparations. Their parents are informed just like the other parents about the availability of such programs. For the last 3 years, our ELLs have been participating in the extra-curricular dance program (with a theme each year) which culminates in a recital/performance at a venue outside the school and has always been well attended and supported by our school community.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our ELLs are also recipients of the computer-based Accelerated Reading Program which help them in the area of comprehension. As mentioned in number 11, the school has ordered a new set of library books from Sundance/Newbridge collections of titles in different grades and different reading levels in the content areas. These new materials will hopefully make the ELLs read closely and attentively to determine what the texts say, make inferences using textual evidence, and summarize key ideas of a text. These materials will also foster their ability to comprehend and analyze literary and informational texts independently and proficiently.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For new ELLs, especially the ones who just entered the English language school system, we provide resources like a collection of books in the child's native language, the ESL program's picture dictionary program from Oxford has an English/Spanish version, and the ESL teacher translates orally for the students when needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

For our ESL resources and other learning materials they are carefully selected from the catalogs presented by the vendor and samples read and studied for their age and grade-level appropriateness.

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.

If such ELLs are enrolled before the beginning of the school year, informal orientation for the parents is given telling them about the available ELL programs being offered by the school. Whatever school-wide activities our school offer to its students, the ELLs are given the same opportunity, e.g. after school and dance programs

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs in our school.

19. For schools with dual language programs:

- a. 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)?

Not applicable to our school.

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.

The school participates fully in all network sponsored professional development activities by sending the ESL teacher on those scheduled events of the ELL department. This year, besides from the school-based professional learning opportunities, all teachers including the ESL teacher will be sent to both ELA and Math workshops to further deepen their knowledge on the alignment of both ELA and Math curricula with the Common Core Learning Standards and apply them in the classroom. The ESL teacher's attendance to the new Math curriculum/Go Math program is on October 11, 2013 and the new ELA curriculum/ReadyGEN program is on October 18, 2013. Since these curricula are written to the standards, attending the workshops on them will support the delivery of the lesson activities accordingly. With regards to the content areas, the ESL teacher of the school will hopefully attend related workshops as they become available from among the lists of PDs on the DOE's website. The calendar of ELL PD under CFN 406 is as follows: Thursday, September 26, 2013, Tuesday, November 5, 2013, Wednesday, December 18, 2013, Thursday, January 30, 2014, Thursday, March 27, 2014, and Thursday, June 5, 2014. Locations will be decided by the Cluster 4, Network 406 ELL Instructional Specialist.

The school has dedicated a social worker in helping our students transition from elementary to middle school by providing information and applications on their choice of schools. They are given orientations before their graduation.

Most of our classroom teachers have more than ten years, so they must have satisfied the Jose P. required ELL training. During my first 5 years at our school, the ESL teacher created an ESL Focus group wherein he facilitated ESL related workshops to the participating teachers. Last year, the school encouraged classroom teachers to attend ESL/ELL related workshops under the network and certificates of attendance were e-mailed to the principal and the participants as well as sent in the mail. The school keeps a yearly log of all the PDs attended by the teachers and the school secretary maintains all the records.

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 ELLs are always informed and encouraged to attend and participate in all school-wide programs and activities. Notices and calendar of activities are sent home regularly. Parents are enjoined to participate in our celebration of holidays and cultural assemblies. The school also partners with CBOs like Harlem Children Zone, Harlem Hospital, the D.A. office, police precincts and other local organizations in the community to provide workshops and or services to the parents. Surveys like the Ethnicity and Program Selection Forms are some of the tools the school uses to assess the parents' needs. The survey portion of the latter is used to make sure ELL parents are being reached, and that the information they are getting is useful, thorough, and timely. The parent Coordinator translates calendar of activities in major languages like Spanish. Other activities take place throughout the school year that foster parental involvement for parents and guardians of ELLs: "Meet and Greet Days" program for all parents including ELL parents when they can speak with the classroom teachers and other school staff like the ESL teacher about their concerns and even observe classes. Staff members are asked to translate for parents who may need such service. There is a bulletin board on the wall by the school entrance wherein translated notices go hand in hand with the English version informing the parents of activities which concern their children. There are also the "Mom's Day" and "Dad's Day" which happen in the latter part of the school year for parents to be with their children in the classroom to have intergenerational interactions with the classroom teachers.

Parents also generate funds for school trips and graduation activities by doing cake sale every month. We recently held a workshop for parents on the new ELA and Math curricula and we planned ones for CCLS and Title I. Parent Association meetings are held in the morning and evening every month.

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: P.S. 92/Mary McLeod Bethune

School DBN: 05M092

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa M. Davila	Principal		1/1/01
Yvonne Wilkinson	Assistant Principal		1/1/01
Sherryl Ortiz	Parent Coordinator		1/1/01
Rodolfo L. Macasinag	ESL Teacher		1/1/01
Angelina Rauls	Parent		1/1/01
Desiree Murphy	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Tricia Gordon	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 05M092 **School Name:** Mary McLeod Bethune

Cluster: 4 **Network:** CFN 406

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

Part A: Needs Assessment Findings

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

The school determines the primary or home language spoken by the parents through informal interviews/conversations and by looking at the information they provided in the "ethnicity form" during their children's registration. The school confirms this information by the validation of the Home Language Information (HLIS) by the certified ESL teacher/LAB-R coordinator (trained on this intake process). If a language spoken by a parent is other than English, the school avails of assistance from among the staff members and or other parents available through the parent coordinator and the parents association of the school, so that the parent can communicate effectively with the school in a timely manner. The parent coordinator, also creates a monthly calendar containing each school day's relevant activities and information sent to the parents with the Spanish translation or any other major language if it needs be. .

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

Since the school traditionally enrolls about 5 to 10 % of students with Spanish as their home language, it disseminates circulars, notices, and parent notifications in that language regularly. Through the years, the school registers other students whose parents speak other major languages such as Arabic, Chinese, and French (less than 5% total each year). Through the parents association meetings and through the office of the coordinator, these findings were reported to the school community. With these languages and other low-incident languages, the school requests from the DOE's Translation and Interpretation Unit versions of letters and forms sent to those parents to address their needs.

Part B: Strategies and Activities

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

As the internet is readily available and accessible for this kind of transmission of communication, the school avails of translated standard and form letters from the DOE's specific website, e.g. the ELL Department. Foreign (other than English) versions are then printed and sent to parents together with the English version., so they can be responsibly informed of their choices and or options. As the need arises, other written translation services are referred to the Translation and Interpretation Unit or the DOE's contracted vendor directly. Monthly schedule of activities highlighting important events, assessments, and observance of holidays is sent home in the beginning of the month with translation in Spanish or French. The parent coordinator prepares the monthly calendar in Spanish and a Spanish-speaking assistant principal proofreads/corrects it for final printing and dissemination. The school also provides appropriate signages, posters and forms especially during important events like parent-teacher conferences and other school meetings.

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

Staff members and parent volunteers who have the facility to provide oral interpretations for parents who may need such services, are called/requested to assist them. If complex tasks require sophisticated translation or interpretation, then the school may avail of outside contractors or vendors legitimately provided by the DOE. Otherwise, the school avails itself of the free Google or other websites' translations.

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

Documents such as Parents Bill of Rights parent notifications/letters, interpretation notice signs, and other school plans, for example the safety plan will be made available in English, Spanish, and other languages that are reflected in studentry and parent community. This will be accomplished through the office of parent coordinator who will be responsible that such documents and other pertinent information will be explained and interpreted appropriately in the language any parent will be able to comprehend. There is a regular meeting that the school building safety plan committee holds and the minutes are kept and are available for all the parents and may be translated by the school for those who need such service to ensure that these parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barrier. Also during parent-teacher conferences, important sign notices are translated in a most prominent language spoken by more than 10% of the school population. .

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 92/Mary McLeod Bethune	DBN: 05M092
Cluster Leader:	Network Leader: Sandy Litrico
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

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

* "Student Goal Setting"- October 22, 2012

* "Text Complexity"- December 12, 2012

* CFN 406 PD TBA on January 22, 2013

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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

