



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: IS 192Q
DBN (i.e. 01M001): 29Q192
Principal: HARRIETT DIAZ
Principal Email: HDIAZ@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: BEN WAXMAN

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
Harriett Diaz/Larry Gaither	*Principal or Designee	
Richard Bonostro	*UFT Chapter Leader or Designee	
Carrie Lee Ross	*PA/PTA President or Designated Co-President	
Yolanda Grant	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Omotayo Noisette	Member/ UFT	
Florence Johnson	Member/ Parent	
Cynthia Smith	Member/ CSA	
Chanel McBride	Member/ Parent	
Nichole Johnson	Member/ Parent	
Godfrey H. Wills	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

School Information Sheet for 29Q192

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	528	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	11	# SETSS	4	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	22	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	3	# CTE	N/A
School Composition (2012-13)					
% Title I Population	66.8%	% Attendance Rate			93.0%
% Free Lunch	71.6%	% Reduced Lunch			7.5%
% Limited English Proficient	6.0%	% Students with Disabilities			22.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			91.8%
% Hispanic or Latino	5.0%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	10.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	2.4%	% Teaching Out of Certification			0.8%
% Teaching with Fewer Than 3 Years of Experience	4.8%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4			5.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			73.0%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			Yes
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			N/A
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
--	---

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
During the 2012-2013 IS 192 SCEP addressed school specific needs as per SED and DOE reviews.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Ensuring access for All learners, with a specific focus for SWD's, all students.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
During the 2012-2013 IS 192 barriers and challenges creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Instructional practice, aligned with Danielson's framework, and curriculum aligned to the CCLS, HAS IMPROVED.				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.				
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes
			<input type="checkbox"/>	<input checked="" type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, Ells and SWDs.				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, Bi-weekly newsletters and department meetings.				
Describe your theory of action at the core of your school's SCEP.				
The principal and her cabinet to create calm and respect full environment that fosters higher level of student and adult learning.				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teacher practices to ensure consistent alignment to the school's philosophy and beliefs about students learning to promote increased student outcomes.

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	E
---------------------	----	--------------	------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal of 1 formal\3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Daniels framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. School leadership will ensure instruction is aligned with Danielson Framework that supports the implementation of the Common Core standards

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

1. Principal, assistant principal, teachers

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

1. By February, completion of two supervisory observations with associated lesson plans for each will provide evidence of improved instructional practice

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

1. September 2013-May 2014

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

1. Scheduled time during the school day for individual conferences with each teacher and an administrator.

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy		x	Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There are uneven opportunities for students across the school to be engaged in rigorous learning experiences and produce meaningful work products.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	E
---------------------	----	--------------	------	---------------------	---	---------------------	---

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies, science which include rigorous tasks engaging students and in alignment with CCLS as evidence by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry point ensuring access for All learners, with specific focus for SWDs and ELLs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Network supervisory staff and teacher teams will meet during common planning time to plan and align curriculum.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Network instruction support staff, teacher teams
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Minutes of weekly planning sessions detailing planning time.
- D. Timeline for implementation and completion including start and end dates**
 1. Weekly, September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Per diem for PD coverage

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The practice of assigning student learning tasks based on identified academic need is consistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement.

Review Type:	DQR	Year:	2013	Page Number:	N/A	HEDI Rating:	N/A
---------------------	-----	--------------	------	---------------------	-----	---------------------	-----

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all students, including ELL's and SWDs, will demonstrate progress toward achieving State standards as measured by 5% increase in students scoring at

levels 3&4 on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs. Teacher programs include 2 periods per week of common planning time. In department teams, teachers analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September-June.

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

- Network instructional support specialist, ELL teacher, SE teachers, classroom teachers

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

- Improved performance of ELLs in ELA as evidenced by interim assessments

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

- Monthly workshops and assessments, September 2013 - June 2014

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

- Network ELL specialist, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Few teachers, working with key sub-groups, such as Black, Hispanic and special educational students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student discourse .,

Review Type:	JIT	Year:	2012	Page Number:	N/A	HEDI Rating:	N/A
---------------------	-----	--------------	------	---------------------	-----	---------------------	-----

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the schools' annual Attendance Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Effective use of school counselor to address absence and lateness.
B. Key personnel and other resources used to implement each strategy/activity
1. Administrators, guidance counselor, data specialist
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Report of all students at-risk as per attendance and lateness
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. ATS and other attendance reports to be generated and analyzed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps									
Review Type:	JIT	Year:	2012	Page Number:	N/A	HEDI Rating:	N/A		

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	6.2 Welcoming environment		x	6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities			6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
In the 2013-2014 NYCDOE school survey report, parental response rate will increase by 10%									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
1. New parent Orientation/family Night/Open House for parents									
B. Key personnel and other resources used to implement each strategy/activity									
1. Principal, assistant principals, parent coordinator, selected teachers									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. Attendance at									
D. Timeline for implementation and completion including start and end dates									
1. August-June 2014, ongoing									
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity									
1. Staff attendance at Parent orientation/Family night/Open House for parents									

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of all students eligible for AIS will enroll in the ELT program

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Our program will be based on the National Center for Research on Evaluation reflecting on two decades of evaluations on out-of-school-time programs The following research-based instructional strategies and activities are characteristic of successful after school programming:
A program that I well-aligned to the school day but provides new, different and engaging learning opportunities for participants.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. School principal, assistant principals, teacher ELT planning committee

C. Identify the target population to be served by the ELT program.

1. At risk-student population

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants	x	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The proposed ELT program will increase the amount and quality learning time, through before- and after- school and Saturday programs and opportunities by providing an enrichment and accelerated curriculum thus meeting the educational needs of historically underserved populations.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The ELT program will focus on increasing student academic achievement aligned with CCLS and the Chancellor's city-wide expectations

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and the at risk of not meeting the State academic content standards.

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
Parent outreach by school staff, including parent coordinator, administration and teachers.				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
AIS services are provided to identified at-risk students day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different and engaging learning opportunities for participants				
G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-2014.				

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	Vocabulary, reading club	Small group	After school/Saturday
Mathematics	Number sense	Small group	After school/Saturday
Science	Scientific method	Small group	afterschool
Social Studies	research	Small group	afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS	Small group	afterschool

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend central borough wide hiring fairs.

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).
Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title 1 funds with other federal state and local resources; funds are used to benefit all students in the school, but a priority is it provides Academic Intervention Services to at-risk students...

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.).

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.
Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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);

**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 29	Borough Queens	School Number 192
School Name IS 192		

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 Harriet Diaz	Assistant Principal Cynthia Smith
Coach Normel Batson	Coach Michael Parkinson
ESL Teacher Tamika Wilson	Guidance Counselor Robert Mattner
Teacher/Subject Area Marie Granthe/Media Specialist	Parent Brigette Wilson
Teacher/Subject Area Marc Denis/Mathematics	Parent Coordinator Greta Nathaniel
Related Service Provider Avril Henneman	Other Cynthia Smith
Network Leader(Only if working with the LAP team) Ben Waxman	Other Timolin James

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)	531	Total number of ELLs	32	ELLs as share of total student population (%)	6.03%
--	------------	----------------------	-----------	---	--------------

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							6	18	8					32
SELECT ONE														0
Total	0	0	0	0	0	0	6	18	8	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19		1	7		2	6		4	32
Total	19	0	1	7	0	2	6	0	4	32

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							1	3						4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian							4	9	12					25
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	7	12	13	0	0	0	0	32

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)							2	7	3					12

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)							1	0	2					3
Advanced (A)							3	6	7					16
Total	0	0	0	0	0	0	6	13	12	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	6	3			9
8	7	1			8
NYSAA Bilingual (SWD)					0

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

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

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](#))

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?

The patters across proficiencies and grades show that ELLs are faring equal to their English Language peers. ELLs are offered native language tests whenever feasible and available. Our ELLs prefer to take examinations in English with the support of glossaries and by using strategies learned in various content area classes.

School leadership and teachers use the ELL Periodic Assessments to ascertain how ELLs are faring in the different modalities. Strengths and weaknessess are assessed and school leadership uses this information in programming and placing students in appropriate subject area classes. Teachers also use this information to design lessons and differentiate assignments.

The Periodic Assessments provide valuable information as to student's progress and growth. The Periodic Assessments are also used to ensure that students are prepared to take the NYSESLAT exam.

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.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher Ms. Wilson conducts workshops to help staff identify the Stages of Second Language Acquistion. Teachers receive professional development and ongoing support from Ms. Wilson, which includes the use of Manipulatives, graphic organizers and other strategies appropriate to ELLs at every stage of second language development.

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.).

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

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](#).)
Incoming students are administered the HLIS by the ESL teacher, Ms. Wilson. The Pupil Personnel Secretary informs the ESL teacher of a new admission and in the event she is unavailable, the principal (Ms. Diaz), any assistant principal (Ms. Smith, Ms. Hill, or Mr. Gaither), or pedagogue who has been trained in evaluating incoming students (Ms. Granthe, Mr. Trelles, Ms. Service, Mr. Thomas) is brought in to meet the student and their family and to conduct an interview. The ESL teacher or available pedagogue then administers the HLIS and conducts the formal oral interview in English with the student. Depending on the results the determination to administer the LAB-R is made. The LAB-R is administered by the ESL teacher within 10 days of enrollment. Current ELLs are administered the NYSESLAT on an annual basis in the spring. All four modalities are administered by the ESL teacher. The ESL teacher attends training each year on the scoring of the Written portion of the exam and then scores the exam with the help of a pedagogue (preferably an ELA content area teacher) who has received training by Ms. Wilson in scoring this exam. response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are advised of all three program choices at the time of registration and again at the parent orientations which take place after the administration and hand scoring of the LAB-R. Parents are called by either the ESL teacher, Ms Granthe (who is fluent in Haitian Creole and Spanish), Mr. Akchar, Mr. Thomas who is fluent in Arabic or Mr. Trelles. Parents are notified of this orientation by letter, which explains their child's LAB-R score, the three program choices, date and time of the orientation, and school contact information. Letters are sent in English and in the parent's preferred language, as indicated on the HLIS. Follow up calls are also made prior to the orientation to confirm receipt and confirm attendance. Invitation letters are sent within 10 days of the student's registration. Parent Orientation DVDs are viewed by parents at the orientation in the language of their choice. Bilingual members of the LAP team are also available to answer any questions.
3. 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 [\[see tool kit\]](#).)
Entitlement letters are mailed and backpacked with the students. Parents are contacted via phone to ensure receipt and attendance at the orientation. Phone calls are made with a staff member who is fluent in the parent's home language so as to ensure understanding. Parent Survey Forms are mailed with the entitlement letters and are completed at the time of orientation with the help of the ESL teacher who can answer any questions. Parents can return the form at that time or within 2 days.
4. 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.
After Parent Survey and Program Selection forms are returned students are placed in the program of their parent's choosing. If the parent chooses bilingual or dual language, the ESL teacher reviews current demographics to see if the necessary numbers of students exist to create such a program. If the numbers of Parents in the schools do not exist to form a bilingual class, parents are

notified of the same. They are also notified that if the school demographics change to allow for the creation of a biligual program, one will be created and they will be notified and offered an opportunity for their children to participate. If the necessary numbers do not exist, the ESL teacher will search for a school in the district or a neighboring one and provide such information to parents for their consideration. If the parent chooses ESL, the ESL teacher will send a letter confirming the choice to the parent and the student is officiallly placed in that program. Information is given in parents' preferred oral and written language as indicated in the HLIS and given verbally by biliigual members of the LAP team or with the assistance of the Interpretation Unit.

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.

A testing team is appointed by administration, which outlines the testing administator for each modality band. A testing schedule is created for ELLs under the supervision of school leadership. Teachers are advised of this schedule electronically, verbally and in writing. Students are also given testing schedules. Students are tested in small groups to ensure focus and success. Students are tested in modality bands required with Speaking being first as it requires individual administration.

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. 

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

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

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])?
 - 1a. Instruction is delivered using a Pull Out Model. Groups of 15 or less students from monolingual classes are pulled out of their classrooms and receive classroom instruction by the ESL teacher, Ms. Wilson
 - 1b. The program utilizes an ungraded, heterogeneous model with a focus on one linguistic level. Classes are created with the knowledge that mixing linguistic levels that are too far apart are not beneficial to students, ex. Beginner mixed with Advanced. Ms. Wilson, the ESL teacher, creates classes using the NYSESLAT, the previous year's State ELA exam, Common Core State Standards, and her personal knowledge of the children's linguistic, social and developmental levels. ESL classes are taught by one teacher who is state certified in that subject area.
2. 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)?

Staff is organized with the mandated number of instructional minutes of students in mind. Programs are created that take into account the required number of minutes required for students at each proficiency level.

Beginners and intermediate receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes of instruction. The English only classes have been designed to improve the student's ability to comprehend his or her subject areas.
3. 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.

The ESL teacher confers with content area teachers and provides content area support to the ELL students. For the 8th grade classes, instructional strategies are implemented to ensure that the students meet the requirements needed to pass state assessment and regent exams. The students are given homework and classroom exams to evaluate their when acquisition of the English language. All written assignments are placed in portfolios. Through these tools, the students may be properly assessed and held accountable for the academic achievement. Our school has an abundance of instructional materials that we use to help out ELL population acquire the skills that they need. The ESL students are taught using the Scott Foresman ESL program and balanced literacy. There are several materials that the ESL teacher uses for small groups and differentiated instruction. Some of the instructional materials that are used are Making Connections for ELL Learners, Launch into Reading for ELL Learners, Carols Comes to Lakeside School, Visions and Vocabulary Connections: a Content Area Approach and the English Now! Program. A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

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

Bilingual staff are on hand to make sure that students are appropriately evaluated in their native language. Ms. Granthe and Mr. Denis evaluate students in Haitian Creole and Ms Granthe and Mr. Trelles evaluate students in Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher continuously monitors students in all four modalities throughout the year. Evaluations are both formative and summative.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

e. Former ELLs continue to receive support from Ms. Wilson the ESL teacher. Ms. Wilson is part of the school testing team and consults with the team to ensure that former ELLs receive continued support in the form of glossaries, separate testing location and additional time.

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?

The IEPs of ELL-SWDs are used to make decisions regarding appropriate instructional strategies and grade level material this population. The use of instructional strategies and grade level materials are reviewed on an individual basis in accordanced with students' IEPs. Some general strategies and materials may be: Computer Assisted Instruction(CAI). Using CAI for writing helps students improve their spelling and vocabulary. Spelling and grammar check provide immediate reinforcement. Teachers of ELL-SWDs also use books on tape, through the Read 180 program, and social studies materials on CD to teach both ELA and social studies. These materials help with students fluency and phonemic awareness. Students use these tapes and CDs individually and we have found this to be an effective strategy for auditory learners within the ELL-SWD population.

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

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?

The school uses collaborative team planning to meet the educational and linguistic needs of ELL-SWD's in the least restrictive

environment. The ESL teachers confers with the special education teachers, para professionals, speech teachers, psychologist and social worker in order to create a curriculum that meets the needs of ELL-SWD. Weekly inquiry team meetings are another place where strategies and ideas are discussed for addressing the needs of ELL-SWD. The ESL teacher, Ms. Wilson, uses all of this in creating lesson plans and creating environments that serve the needs of our ELL-SWD population in the LRE. Students are given individual schedules, which take into account their linguistic and cognitive strengths and areas of improvement.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
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

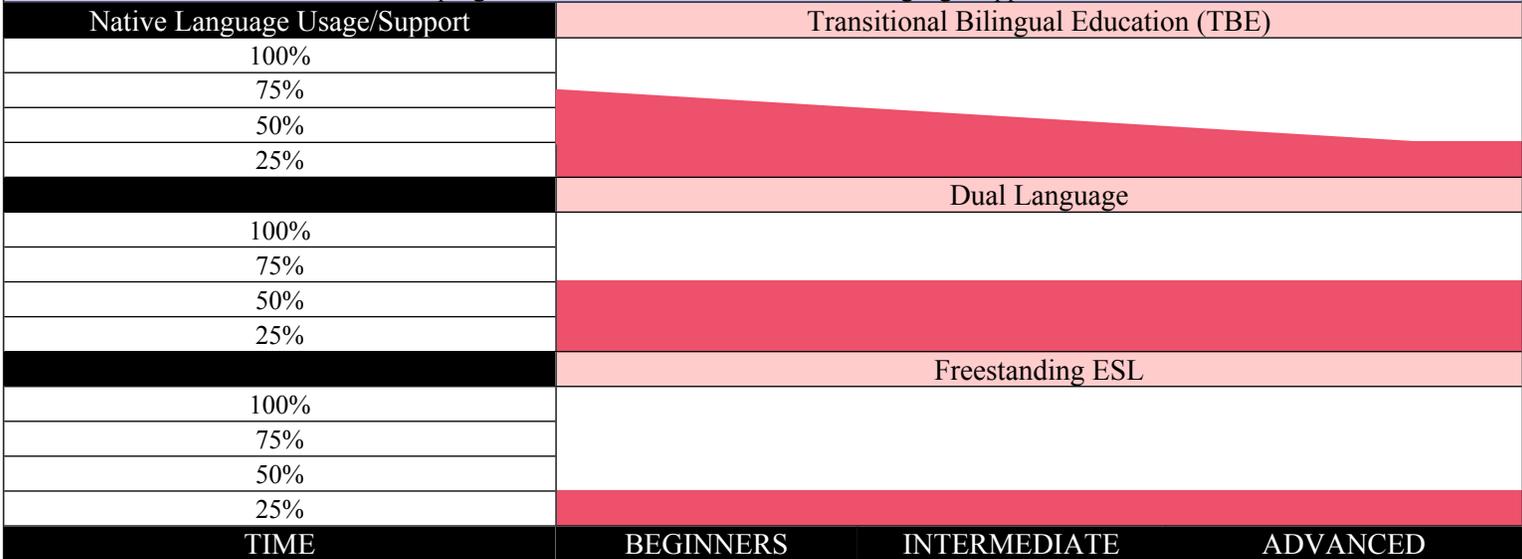
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.



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.

Our school is committed to the success of our ELL population. ELLs receive targeted intervention in ELA, math and other content areas in many ways. ELA and math interventions are given in 37.5 minute tutoring sessions Monday-Wednesday weekly in groups of 10 or less. . Students are placed in tutoring based on their weaknesses as indicated by using the most recent NYS examination results in ELA and mathematics. Teachers and support personnel who speak the native language assist the students in reaching and maintaining proficiency in all areas.

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

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

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

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

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

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

The Principal's Academy runs on school days afterschool from 2:30-5:30 pm. Students receive targeted, specific assistance in both Literacy and Mathematics, homework help as well as various recreational opportunities. Student are afforded the opportunity academic and social growth. Bilingual teachers are staffed every day of the program.

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

Our current program is effective in meeting ther needs of our ELLs in bothe content and language development. Students are meeting projected growth targes in content areas and language development.

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

New programs and improvements are continuously monitored. At this time are no improvements or programs being considered. This is subject to change as need arises.

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

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

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

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

Targeted outreach is given to our ELL population to attend the Principal's Academy after school program which offers hot supper, ELA and literacy as well as daily recreational activities.

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

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

Students also have access to books on tape/cd. This reinforces their reading, listening and pronunciation skills.

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

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

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

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

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.

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

18. What language electives are offered to ELLs?

At this time there are no language electives available at the 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)?

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.

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

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

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

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

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

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

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

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

3. All staff receive the required 7.5 hours of training during Professional Development days and Staff Conferences. The ESL teacher, Ms. Wilson, also conducts workshop series' which teach strategies and provide information about ELLS to provide support to new staff. Workshops are given in conjunction with the UFT Teacher center and include such topics as: What is an ELL?: characteristics and needs, Strategies for Creating Content Based Lesson Plans, Using Graphic Organizers and Manipulatives in the Content Area Classroom. Workshops are added, deleted or modified based on staff and population need.

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?
 1. Parental involvement is a vital part of the culture of RMS 192 and especially in addressing the needs of our ELL student population. Our parent coordinator, Great Nathaniel, has parent workshops on various topics related to parents of our ELL population. Parents are given information about advocacy and informational meetings sponsored by the NYC Dept. of Education and the Office of Language Learners. Attendance is encouraged and transportation arranged (i.e carpooling, travel with staff, public transit information) if necessary. When there are sufficient number of parents, the school provides transportation locally via van service. Our Parent Teacher Association is another opportunity for our parents to be active. They have monthly informational meetings. There is ongoing support, including translation services in Haitian-Creole, Spanish, and Arabic for our RMS 192 community.
 2. The ESL teacher speaks with parents about their own language needs and provides them with a list of GED and ESL programs offered through the Office of Adult Education. Site information, directions as well as information on navigating the NYC Transit system is provided to parents in order for them to take advantage of these educational opportunities. Parents are encouraged to attend educational programs in order to facilitate their language acquisition as well as provide the opportunity to advocate for their children and assist their children with their English Language needs. CIANA, which is a Community Based Organization, also conducts on site workshops for parents. Interpretation services are provided at these workshops which are designed to empower and provide advocacy to parents of ELL's. Workshops include:navigating the DOE website, using and understanding ARIS, Your Rights as Parents of ELLs, What to Look for at Your Child's School, etc,
 3. The needs of the parents are evaluated by the Parent Coordinator, Ms. Nathaniel. She communicates with parents via workshops, PTA meetings and other events for parents. Ms. Wilson also communicates frequently with parents via telephone and in school visits. Parents are given information about educational programs that may suit their needs as parents at our school are very interested in increasing their own English language proficiency. Community organizations also inform us of the needs of the community as told to them in their outreach efforts.
 4. Our parental involvement activities address the needs of the parents by providing them with social and linguistic support. We strive to provide parents with opportunities to participate in their child's education and integration into American society. We understand that in order for parents to effectively address the needs of their children, they must first be comfortable themselves. All staff at the school create an environment that is welcoming to the parents of ELLs and makes them feel included in the school community.

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

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	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: 29Q192 School Name: IS 192

Cluster: 5 Network: 534

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

Part A: Needs Assessment Findings

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

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

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

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

Our school has 32 ELL students. Haitian Creole (24 families) comprises the majority of our school's oral interpretation needs with several Spanish language parents. We have three parents who have Spanish oral and written interpretation needs. Our parents (32) have indicated that they prefer written communication to be in English. Correspondence to parents are in English, Haitian Creole and Spanish. Oral translation services in Haitian Creole, Spanish, Ebo and Urdu are available to parents by in house bilingual staff. Findings were shared with the school community in Professional Development meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Renaissance Middle School 192	DBN: 29Q192
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

0-3 years:25

SIFE: 7

4-6 years: 7

SWD: 7

6 plus years: 3

Schedule and Duration:

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

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

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

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

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

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

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

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		