

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

05M092

School Name:

MARY MCLEOD BETHUNE

Principal:

ROSA M. DAVILA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 05M092
School Type: Elementary Grades Served: Pre-K thru 5
School Address: 222 West 134 Street, New York NY 10030
Phone Number: 212-690-5915 Fax: 212-690-5920
School Contact Person: Dr. Yvonne Wilkinson Email Address: YWilkin@schools.nyc.gov
Principal: Rosa Davila
UFT Chapter Leader: Sandra Robinson
Parents' Association President: Dawn Cook
SLT Chairperson: Tricia M. Gordon
Student Representative(s): _____

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123 Street, New York, NY 10027
Superintendent's Email Address: Greeves@schools.nyc.gov
Phone Number: 212-769-7500 ext. 236 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 406 Network Leader: Renardo Wright

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosa Davila	*Principal or Designee	
Sandra Robinson	*UFT Chapter Leader or Designee	
Dawn Cook	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tricia Gordon	Member/ UFT Chairperson	
Yolanda Smith	Member/ UFT Secretary	
Mike Green	Member/ PA	
Tiffany Sams	Member/ PA Title I Rep.	
Tasha Lewis	Member/ PA	
Chastity Caraballo	Member/PA	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mary McLeod Bethune School, PS 92M, is a barrier free elementary school located in Central Harlem, New York City. The Pre-Kindergarten to 5th grade school serves approximately 300 children from culturally diverse backgrounds. Our doors are open to immigrants from Mexico, Africa, Jamaica, Dominican Republic, and South America. In addition, a small segment of our community comes from Puerto Rico, and the vast majority is African-American. The school building is a well-kept beautiful modern building, where pride in the students' accomplishments is evident in the prominently displayed student work. Another very unique characteristic of PS 92M is that we share the building with a middle school, St. Hope Academy and a high school, Democracy Preparatory School.

Mary McLeod Bethune offers a variety of instructional programs. We have the traditional general education classrooms, and also offer smaller specialized classroom instruction. The average size class in grades K-1 ranges from 15-20. In the upper grades, the class size ranges from 20-25. The students are heterogeneously grouped within each grade.

The principal, assistant principals and 80 percent of the teaching staff have been at PS 92 for more than six years. In this time, the school has shown great improvement in both literacy and math. This growth can be widely attributed to the level of commitment demonstrated by administration, staff and the community. PS 92 has engaged in intensive staff development in order to provide children with instruction of the highest quality. Our mission is:

The staff of PS 92 is dedicated to developing the mastery of basic grade level skills in all students. Our purpose is to educate all students to a higher level of academic performance, to help students set and attain goals, and to promote positive attitudes of self, others and the community. We accept the responsibility to teach all students, so that they may attain their maximum educational potential academically, socially, emotionally and physically. In essence, we are preparing students to become lifelong learners and productive citizens to meet the challenges of the twenty-first century and beyond.

Mary McLeod Bethune has grown into a school where nurturing and professionalism go hand in hand. It is a place where academic excellence is strived towards, and loving children is always expected.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflecting upon the 2013-2014 plan:

During the 2013-2014 school year, PS 92 implemented many positive changes. The strength of our plan was maximizing resources to provide academic intervention services to support students' during the school day. Our cluster and ESL teachers' services were aligned to support grade level teams. We created an inclusive culture and climate where there is mutual trust between staff, students and parents. Additionally, we established professional development opportunities for staff, fostering a culture of high expectations for all members of the school community. One barrier was the late arrival of curriculum materials. The school implemented a new curriculum for both English Language Arts (ReadyGen) and Mathematics (Go Math). This won't be a barrier this year as all materials are currently in place and teachers are familiar with the curriculum and its implementation.

In developing the 2014-2015 plan:

The plan was developed through careful reflection of the results of the 2013-2014 plan and NYCDOE's Quality Review Indicators and other quantitative and qualitative data. The principal is and continues to be in frequent dialogue with the members of the PS 92 School Leadership team (SLT) as well as with the school's Lead teachers and staff in general. Planning sessions were utilized to draw from all representatives of the PS 92 professional learning community. The plan will be posted on the district's website. It will be shared with the entire learning community including parents and CBO's through informational meetings scheduled by the school. The plan will be explained and questions from the parents and community members will be answered. Spanish translation will be provided.

The school's needs are as follows:

1. Increase overall student performance on grades NYS ELA and Math exams in grades 3-5 by 5% in the 2014-2015 school year.
2. Increase the awareness of the school Vision and Mission Statements among the school community.
3. Develop a more consistent data collection and data review plan with vertical and horizontal alignment.
4. To continue to assess current strategies to better align to requirements and rigor of the Common Core Learning Standards (CCLS).
5. To review, revise and continue monitoring grade level outcomes for staff and students.
6. To develop a targeted instructional model that takes individual and small groups into account. Thus transforming classrooms into student centered environments.
7. Strengthen teachers' pedagogical practices in the use of purposeful learning extensions and in the use of questioning and discussion techniques so that practices align with our instructional vision and all learners are engaged in high quality discussions and tasks.
8. Deepen teachers' skills in the use of daily formative assessment data to make instructional adjustments and ensure that students make progress toward mastery of explicitly stated and standard aligned learning objectives.
9. To actively engage parents in student data analysis to offer a true picture of their child's academic progress.

The major guiding principles that influence this plan are the tenets of the Capacity Framework. The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional

practices and student learning outcomes.

The school year will begin with two full days of professional development for the staff. Monthly professional development schedules will be provided to the staff to reflect the teacher team meetings and professional development, instructional support team meetings, and grade level meetings with a focus on the CCLS, communication of the plan and vision statement. The changes should be fully implemented by the end of the 2014-2015 school year. For the 2014-2015 school year student academic achievement targets will continue to be set for a five percent increase in NYS ELA and Math scores. In addition teachers and students will set goals to increase Writing levels by individual students and classroom overall.

The Professional Development will be delivered in a differentiated format. Many of the selected topics will be delivered to the entire school community. For example the entire school will receive professional development on the goals and activities of the SCEP plan. This will occur on Monday afternoons during the contracted professional development period. The entire staff will continue to receive professional development on the Common Core Learning Standards with a specific focus on designing coherent instruction, rigor and engagement. Further professional development will be differentiated by grade level. Common Core Learning Standards and pacing instruction according to such will occur by grade level every month. Staff members who are new to the building will receive additional professional development in a smaller group and through the mentoring program. Additionally, principal and administrative team walkthroughs will provide more data to differentiate professional development as evidenced by classroom observation. Scholarly articles and the book *Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst will be discussed and shared during professional development sessions as well. The selection of all professional development subjects will be based on topics cited in the SCEP plan, classroom observations and walkthrough feedback, and district goals.

Communication of the PS 92 SCEP plan will occur on Chancellor’s Conference Day on the first day of school. Conversation surrounding the plan and further articulation of the goals and activities of the plan will be shared at our weekly professional development sessions. Parent information sessions will be held during scheduled parental involvement sessions and parent association meetings to share the SCEP plan with parents and community members. The Highlights of the Initiatives described in the SCEP include but are not limited to a major focus on school vision, student achievement and parent outreach. The use of data will be enhanced and maximized for student growth. Many parent information activities have been added to the schedule. Increased professional development on the Common Core Learning Standards, articulation across and between grade levels, the implementation of a new reading series that is Common Core aligned, and the development of pacing guides and curriculum maps for grade levels are initiatives with strong potential for school growth at PS 92.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in both English Language Arts and Math growth measures by all students, including students with disabilities and English Language Learners as measured by the 2015 Measure of Student Learning Assessment and the State Exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Continued ongoing workshops in implementing the ReadyGen and Go Math curriculum to address the needs of all students (General Education, Special Education and English Language Learners). 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards. Differentiated Professional development on designing coherent instruction with a specific focus on rigor, engagement and questioning; rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> Scheduled term off- site sessions with Curriculum consultants (network specialists) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students. Ongoing on-site “Free Clinic” sessions (Thursday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome – “Measure of ” that will ultimately promote their professional growth. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support. 	Teacher teams	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I SWP Funds will be utilized for ongoing professional development of teachers.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The data specialist will conduct and analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment. The administrative team as well as teacher teams will analyze the data for patterns and use it to further provide targeted instruction. Also, the administrative team will review teacher observation notes/feedback notes to determine targeted professional development for individual teachers t and other individualized support. Progress checks will be conducted a minimum of three times a year between October 2014 and May 2015 by the principal and administrative team.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As a school we need to:	
<ul style="list-style-type: none"> • Strengthen teachers’ pedagogical practices in the use of purposeful learning extensions and in the use of questioning and discussion techniques so that practices align with our instructional vision and all learners are engaged in high quality discussions and tasks. • Deepen teachers’ skills in the use of daily formative assessment data to make instructional adjustments and ensure that students make progress toward mastery of explicitly stated and standard aligned learning objectives. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 85% of teachers will deepen their understanding and use of questioning skills and strategies in order to increase the opportunities for students to consistently engage in higher order thinking responses that will foster and promote thought provoking discussions that increases student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Continued ongoing workshops in implementing the ReadyGen and Go Math curriculum to address the needs of all students (General Education, Special Education and English Language Learners). 	All new teacher and teachers rated as Developing for the 2013-2014 school	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> • Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards. 	All teachers, including general	September 2014 thru June 2015	The Principal, administrative team, CFN

<ul style="list-style-type: none"> Differentiated Professional development on designing coherent instruction with a specific focus on rigor, engagement and questioning; rigorous and authentic measures of student learning that are aligned to the Common Core Learning Standards. 	education, special education, out of classroom instructional support		Specialists
<ul style="list-style-type: none"> Scheduled term off- site sessions with Curriculum consultants (network specialists) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students. Ongoing on-site “Free Clinic” sessions (Thursday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome – “Measure of ” that will ultimately promote their professional growth. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I SWP Funds will be utilized for ongoing professional development of teachers. Tax Levy Citywide expectations will be utilized to pay per session for additional professional development sessions for teachers.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

The data specialist will conduct and analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment. The administrative team as well as teacher teams will analyze the data for patterns and use it to further provide targeted instruction. Also, teacher teams will use the data from baseline assessments to determine the target group for inquiry study. Teacher teams will provide targeted/differentiated support to the inquiry group and continue to use the data acquired to determine contributing factors to students’ progress or barriers that hinder students’ progress. Teacher teams will share data with the administrative team before the November Parent Teacher Conference so that the principal and the Student Intervention team can make decision for Response to Intervention/Academic Intervention Services (RTI/AIS) and inform parents. Grade supervisors will monitor teacher teams on a monthly basis; attendance sheets, minutes and student work will be checked. The Student Progress checks will be conducted a minimum of three times a year between October 2014 and May 2015

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a school we will focus on:

- Building and sustaining teacher teams to enhance student learning through improved instruction. This will :
 1. Improve the performance of both teachers and students
 2. Increase shared insight into student work
 3. Improve classroom management
 4. Provide additional support for new teachers
 5. Promote increased teacher leadership

- Ongoing on-site “Free Clinic” sessions (Thursday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations. This will:
 1. focus on increasing support,
 2. Improve instructional practice –“Measure of Teacher Practice” that will ultimately promote their professional growth.
 3. increase student academic outcome

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administrative team will revise and improve the structures in place to regularly monitor teachers’ instructional practices, assessment practices and the quality of efficacy of teacher teams so that teachers will evidence a 75% increase in their differentiated instructional practices which are coherently aligned to the CCLS in order to maximize student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | | | | |
|-----|--|--|---|--|
| 15. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 16. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 17. | Strategies to increase parent involvement and engagement | | | |
| 18. | Activities that address the Capacity Framework element of Trust | | | |

<ul style="list-style-type: none"> September 2014 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement, designing coherent instruction around Danielson’s <i>Framework for Teaching</i> and its role in being a highly effective teacher in implementing instruction to all students (General Education, Special Education and English Language Learners). Scheduled term off- site and on-site sessions with Curriculum consultants (CFN) for all teachers on increasing their content knowledge and improving their strategies for implementing rigorous and Ongoing on-site “Free Clinic” sessions (Thursday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome –“Measure of Teacher Practice” that will ultimately promote their professional growth. Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
<ul style="list-style-type: none"> Principal’s Initiative “Teacher Tiers” support system with a focus on providing tiered support to teachers based on performance rating on most recent teacher evaluation rating. Ongoing school-based learning experiences that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support. 	All teachers, including general education, special education, out of classroom instructional support	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 22. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 23. Specify a timeframe for mid-point progress monitoring activities.

The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external assessments data with a target of no more than a 15 % deviation in the scoring alignment. The administrative team as well as teacher teams will analyze the data for patterns and use it to further provide targeted instruction. Teacher teams will provide targeted/differentiated support to the inquiry group and continue to use the data acquired to determine contributing factors to students' progress or barriers that hinder students' progress. Teacher teams will share data with the administrative team before the November Parent Teacher Conference so that the principal and the Student Intervention team can make decision for Response to Intervention/Academic Intervention Services (RTI/AIS) and inform parents. In addition, the principal will use the data to clarify the school's goals and collaborate with the staff professional development, grade level and teacher team meetings on what trends and patterns the current data reveals and how we can address these trends and patterns. Grade level teacher teams will receive memos from the principal with focused goals for the students on specific grade levels. Finally, the principal and the administrative team will continue to monitor the current curriculum in use. Grade level unit plans will be revisited and guidance will be provided to teachers in identifying and utilizing differentiated strategies and resources to help students achieve success. Progress checks will be conducted a minimum of three times a year between October 2014 and May 2015

Part 6b. Complete in **February 2015.**

24.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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25. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 26. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 27. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
28. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 29. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 30. Strategies to increase parent involvement and engagement 31. Activities that address the Capacity Framework element of Trust			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

32. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

33. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

34. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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35. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 36. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 37. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The SLT reviewed the degree to which our school effectively communicates its goals, mission and vision to the entire learning community, especially parents. A key factor in building capacity is by establishing and maintaining a welcoming, encouraging learning environment, and developing partnerships with families, businesses, and community-based organizations. Included in this review is the Elementary School Quality Snapshot NYC School Survey 2013 – 2014 which indicates that 90% of parents are satisfied with the education that their child has received. The SLT would like to see 100% parent satisfaction. This data suggests that parents would welcome more information about the curriculum their children are learning, develop an understanding of how they are learning and become equipped with strategies they can use at home to further support their child in meeting learning targets.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administrative team will revise and improve the structures in place to actively engage parents in the instructional practices and assessment practices of the school so that parents will become more effective learning partners in supporting their children to achieve academic success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
38. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 39. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 40. Strategies to increase parent involvement and engagement 41. Activities that address the Capacity Framework element of Trust			
Title I Parent meeting in September to share the curriculum and other programs to be implemented for the school year. To discuss activities that can be implemented with Title I funds to enhance parent involvement and student achievement.	All subgroups including Special Education and English Language Learners	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists

<ul style="list-style-type: none"> On-site workshops/training sessions that will cover topic such as: Common Core Learning Standards, Curriculum: Go Math and ReadyGen, Using Manipulatives in Math, Asking Your Child Probing Questions about their Learning 	New teachers and teachers rated as developing for the school year 2013 - 2014	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
Ongoing Parent Involvement sessions every Tuesday from 2:20 thru 3:00 pm school-wide, on grade levels, and with individual as needed. There will be "Tuesday Tea" once monthly for grades 3 thru 5 parents. Parents will get involved in a typical lesson that is taught to their child and also provided with the opportunity to ask questions and actively engage in the lesson.	All parents	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists
Each month the parent coordinator will send home school calendars in English and Spanish and where necessary translation will be made available in other languages	All parents	September 2014 thru June 2015	The Principal, administrative team, CFN Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	<input checked="" type="checkbox"/>	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

42. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

43. Specify a timeframe for mid-point progress monitoring activities.

The SLT along with the administrative team will conduct an analysis of the results of parent surveys, attendance sheets for parent engagement session to evaluate the improvement/increase in parental involvement. Further analysis will be done on the correlation between the parents involved in school wide activities and student academic progress.

Part 6b. Complete in **February 2015.**

44. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
45. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who demonstrate significant gaps in academic progress, specifically Reading Level and Writing ability and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)	Quick Reads- Researched Based Fluency Program, Comprehensive Reading Assessment, Rewards, Strategies (Options), Spell Read Language Program, Accelerated Reader, Vocabulary and Structured rehearsals in writing.	Small group instruction and one-on-one	2xs per week, 45 minutes each day, pull out(Grades 1,2& 3) daily
Mathematics	Students who demonstrate significant gaps in academic progress in Mathematics and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)	Go Math! (Response to Intervention), Options, Kaplan Math, Math games, Math centers, Computer programs (School House Rock! Arthur’s math games, Jumpstart)	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).
Science	Students who demonstrate significant gaps in academic progress and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services	Foss, Delta, Kaplan, Investigations, games, Science centers, Computer programs.	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).

	(AIS)			
Social Studies	Students who demonstrate significant gaps in academic progress and have received in-class RTI are reviewed by the student support team and then a decision is made for the level of academic intervention services (AIS)	Houghton Mifflin, Kaplan Best Practices, games, Science centers, Computer programs.	Small group instruction and one-on-one	2xs per, 45 minutes each day, push-in/pull-out (Grades 1 - 3).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk service is provided to students in a crisis situation. Students who are experiencing severe challenges and are in danger of hurting themselves and or others, are provided with immediate intervention.			

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

- September 2014 Initial Planning conversations and Goal Setting sessions for all teachers with a focus on collaborative engagement around Measure of Teacher Practice and its role in being a highly effective teacher in implementing instruction to all students.
- Scheduled term off- site sessions with Curriculum consultants (Pearson – ReadyGen and Houghton Mifflin – Go Math!) for all teachers on increasing their content knowledge and improving their strategies for implementing lessons to all students.
- Ongoing on-site "Free Clinic" sessions (Thursday Treat) facilitated by the principal and other members of her administrative team to engage teachers in conversations with a focus on increasing support, improving instructional practice and increasing student academic outcome – "Educator Effectiveness" that will ultimately promote their professional growth.
- Ongoing Teacher Team collaborative meetings about high-quality teaching and inter-class visitation to foster both a professional community and shared learning and support.
- Principal's Initiative "Teacher Tiers" support system with a focus on providing tiered support to teachers

based on performance rating on most recent teacher observations

- Ongoing school-based learning experiences that engage teachers and paraprofessionals in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.

Engage all staff in activities that build a shared school-wide understanding of what effective teaching/coherent instruction looks like in all content areas.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

On-going professional development will take place throughout the year to develop and sustain teachers' expertise in the area of assessment and data analysis. These training sessions will allow teacher the opportunity to look at the different types of assessments administered to our students and their purpose. It will then be demonstrated how the accurate analysis of the available data can help to diagnose learning issues and provide for remedial instruction. In addition there will be scheduled ongoing professional development that will include activities that are geared towards expanding teachers schema in the designing coherent instruction, delivery of instruction as per the Common Core Learning Standards as measured that evidences rigor and engagement. Some professional development activities will take place in classrooms during inter-visitation. Other professional development activities will include discussion of professional articles, weekly collaborative planning on grade level, during teacher team meetings and teacher observations.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,687,447	X	Pages 9 thru 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: This school year 2014-2015, P.S. 92M/Mary McLeod Bethune Academy has 31 registered English Language Learners (ELLs) from Kindergarten to Grade 5 who are targeted for the Content Instruction Through English (CITE) after school program. 3 ELLs who are now in the 5th grade and tested out of the school's ESL program by passing the Spring 2014 NYSESLAT are also being considered for participation in this Title III grant after school program. As in the past 7 years, participating students will engage in various English language learning activities designed to improve their communication skills in listening, speaking, reading, and writing. This year, the CITE after program will implement ELLs' activities based on units/themes for each group/ grade band in consideration of the Common Core Learning Standards in English Language Arts (ELA) and combining them with the contents, concepts, and content area skills in Science, Math, and Social Studies. Lesson activities will focus on the development of rich academic vocabulary and functional language which the students can use for discussions and answers of challenging questions. There will be much emphasis on the text structure and complexity for reading more informational texts, so that the students can gain specific knowledge in the disciplines in writing in social studies, science, as well as language arts.

There will be 2 grade bands or groups targeted for this after school enrichment program that will run for 24 per session meetings. Two groups will be meeting 2 times a week, i.e. Wednesday and Thursday from 3:00 to 5:00 in the afternoon. The first group will be composed of ELLs mostly from Kindergarten and Grade 1 plus new Second grade students (a total of 10 students). A certified ESL teacher will teach these early childhood ELLs. The second group will come from 3rd, 4th and 5th grade classes with 10 students being targeted. A certified Common Branch/Science teacher will take care of this grade band including the test preparations for the participants. During the first half of the after school program, both teachers will co-teach using ESL and ELA methodology.

Both certified teachers in this year's CITE program will integrate academic contents in the ELLs' writing activities using "Writing as Learning- A Content-Based" approach to help the students improve their writing skills in the content areas/subject disciplines. The same teachers will use units of study to engage the ELLs in English language learning activities, e.g. Tier 3 vocabulary unlocking and understanding and usage in their writing activities through the use of themes and academic topics. Previously used materials such as the "Oxford Picture Dictionary for the Content Areas", "National Geographic Reading Expeditions-Life Science Series", "Newbridge All About Math-Targeting Math Literacy" books will be utilized as well as existing manipulatives, photos, maps, and picture files to help the targeted students understand the concepts being learned.

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: All 3 participating teachers of the Project CITE program will attend all school-based professional development workshops every Monday from 2:20 to 3:40 p.m. that will enhance their teaching skills. They will engage themselves in "Teacher Team" collaborative activities such as 'lesson study' research to have common grounds and validation of effective teaching of the same lesson activities planned and implemented. Network (CFN 406) sponsored professional development activities will be attended by the ESL teacher as provided by the ELL Network leader with the approval of the after school supervisor or the school principal. Other NYC DOE and UFT sponsored professional learning opportunities will be considered by the CITE after school program participating teachers with the approval of the principal. The following institute will be attended by the ESL teacher- "Developing English Language Learners' Mathematical Reasoning in the Elementary Grades" -Cohort 2 under the auspices of Dionisio Rodriguez, Director of ELL Elementary Mathematics, at the City College of New York, from 9:00 a.m. to 3:00 p.m. starting on Tuesday, December 9, 2014. The subsequent two sessions will be offered on February 25, and March 26, 2015.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs are always informed on a regular basis and encouraged to attend all school-wide programs and activities that require their participation in all aspects of their children's English language learning development and their well being. This school year as in the past, the school will involve parents and guardians by inviting them to participate in the school's assembly programs revolving around different cultural, awards, and social themes. In doing so, they will be able to celebrate with their children. Notices and periodic calendars and bulletins of other school activities that will impact intergenerationally and eventually higher achievement for ELLs will be sent home to the parents and guardians. In collaboration with the Parent Association and the Parent Coordinator of our school, workshops and seminars will be planned for the parents on all other informative topics that will benefit the participants. For November 2014, a workshop on "The Importance of School Attendance" will be offered to the parents and guardians. An update on the Common Core Learning Standards will be given as well to the parents in December. Parents will have the opportunity throughout the school year to meet and talk with other teachers and school services providers on different occasions and can visit and observe classrooms of their children during their learning time. A Spanish-speaking parent coordinator is available in the main office for translation and interpretation whenever it is needed.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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 	\$9,890.00	24 weeks, 2 days a week, 2 hours a day /2 teachers/ \$51.51= \$9,890.00
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1, 310.00	Teacher Reference Books in the Content Area and Copying of Materials \$1, 310.00
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200.00	\$11,200.00

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	244	Total number of ELLs	35	ELLs as share of total student population (%)	14.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	0	2	0	0	5	2								9
Pull-out	4	2	4	4	0	2								16
Total	4	4	4	4	5	4	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	7	12	0	0	0	0	0	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	23	0	7	12	0	0	0	0	0	35
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	0	2	1	0								5
Intermediate(I)	0	3	8	2	2	3								18
Advanced (A)	2	2	1	4	2	1								12
Total	3	6	9	8	5	4	0	0	0	0	0	0	0	35

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ECLAS-2 and Fountas and Pinnell were used last year to assess the early literacy skills of our ELLs. The data provide various pictures of language development - areas of weaknesses and strengths at different stages. Results providing reading skills which individual ELL possess will be used as the baselines in developing instructional plans for them. New ELLs in Kindergarten and more than 50% of the

ELLs in Grade 1 from last year need more support in their decoding and initial reading skills as their running records data show. This school year foundational skills such as phonics will be given more emphasis for this group of ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns revealed across proficiency levels and grades including the ones who were tested for the LAB-R (mostly Kindergartners) are that the audio-lingual skills of most ELLs improved by the end of the school year. 7 new Kindergarten eligible students were tested with the LAB-R. 4 out of them tested out and 2 scored at the Advanced proficiency level. All six had pre-Kindergarten background, 4 of whom are from our school. The only one who scored at the Beginning level is a new entrant to the English Language School System without prior educational background from her country.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
N/A:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

As in the past, at the end of the school year, there are substantial improvements in the Speaking and Listening subtests across proficiencies and grades. Since we do not have the other ELL programs which require students to take tests in their native language, we do not have the data to compare as how they fared against the English ones. Any tests including the ELL Periodic Assessments that will show the areas of language problems for our ELLs are taken into consideration for programmatic planning and test preparation activities. Test like this will tell us the levels of language development among our ELLs and their readiness to take the NYSESLAT to determine their progress. The native language is not used for such assessment, since the purpose of it is to assess the progress and readiness of each ELL in their English language development and the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Like in most remediation programs, the deficiencies and skills or the weaknesses and strengths of the ELLs are taken into consideration and assessed in planning intervention instruction for them accordingly. We look back at the data to follow up the progress of individual students. A highly trained staff member (a veteran teacher who used to be an AIS provider) this school year will implement two types of assessments within the framework of RtI, i.e. universal screeners and on-going progress monitoring tools to identify eligible students including ELLs to the 3 types or tiers of intervention, universal, targeted and intensive interventions. As RtI supports differentiated instruction that is matched to student needs including our ELLs, our school will incorporate increasingly intensive intervention for such students as the case maybe.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The school has been adhering to the principles of Universal Design for Learning ever since , therefore every effort is taken into consideration in making decisions that will impact on every child's second language development when it comes to schoolwide instructions. The challenges of the new Common Core Learning Standards in both ELA and Math are even highlighted this school year with the school's emphasis on the progress of every child across the grade continuum -K to 5 in the above subject areas as well as the content areas which are integrated into the English Language Arts curriculum. Coherent instructions are expected from all teachers to ensure that skills being learned are scaffolded and mastered as the child learns new and higher order skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Whenever a new student is registered at P.S. 92, the Home Language Identification Survey (HLIS) is one of the registration materials/documents that is required for completion and signing by the parent or guardian of the child being enrolled. Mr. Rodolfo L. Macasinag who is a NYS permanently certified ESL teacher and has been with the NYC DOE for 18 years in the same capacity is responsible for conducting the initial screening and administering the HLIS in coordination with the Pupil Accounting Secretary. An informal interview is conducted with the new entrant by the same ESL teacher asking basic questions in English. The Parent Coordinator who speaks Spanish is also available for those parents and students who may need support with this native language during the intake process. If the new entrant is eligible for the LAB-R based on the responses of the parent/guardian to the HLIS, he/she is administered the tests within 10 days after the registration. Also, the Spanish LAB is given to these new students whose Home Language is Spanish. If the results show that the child scores at or below proficiency level on the LAB-R, the child is an eligible ELL and he/she is placed in the appropriate grade level in the Free Standing ESL program which is the only available ELL program at the school for the time being. During the Parent Orientation Meeting, all three programs available to ELLs are explained using the Video from the NYCDOE website in their home language, mostly Spanish. After that, the Parent Program Selection Form is reviewed for the program choice of the parents and other information filled out correctly with their signatures. The parents are also informed during the orientation that if there are no sufficient number of students (at least 15) who speak the same language in two contiguous grades, then the school can not offer a Bilingual Education program for their children even if their choice is that program. They are also informed of other schools in the district that offer other ELL programs. They are also told that their choice is for one full academic/school year and they can make the decision of changing their child's program after the school year is over and we do so by sending those yearly notification continuous entitlement/withdrawal letters in the beginning of each school year.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
For the parents or guardians of the identified eligible ELLs understand all three program choices that are available to their children, the Parent Orientation Model B is usually adhered to. Every time new ELLs are admitted to the school, the parents are notified using the standard letter forms in their home language accompanied by the Parent Program Survey and Selection Form. They are called on the phone to follow up with their scheduled parent orientation meetings. Within ten days after the ELL eligibility of a child is established and he/she is placed in the ESL program for instructions for the time being until final determination is made by the parent based on the program option form, parents or guardians are informed about the three program choices through the letters in their home language. Follow up calls are made to the parents about the letters sent home and the date of their parent orientation meeting with the ESL teacher, with the latter doing it by himself. The video in the home language of the parents or English for lower incidence language of the program choices for the parents of ELLs is shown during the parent orientation meeting. As mentioned above about the creation of a Bilingual class as an ELL program offering based on the number of enrolled students speaking the same language or the other schools in the district that may be offering these other programs, we ensure that parents fully understand this option.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
A copy of the entitlement letter distributed to each ELL with the date the document is sent home informing the parent/guardian of the result of the NYSESLAT last Spring (done in the first two weeks in September) is done and kept by the ESL teacher. The entitlement is mainly based on the NYSESLAT Eligibility roster showing the names of the ELLs who took the tests last Spring and their scores. Entitlement letters, e.g continuous entitlement are sent in the home language and English versions. These letters also contain parent options for their ELL children for the school year. As for the Parent Survey and Program Selection forms, copies are made, too and prior to the parent orientation meetings, parents or guardians are called to remind them about the forms sent home and to bring them back during the date of the scheduled meeting. Completed Parent Survey and Program Selection forms are then kept

after the parent choice is entered in ELPC screen of the ATS.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Since our school offers only the Free Standing ESL program for the ELLs, after a new entrant is administered the LAB-R and did not make the cut-off score for that grade, he/she is placed in the program. The parent or guardian is then sent notification (in their native language) about the eligibility of the child for an ELL program together with the Parent Survey and Program selection forms which indicates the date for a parent orientation meeting. During the meeting, the Parent Orientation video is shown in their native language(if available) so that the parent can make their informed choices. The licensed ESL teacher (Rodolfo L. Macasinag) explains more about the ELL programs and how they can be created and which other schools or districts they may be offered
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In consultation with the Test Coordinator of the school, Ms. Yvonne Wilkinson (also an Assistant Principal), the ESL teacher-Mr. Macasinag creates a NYSESLAT schedule prior to its administration in the Spring. Following the window based on the suggestion of the State, groupings are made based on the grade spans and test modalities. Date, time and location are considered for each test in Listening, Reading, and Writing for each after the Speaking test is given individually. Provisions are also made for students with disabilities, e.g. wheelchair-bound ELLs, etc. The ESL teacher ensures that all sections of the test are administered to all eligible ELLs. He uses the ATS reports on the NYSESLAT eligibility roster to be sure that all eligible ELLs take all sections of the NYSESLAT in Spring.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
In our school, the trend shows ESL as the first program choice over the other 2 ELL programs. Based on the ELPC records from last year for example, 7 parents : 5 Spanish as their home language and 2 with other languages opted for their children to be in the English as a Second Language (ESL) program. The ELL program model offered at our school is very much aligned with parent requests. The Parent Program Selection Form signed by each parent or guardian after the orientation session showing in the video their choices or options for an ELL program for their children. Each question is explained for informed decision and the process for offering other available programs for ELLs over the only Free Standing ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational models being followed are the combined push-in and pull out and collaborative language instructions. In terms of program models, there are some groups which are heterogeneous: mixed proficiency levels and mixed grades, e.g. all advanced ELLs in the 2nd and 3rd grades are served in one group in a pull out model. There is a collaborative teaching /push-in group for all ELLs in Grade 4. All ELLs in Grade 5 are seen using the push-in model too. These groups are organized in this set up/model to maximize instructional support in dealing with the CCLS and the new curricula for both ELA and Math.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

If the ELLs are served using the push-in model, the ESL teacher follows and supports the ELA curriculum with the content areas embedded or designed in the unit or module of study that hinges on the common core learning skills that the students need to master for that particular grade. The ESL teacher uses instructional approaches like summarizing key points, repeating and paraphrasing important vocabulary terms and concepts, using visuals and graphic organizers ,etc. For pull-out model, the content areas are delivered by also following the scope and sequence in the respective grade and are supported more by visuals, maps, realia, photos, picture dictionaries with themes and units of the content areas. Vocabulary words and concepts are unlocked using charts (e.g. KWL, Frayer Model), using them in meaningful sentences or for the lower grades like Kindergarten, allowing them to draw and label.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Since our school does not have the Bilingual Education or Dual Language program, we do not evaluate the ELLs in their native languages. Administering the Spanish LAB to our Spanish-speaking ELLs who tested in with LAB-R periodically may be an option for our school to evaluate them in that native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Informal and formal assessments on all four modalities of English language acquisition are being done by the ESL teacher using teacher created tests after each unit, doing running records periodically, using Scholastic's 12-Week Student Profiles for grades K-2, writing notes in students' notebooks on observed difficulties in assigned language tasks or whatever area of language that needs additional support for improvement. For the lower grades, (K-1) the Foundational (Phonics) assessment will be given after each week of unit. Language and vocabulary components assessments for Grades 2 and 3 will be done weekly and their reading and writing tests after an assigned thematic material (book, article, etc.).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

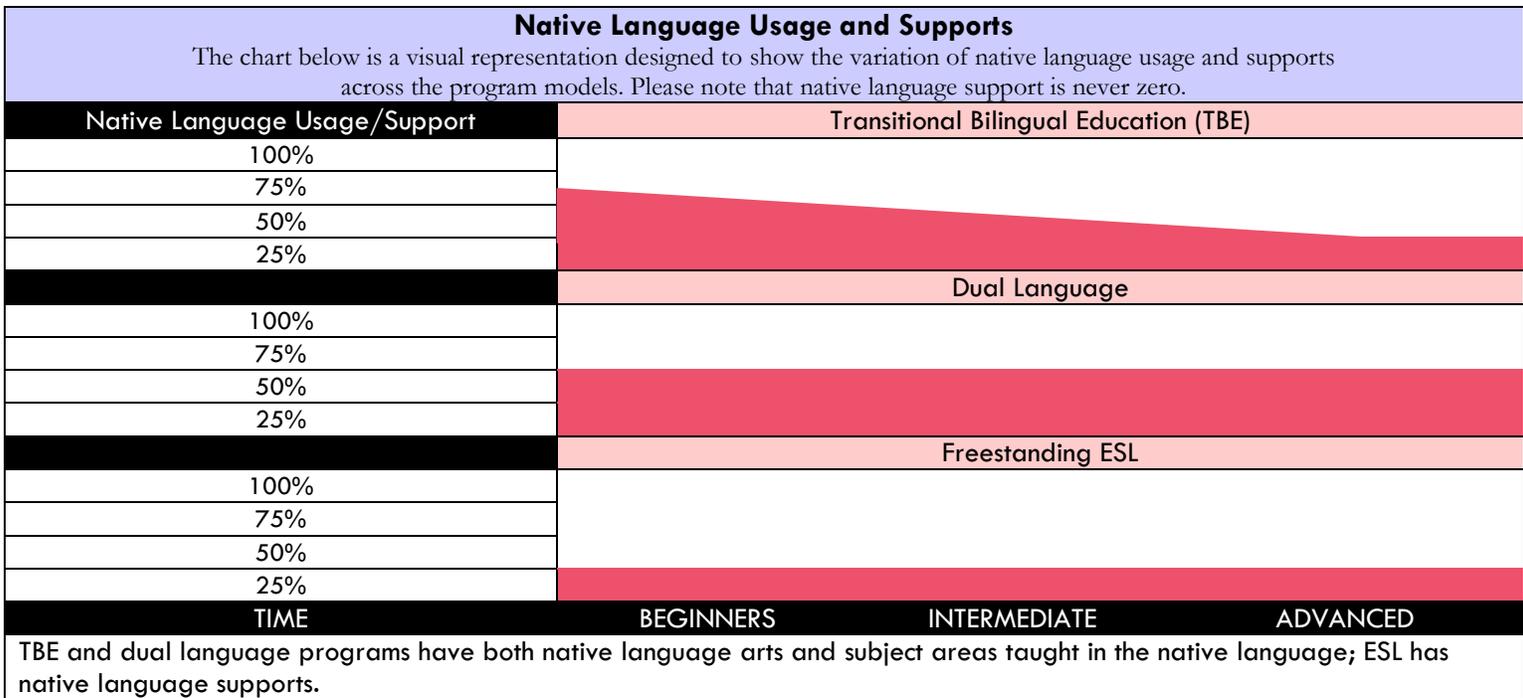
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
This year, a Math coach for the K-2 grade span is assigned to help the classroom teachers with the new curriculum. This instructional support, although indirectly help our ELLs , is a valuable resource especially in the areas of remediation and differentiation. We also have a RTI teacher who will help some of our ELLs in grades 1 thru 3 in ELA. Now on its 6th year, our Content Instruction Through English (CITE) after school program for early grades group and testing grades group will take care of the content areas. All services are offered in the English language Also, this year a schoolwide initiative on the new ELA curriculum will support the 4th grade ELLs when the ESL teacher puhes in and co-teaches in that grade with the classroom teacher..
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Accomodating all the students' language needs at the different proficiency levels, focusing on specific language modalities which individual ELLs need to improve on, and other areas of language learning which includes contents are the main thrusts on which the effectiveness of our current program rests. This year, new materials (library books) across the grades with different levels of text complexity will be purchased for use in the content areas like social studies and science instruction and the integrated assessments in those books will be used accordingly.
11. What new programs or improvements will be considered for the upcoming school year?
The school has ordered a new set of library books in the content areas for different grades and with different reading levels to update and enhance the existing ones. These materials from Sundance/Newbridge collection -Grades K-5 CCSS Readiness Sets which include leveled readers will support the language development of our ELLs through a wide variety of book related to Science, Social Studies, and Math, increasing their content area knowledge as well as their exposure to multiple literary genres.
12. What programs/services for ELLs will be discontinued and why?
Everyday Math program which was also used by our ELLs in their classrooms up to last year, will be discontinued to give way to the new "Go Math" curriculum across the grades (K-5). The FOSS (Science) program will also be discontinued since science concepts are embedded in the new ReadyGEN ELA curriculum and will be extended during the science periods in each grade which includes our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our ELLs are given the same opportunity whatever after school program and other extra curricular activities the school offer. Available information about them is disseminated accordingly with even accompanying translations in the most spoken language of the ELLs. Asides from the CITE after school program mentioned in number 9, there are 2 CBOs in our school which offer after school activities and supplemental services . They are the Harlem Children Zone and Volunteer Corps. Our ELLs benefit from their activities like remedial reading in the early grades, homework help, and even test preparations. Their parents are informed just like the other parents about the availability of such programs. For the last 3 years, our ELLs have been participating in the extra-curricular dance program (with a theme each year) which culminates in a recital/performance at a venue outside the school and has always been well attended and supported by our school community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our ELLs are also recipients of the computer-based Accelerated Reading Program which help them in the area of comprehension. As mentioned in number 11, the school has ordered a new set of library books from Sundance/Newbridge collections of titles in different grades and different reading levels in the content areas. These new materials will hopefully make the ELLs read closely and attentively to determine what the texts say, make inferences using textual evidence, and summarize key ideas of a text. These matverials will also foster their ability to comprehend and analyze literary and informational texts independently and proficiently.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
For new ELLs, especially the ones who just entered the English language school system, we provide resources like a collection of books in the child's native language, the ESL program's picture dictionary program from Oxford has an English/Spanish version, and the ESL teacher translates orally for the students when needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
For our ESL resources and other learning materials they are carefully selected from the catalogs presented by the vendor and samples read and studied for their age and grade-level appropriateness.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
If such ELLs are enrolled before the beginning of the school year, informal orientation for the parents is given telling them about the

available ELL programs being offered by the school. Whatever school-wide activities our school offer to its students, the ELLs are given the same opportunity, e.g. after school and dance programs

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not applicable to our school.

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>P.S. 92/Mary McLeod Bethune</u>		School DBN: <u>05M092</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa M. Davila	Principal		1/1/01
Yvonne Wilkinson	Assistant Principal		1/1/01
Sherryl Ortiz	Parent Coordinator		1/1/01
Rodolfo L. Macasinag	ESL Teacher		1/1/01
Angelina Rauls	Parent		1/1/01
Desiree Murphy	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Tricia Gordon	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **CFN 406**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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