



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CHELSEA PREP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M033

PRINCIPAL: LINORE LINDY **EMAIL:** LLINDY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Linore Lindy	*Principal or Designee	
Erin Lubick	*UFT Chapter Leader or Designee	
Yvonne Dockery	*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	
Marisa Abelson	Member/S.E.T.S.S. Teacher K-5	
Lynne Garon	Secretary SLT Speech Teacher K-5	
Caryn Akin	Member/K Teacher	
Rebekkah Metz	Member/Parent of student Grade 2 G+T	
Andrea Niazi	Member/Parent of student Grade 3 ICT	
Julia Roberts	Member/Parent of students in Grade 3 and 5	
Suzanne E. Flynn	Chairperson SLT; Parent of student Grade 3	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, the number of students reaching their independent reading level benchmark will increase by 10% in Grades K-2.

- After reviewing our data we determined that the entire school will use a uniform assessment – Fountas and Pinnell to identify reading levels and appropriate behaviors and strategies that will impact student reading levels. All teachers will establish a reading inquiry team in their classroom that supports action research to accelerate student reading progress.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Many students enter school in Kindergarten and Grade 1 reading below level A as per Fountas and Pinnell. The students have not attended pre-k and are lacking in early literacy skills. Approximately 25% of our general education kindergarten students and 30% of our general education first graders are English Language Learners.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Universal Design for Learning (UDL), a research-based framework, suggests each student learns in a unique manner. Using UDL to create options in how instruction is presented, how students express their ideas and how teachers engage students in their learning, teachers customize and adjust instruction to meet the learning needs of individual students.

Teachers will administer Fountas and Pinnell assessments at three intervals. Teachers will establish individual and group reading goals.

Teachers will use data from classroom assessments to form student groups for differentiated instruction.

Teachers will develop, apply and monitor instructional strategies which may include:

- Guided reading instruction
- Word study
- Shared reading
- Strategy groups
- Read aloud
- Turn and talk
- Think aloud
- Grand conversations

Teachers will ensure that their conferences with students are clear and focused. During conferences, teachers will discuss reading behaviors, scaffold to deepen student's thinking and use high level questioning and reflection to set further learning goals. Conference structures will vary to include regular one-to-one; check-in or roving; teacher or student initiated.

Teachers will include time during read aloud for students to engage in "grand conversations" which assist students to engage in more sophisticated oral language

for writing reading responses.

Teachers will submit monthly reading levels to the reading intervention committee.

- a) staff and other resources used to implement these strategies/activities,

Contract for Excellence for consultancy

Collaborative Teacher Teams

Title I Professional Development

Common Preps

Vertical Articulation

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 Fountas and Pinnell, Heinemann 2006.

The Continuum of Literacy Learning K-8, Fountas and Pinnell, Heinemann 2007.

Reading Assessment Kits A-L, L-Z, Fountas and Pinnell, 2008.

- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will collaborate to establish an agreed upon, coherent set of beliefs about how students learn to read and about how teachers can assess the depth and comprehensiveness of student learning.

Teachers will collaboratively plan, implement and assess through Team Planning meetings and professional development team.

Teachers use knowledge and understanding gained through the Action Research of Inquiry Teams to modify and redesign learning strategies.

- c) Timeline for implementation.

The number of K-2 students reaching their independent reading level benchmark in June 2012 will be at least 10% greater than the number in September 2011

Fountas and Pinnell running record assessments are conducted 3 times a year, Sept, Jan, and May. Students will progress to levels indicated on the Chelsea Prep Benchmarks for Guided Reading levels.

The intervention team meets monthly to review student progress based on Fountas and Pinnell assessments. Tier 2 interventions are put in place for students who do not make adequate progress. Modifications and adjustments are made as necessary.

Teachers participate in action research and have adapted instruction in response to findings.

Grade teams meet weekly.

Vertical articulation teams meet monthly.

Monthly Grade conferences are dedicated to looking at student work.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Provide materials and training to help parents work with their children to improve their achievement level.

Schedule adult parent meetings for performance tasks

Conduct parent workshops

Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.

Provide written and verbal progress reports that are periodically given to parents to inform them of their children's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Hiring Fairs for selection of literacy teachers.
We are a Student Teacher site for training.
We hire Teaching Fellows.
We utilize the open market hiring system.
We reach out to colleges for specialty licenses.
Teachers are assigned to their area of certification.
Mentor teachers are utilized for new staff members.
We have a literacy and math consultant.
We utilize Title I 5% set-aside monies to ensure highly qualified teachers.
Parents are notified when a non-highly qualified teacher teaches their child for more than four weeks.
We provide counseling for non-highly qualified staff.
Many of our teachers have dual licenses in literacy and administration.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Our Pre-K program uses the CCLS to drive instruction. They articulate with the kindergarten teachers on an ongoing basis.
The school participates in the school cookshop nutrition program integrating literacy and cooking.
We participate in "Breakfast in the Classroom" so that students can fully participate in the literacy program.
We have a grant for Studio in a School nutrition art program connecting literacy, art, and nutrition.
We participate in the Food Plate Project encouraging oral expression and cooperative learning.
We have a healthy salad bar and we are a nut free school encouraging reading of labels by all.
We provide recess coaches for small group activities helping students develop leadership skills and teamwork.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, Title III, NYSTL monies will be utilized.
The school has implemented two full-time Pre-K classes that focus on emergent literacy skills to support a successful transition into Kindergarten.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, there will be an increase of 10% in number of parents attending events and workshops.

- After reviewing our peer review data we determined we needed to increase parental/guardian involvement and engagement through targeted parent/guardian workshops and celebrations, to promote academic success for students. In recognition of the impact of parental support and strong home/school connections regarding student progress, our goal is to create many and varied opportunities for parents to be connected, informed and involved with the school and school community.

Comprehensive needs assessment

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

A recommendation from the Peer Review was that, “parents in the early grades are reluctant to utilize these (*parent workshops*) tools.”

After reviewing our data, we determined the need to increase parental/guardian involvement and engagement in workshops and in reciprocal and ongoing collaboration with the school about their children’s strengths, weaknesses and next learning steps.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Teachers present the curriculum and expectations at grade level meetings at the beginning of the year
 - Back to school celebrations take place before the beginning of the academic school year.
 - Parents are asked to provide information about their child prior to or during parent teacher conferences.
 - A parent/guardian phone text database will be established.
 - Classroom celebrations to which parents are invited take place in each classroom at least 6 times per year. Parents learn next steps during the presentation. Parents give written feedback in response to student work.
 - Parent coordinator provides support at each celebration.
 - Spanish Bilingual Community Coordinator will advertise events to the community and support the parents.
 - Homework tasks request daily parent/guardian signature and feedback.
 - School newsletter is posted on the school website.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.
 - Support parental involvement activities as requested by parents.
 - Maintain a parent coordinator to serve as a liaison between the school and families.
 - Translate all critical school documents and provide interpretation during meetings and events as needed.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

Provide opportunities for parents to help them understand the accountability system.

Support parental involvement activities as requested by parents.

Parents will be encouraged to participate in their children's learning. They will be asked to collaborate with teachers and acknowledge and comment on the work that students take home. This may include signing off on completed homework, commenting on projects and published work, and completing evaluations when attending classroom-based learning celebrations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a Parent Coordinator and a Spanish Bilingual Community Coordinator.

Hiring Fairs

We are a Student Teacher site for training.

We hire Teaching Fellows.

We utilize the open market hiring system.

We reach out to colleges for specialty licenses.

Teachers are assigned to their area of certification.

Mentor teachers are utilized for new staff members.

We have a literacy and math consultant.

We utilize Title 5% set-aside monies to ensure highly qualified teachers.

Parents are notified when a non-highly qualified teacher teaches their child for more than four weeks.

We provide counseling for non-highly qualified staff.

Many of our teachers have dual licenses in literacy and administration, and are bilingual..

Parents Learning Leader workshops.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Pre-K program uses the CCLS to drive instruction. They articulate with the kindergarten teachers on an ongoing basis.

Title 3 Parent's Classes in English

Parent trips

Family Nights focused on Math and English Language Arts

The school participates in the Cookshop Nutrition Program.

We participate in "Breakfast in the Classroom".

We have a grant for Studio in a School nutrition art program.

We participate in the Food Plate Project.

We have a healthy salad bar and we are a nut free school.

We provide recess coaches for small group activities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, 1 percent parental involvement set-aside will be utilized, Title III monies will be utilized for English classes for parents and for using the city as a learning laboratory.
Translation monies will be utilized to further support parents.
A Spanish Bilingual Community Coordinator was hired to support the school's efforts to increase student and parent attendance at workshops.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, there will be an increase of 75% in the number of students using technology, as well as an increase in the number of students in Grades 3-5 using the Renzulli Enrichment Independent Studies Program.

- After reviewing our data we determined that we must integrate technology as a valuable teaching and learning tool in all curriculum areas to increase student engagement.

Comprehensive needs assessment

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

A recommendation from the Peer Review was that “an even higher level of student agency and independent student decision making would further align instruction to the Common Core Learning Standards and would allow students to take an even deeper ownership of their learning and achievements.”

After reflecting on our peer review report, we determined that the Renzulli Independent Enrichment Studies will result in greater student agency and empowerment.

Students need to be more adept with computers in order to partake in Acuity, Scantron and the Renzulli Enrichment Independent Studies Program.

To increase the students’ research skills via computer.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Teachers integrate technology into lessons.

All classrooms have document projectors or interactive whiteboards and are expected to use them daily.

Teachers (computer experts) provide in house professional development in the effective use of resources on an as-needed basis.

Create a schedule for laptops to go to all classes Grades Pre K-5.

Support teachers with distributed leadership technology workshops across established school-based curriculum.

Distributed leadership to support implementation strategies of all classroom computer technology.

Enrichment for All - Renzulli Learning Program

Develop technology-based projects in Grades K-5

- K- digital story board; importing graphics
- Grade 1 – power point presentation
- Grade 2 – digital movie making; email
- Grade 3 – digital storytelling, keyboarding
- Grade 4 – excel data analysis
- Grade 5 – podcasting

Technology Leadership Group provides professional leadership and support to maximize the school’s technology use.

Identify a technology point person to address maintenance issues.

Develop a maintenance plan.

Review school’s technology scope and sequence draft.

Regular use of computers in classroom.

Student published works using technology such as power point presentation, word or excel documents, digital photography, digital movie making, podcasting, blogging, are developed at least 3 times during the year.
Integration of technology-produced products in curriculum plans.
Advanced teacher expertise in use of interactive whiteboard, document projectors, and classroom computers
Classroom websites are in place.
Blogging and podcasting are used in grades 3-5.
Technology committee meets monthly to look at how technology ISPE is being implemented in each grade.
Criteria for technology grades are refined and explicit and are included on the report cards 3 times a year.
Students are graded for technology and Renzulli projects two times/year on Report Cards.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Computers available in PTA room for parent's use.
Computer assistance workshops for parents.
Provide materials and training to help parents work with their children to improve their achievement level through the use of technology
Ensure staff will have access to interpretation services in order to effectively communicate with limited English-speaking parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Hiring Fairs
We are a Student Teacher site for training.
We hire Teaching Fellows.
We utilize the open market hiring system.
We reach out to colleges for specialty licenses.
Teachers are assigned to their area of certification.
Mentor teachers are utilized for new staff members.
We have a literacy and math consultant.
We utilize Title I set-aside monies to ensure highly qualified teachers.
Parents are notified when a non-highly qualified teacher teaches their child for more than four weeks.
We provide counseling for non-highly qualified staff.
Many of our teachers have dual licenses in literacy and administration are bilingual, and are technologically savvy.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Renzulli Enrichment Licenses for all students K-5.
Our pre-k program uses the CCLS to drive instruction. They articulate with the kindergarten teachers on an ongoing basis.

Nutrition Program.

The school participates in the Cookshop Nutrition Program.

We participate in "Breakfast in the Classroom".

We have a grant for Studio in a School nutrition art program.

We participate in the Food Plate Project.

We have a healthy salad bar and we are a nut free school.

We provide recess coaches for small group activities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
NYSTL funds to be used and supplemented by PTA funds.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	5	N/A	N/A	5	5	10	5
1	50	5	N/A	N/A	5	5	10	5
2	35	81	N/A	N/A	5	5	10	5
3	30	65	N/A	N/A	5	5	10	5
4	20	45	10	5	5	5	10	5
5	20	43	10	5	5	5	10	5
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Great Leaps, Wilson, Foundations, Reading Recovery Fountas and Pinnell Rtl, and small group Intervention services are implemented through a modified workshop model, push-in/pull-out by all specialty teachers, during, after-school and on weekends.
Mathematics	Aussie Assessment/ Sena I and Singapore Math are used to assess and target the needs of students at risk in Grades 1 and 2 using an interview assessment tool which was developed by the Aussie Consultants. From the data collected, children will be pull together in small groups of no more than 5, two times per week with an intervention specialist. For Grades 3-5 FOSS kids and 100 minutes is targeted for math instruction in extended day/week.
Science	Test sophistication, increased use of non-fiction text and small group instruction. Extended Day Program in Science.
Social Studies	Small group instruction, push-in support from reading specialist and test sophistication for 5 th grade students. Extended Day Program to include nonfiction text in Social Studies.
At-risk Services provided by the Guidance Counselor	Individual and group counseling services focused on social/emotional issues related to academic and behavioral performance.
At-risk Services provided by the School Psychologist	Participating in Pupil Personnel Team Meetings – Crisis Intervention as needed – Referral to outside agencies and consultation with mental health agencies and teachers.
At-risk Services provided by the Social Worker	Individual counseling with students, outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers.

At-risk Health-related Services	A full time Board of Health nurse is on site to monitor health needs. Workshops for asthmatic students are provided. Support for parents and appropriate referrals (eyes, ears, dental) are provided.
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**Chelsea Prep P.S. 33
281 Ninth Avenue
New York, NY 10001
(212) 244-6426**

**Principal
Linore Lindy**

**Assistant Principal
Beth Hermelin**

CHELSEA PREP PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

P.S. 33 will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

P.S. 33, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Feigelson	District 02	Borough Manhattan	School Number 033
School Name Chelsea Prep			

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

Principal Linore Lindy	Assistant Principal
Coach	Coach
Teacher/Subject Area Sarah Rorimer/ Grade 1 ESL	Guidance Counselor Grace Rodriguez
Teacher/Subject Area Cristina Tur/ ESL	Parent Natalia Tesova
Teacher/Subject Area Erin Lubick/ Science	Parent Coordinator Hanne Kjeldgaard
Related Service Provider Marisa Abelson/ S.E.T.S.S.	Other
Network Leader Dan Feigelson	Other

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	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	455	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	10.33%
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Part II: ELL Identification Process

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

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

1. A trained pedagogue assists parents in filling out the Home Language Identification Survey (HLIS) in their native language when they first register. ESL students are identified through the administration of HLIS, including the informational interview. If the students meet the criteria for ESL testing, the ESL teacher administers the Language Assessment Battery – Revised (LAB-R) to new admits and Spanish LAB, if the Home Language is Spanish. The ESL teachers are responsible for conducting the informal oral interviews, screening and testing and are certified ESL teachers. The ESL teachers speak Spanish and there are 3 staff members who speak Mandarin, Cantonese, Fuchownese and can assist parents if needed. We also have staff members who speak French and Urdu. The ESL teachers determine the eligibility for LAB-R testing and test the children within 10 schools days of entry. They administer the LAB-R and the NYSESLAT every spring to all students who are entitled to take the tests. After testing, beginner and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes of instruction per week. Every Fall and Spring, as required by part 154, the ESL teachers meet with parents to inform them about the bilingual and ESL program requirements, the grade and program expectations, the NYSESLAT assessments and ELA/MATH promotional criteria for ELL students.

The ESL teacher provides Push In/Support during ELA and content areas of instruction. The ESL teacher pulls out groups of children for instruction in academic content that is aligned to classroom instruction using ESL strategies.

2. All the parents of ELLs are invited to the school to attend a Parent Orientation after the second week of school. This meeting is held in English, Spanish and numerous Chinese dialects. Our Orientation sessions are given in small groups where parents are informed of all of their options about the different models of servicing ELL students. Parents also watch a video in their native language explaining the three program choices. There are ongoing orientations as new arrivals join our school. If parents can't come to the orientations, we provide alternate times for one on one meetings. The last resort is phone meetings to explain what the options are. ESL instruction for the Free Standing ESL program is provided based on beginning, intermediate and advanced levels as determined by NYSESLAT and LAB-R.

Beginner – 360 minutes (8 periods per week)

Intermediate – 360 minutes (8 periods per week)

Advanced – 180 minutes (4 periods per week)

The parents are informed of the three program choices (Transitional/Bilingual education, Dual Language and Free Standing ESL.) Parents are then given an opportunity to decide which program is the best fit for their child. Parents receive a brochure in their native language about the three programs. They have an opportunity to ask questions about the brochure. Parents fill out a parent survey and program selection form indicating their choice and a parent signature is required. If there are fifteen or more students speaking the same language in one or two grades then the school has to form a bilingual program.

3. Entitlement letters are sent home with the students with a tear-off sheet at the end of the letter to let us know that the letter was received. A copy of the entitlement letter is kept in the principal's office with all the ESL documentation. If the tear-off is not sent back, a follow-up phone call will be made within two weeks and a record will be kept. Parent Survey and the Program Selection Forms

are distributed at the end of the orientation and parents are asked to complete them. Parent choice form must be signed by the parent.

4. In grade one we have a self-contained ESL class with a licensed teacher. But when parents do not choose a program the default program is bilingual. Since our school doesn't have a bilingual program, parents are informed which bilingual sites are available. And that the children will be placed in an ESL program at P.S. 33. Parents are informed that they have the option to transfer to a school with the programs that they chose. They are provided with a list of schools with that program in the neighborhood. Parents are informed in their native language that our school offers a Free Standing ESL Push-in/Pull-out Program only or Bilingual Spanish Special Education classes.

5. For the past few years based on a review of the Parent Survey Forms as in HIBE in ATS and Program Selection Forms, the trend has been to place the students in a Free Standing Push-in/Pull-out Program. Out of 18 surveys 18 parents/guardians chose ESL. All parent choices were fulfilled.

6. The Program offered at our school is aligned with parent's requests. The children were placed in a Free Standing program or a Spanish Bilingual Special Education class based on IEPs. There were no requests for any other choices. The parents signed off that the child's placement is for the entire school year. Our bilingual program is a Spanish Special Education program mandated by the students IEPs. Parents agree to accept placement in this Districtwide program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Bilingual Spanish Special Education Class
Dual language program	Yes <input checked="" 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>		1	2	2										5
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		10												10
Push-In	12	2	4	3	7	4								32
Total	12	13	6	5	7	4	0	0	0	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	29
		Special Education	10

Number of ELLs by Subgroups					
SIFE	1	ELLs receiving service 4-6 years	7	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 special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	3		3	2		2				5
Dual Language										0
ESL	37	1	3	5		2				42
Total	40	1	6	7	0	4	0	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	4		2	4	2								15
Chinese	7	7	4	1	2	2								23
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	2													2
TOTAL	12	12	4	3	7	4	0	42						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. We currently have 1 Spanish Bilingual Special Education class- Grades 1-3 servicing no more than twelve students per class with a Spanish Bilingual teacher who also has 2 Spanish speaking paraprofessionals. We have one self-contained first grade ESL class. In addition, there are two licensed ESL teachers for Grades K-5.

For those students whose language is other than English and who have been placed in monolingual classrooms, as per parent's requests, we have a Free Standing English as a Second Language Push-in/Pull-out program for K, 1, 2, 3, 4, and 5. The students are placed per English Proficiency levels according to NYSESLAT and LAB-R results.

b. Our program models are as follows; block, our self-contained first grade ESL class, ungraded, during our Extended Day Program, as well as heterogenous groups for our Push-In/Pull-Out ESL model.

2. Newcomers are grouped according to the LAB-R. The other groups are formed according to the NYSESLAT results. Beginner and intermediate level students receive 360 minutes of instruction weekly in a Free Standing English as a Second Language Push-in/Pull-out Program. The advanced level students receive 180 minutes of mandated services. All schedules reflect the mandated number of minutes provided for ESL, including explicit NLA, and content instruction. The program is designed to develop skills in speaking, reading, writing and listening in English language skills. The school follows a balanced literacy program curriculum.

For Spanish Bilingual Special Education classes, beginner students receive 90 minutes of ESL daily, 90 NLA daily, 120 minutes of content area instruction in English. For intermediate students of Spanish Bilingual Special Education classes, student receive 90 minutes of ESL daily, 90 minutes of NLA daily, 80 minutes of NLA in content area instruction daily and 90 minutes of content area instruction in English. Advanced students receive 45 minutes of ESL daily, 45 minutes of NLA daily and 140 minutes of content area instruction in English with support of Native Language as needed.

A. Programming and Scheduling Information

3. The curriculum provides authentic context for learning precise academic language. Children connect to authentic experiences to deepen receptive and expressive language. Students learn grade level content along with language skills. Non fiction texts connected to the mainstream curriculum, as well as a series of lessons that build on each other, widen and deepen language proficiency all across the curriculum. Large visuals with graphic organizers help to scaffold content subject matter. A variety of genres including poems, chants, songs and raps are utilized. Listening to rhythmic text accompanied by gestures and movements helps make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. Language is used for authentic purposes utilizing a whole range of language skills – functions, patterns and structures, critical thinking, academic concepts and vocabulary. Vocabulary and skills are taught in context. Using an inquiry approach, integrated units of study are developed through the school year. Basic decoding and comprehension strategies are modeled through Big Books. Word study is done through literature. In the science classroom, the ESL teacher helps the students to understand content academic language. The students experiment through inquiry based lessons. Reading and writing is enhanced through reflective journaling and read alouds. Students’ cultural identities are validated by establishing a classroom environment where children feel safe to share their experiences and inner feelings about the new language and culture. Meaningful activities help ELLs retain their home culture diversity while learning a new language and adjusting to a new social setting.
4. We ensure that our ELLs are appropriately evaluated in their native languages by administering the Spanish LAB-R to student's whose native language is Spanish and the Spanish Reading test (ELE).
- 5a. The ESL teacher, classroom teacher and guidance counselor help to support acculturation into the English language school. All SIFE students participate in ESL after school programs. Students are provided with buddies and mentors. We provide bilingual at-risk counseling for the children. We also have a Spanish Bilingual Community Coordinator to help the families.
- b. Students are provided with a small group instruction and push in support from out intervention teacher in addition to support from our ESL teacher. The students are provided with differentiated instruction in product, process and content.
- c. We carefully analyzed the data with regards to the area where the children need further support. We determine if the support is in reading, writing, speaking or listening. We provide extended day 50 minutes, two times a week to meet individualized needs and goals. The students are provided with resources such as read along centers to help them with listening skills and note taking. WE use leveled texts to support the students in literacy. Students are involved in inquiry based projects with the assistance of technology program such as Renzuilli Learning.
- d. Long term ELLs strengths and weaknesses are identified. Individualized and interim goals are set. Teachers work collaboratively to strengthen the literacy of each student. The students participate in ESL after school programs in Literacy, Science and Mathematics.
6. For students with Special needs, ESL teachers follow the student’s mandated IEPs. Students are provided accommodations and small group instruction. Instruction is individualized and differentiated according to their needs.
7. In our school the children are mainstreamed with general education students for science, art, and physical/health education. We also utilize our extended day time as well as classroom time to meet with the students in small heterogenous groups (Student with Disabilities and Students without Disabilities).

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:

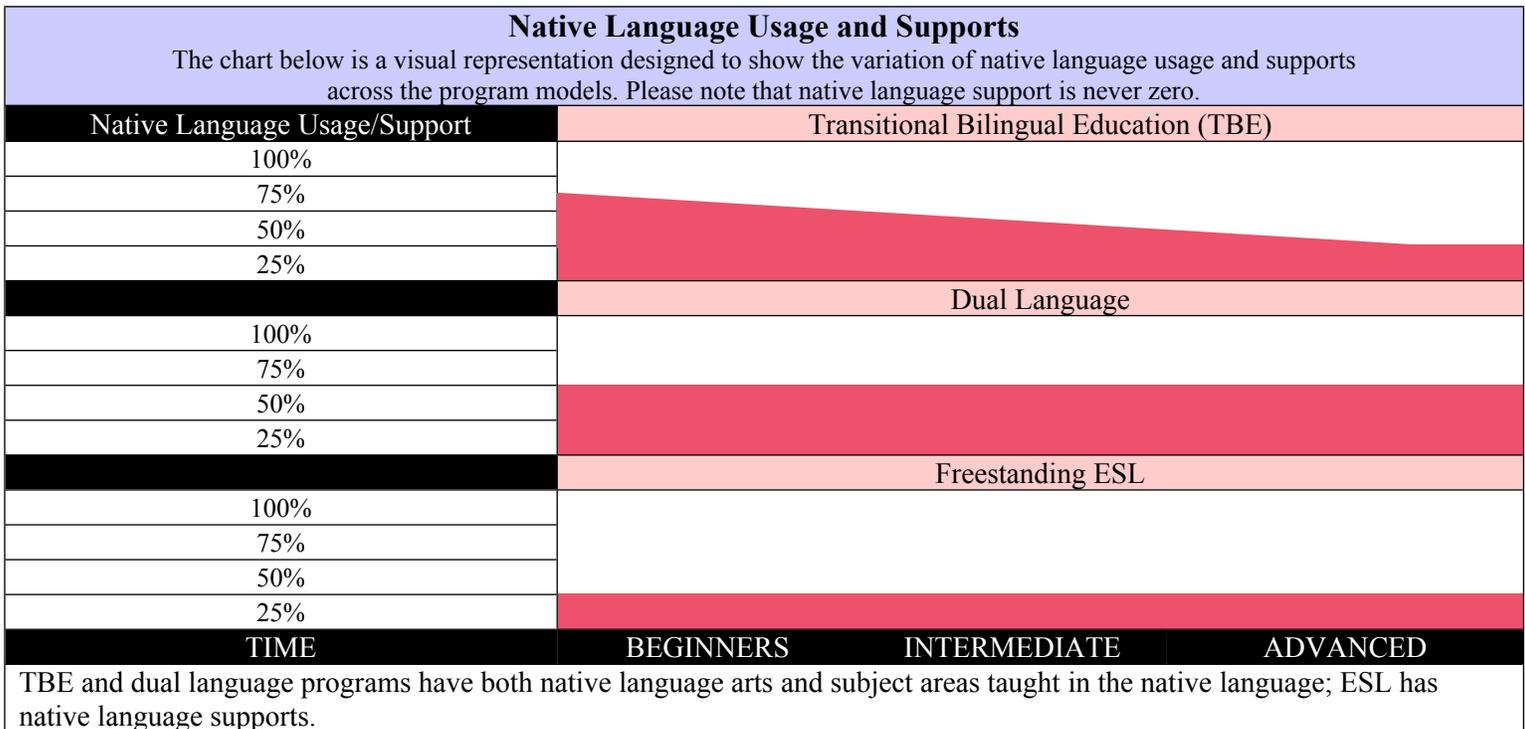
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Literacy	ESL
Music	English
Art	English
Writing	ESL

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



- B. Programming and Scheduling Information--Continued**
- 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.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

B. Programming and Scheduling Information--Continued

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

8. ELA, Math and content areas intervention in Grades 3-5 consists of Extended Day instruction (50 Minutes) for Reading, math and Science. All general education students receive targeted instruction in English. Students in Bilingual Special Education classes receive intervention in Spanish and English. Students are provided with differentiated instruction to support their needs. Academic language/juicy words as per Dr. Lily Wong-Fillmore emphasize student practice in deconstructing sentences to help scaffold meaning. Precise mathematical language is utilized to help students learn key vocabulary words. Students have a lot of experiential learning through thematic units of study. Reader's theater is utilized to help students with oral language. In addition, accountable talk is utilized as a strategy. These intervention and strategies are implemented in the Free Standing and Spanish Bilingual Special Education programs, respectively. Students use native language dictionaries and reference materials to support them in math instruction. Students are provided with translated versions of the Standardized Math and Science exams.

9. We provide small group extra support to students who have tested out of ESL mandated instruction. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the State Education Department.

10. We have secured computers for the children and the Renzulli Enrichment Model for all of the ELL students. The programs can be translated into numerous languages for parental support. We use Smartboards and currently, we are researching the Rosetta Stone Program as well as researching Imagination Programs.

11. N/A

12. ELL Students are in the ballet, art club, chorus, instrumental music and multicultural programs. They also participate in Rosie's Kids, American Ballroom Dancing, National Dance Institute programs, CASA Intrepid Program, Studio in a school, Robotics, as well as the Whitney Museum collaboration.

13. Materials used include Mondo sing alongs, Big Books, books on tape and CDs, read aloud books. Poetry and books for guided reading in addition to Readers Theater, Into English, balanced literacy and thematic units of study, read along centers and author studies.

Computerse are utilized for small group support. Children use Starfall and various technology programs integrated into the curriculum. Each classroom is equipped with smartboards, ELMOs, and computers. All teachers also have access to utilize laptops and SmartTables.

14. ESL students are permitted to code switch in their writing. For our Spanish Bilingual Special Education classes students are supported in Spanish and English. Native language is only used for support in the Free Standing ESL model. For Spanish Bilingual Special Education classes, beginner students receive 90 minutes of ESL daily, 90 NLA daily, 120 minutes of content area instruction in English. For intermediate students of Spanish Bilingual Special Education classes, student receive 90 minutes of ESL daily, 90 minutes of NLA daily, 80 minutes of NLA in content area instruction daily and 90 minutes of content area instruction in English. Advanced students receive 45 minutes of ESL daily, 45 minutes of NLA daily and 140 minutes of content area instruction in English with support of Native Language as needed.

15. Student service is targeted to their proficiency level and is grade specific. Grade level resources are used and scaffolded for deeper understanding. Manipulative, visuals and graphic organizers are also used for support. Academics instruction is based on grade level curriculum that is aligned to State Standards. In addition, the curriculum is being aligned to the CCSS. Content area work is grade specific but scaffolded to support the students needs.

16. Newly enrolled ELL students and parents have orientation the last week in August. They are given a tour of the school, the ESL room as well as given a description of the program.

17. N/A

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

C. Schools with Dual Language Programs

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

N/A

Learners, F.Houk(Feb 9, 2011.) 5. "Language for Academic Thinking," Building Academic Language, Jeff Zwiers (mar 9, 2011.) 6. "From Speaking to Writing in the Content Classroom," Scaffold Lanugage and Learning 7. "Scaffolding Language and Learning," P. Gibbons (Apr 27, 2011.) All ESL workshops require a signature for attendance and proof of attendance.

2. ELL students and parents are taken on middle school tours. ESL programs at the middle school are reviewed with parents/guardians for informed decision making. They also receive mock interviews with our corporate sponsor.
3. All staff receive a minimum of 7.5 hours of ELL training during the course of the year. Faculty conferences, grade conferences, and PD sessions are dedicated to helping teachers of ELLs. Learning ESL strategies, current research and how to better support ELL students in the classrooms, results are greater academic achievement for ELL students.

E. Parental Involvement

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

1. ELL parents are included in all school workshops including literacy, math, book clubs and social-emotional workshops. Translations are provided in Spanish and Chinese. All parents are invited to Read with your Child, the 1st Friday of the month. Parents are encouraged to read in their native language to their child. We provide Peaceful Parenting Workshops, Learning Leader Workshops, ELA, Math and ESL workshops. We also have weekly ESL classes for parents.

2. We provide ESL classes for parents of ELLs using Title III monies. We also have trips for ELL students and their parents to landmark sites within the city. We also partner with Hudson Guild for support.

3. We assess parents during parent orientation breakfasts. Meetings and workshops help us to understand needs of the parents on how to better help their children. We also assess the expertise of parents/guardians to see how they can assist their child in the classroom and at school. We use the results of the Learning Environment Survey to determine the needs of parents. We send monthly newsletters to parents. We have workshops to Help Your Child to Learn, Parent/Guardians receive invitations to writing, publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events, technology workshops to assist in navigating the online system (such as Acuity, and ARIS to help support children, informational workshops ESL strategies, ELA and Math state test expectations. In addition, Helping Your Child Learn Survey is administered twice a year.

4. We have workshops on how to Help Your Child to Learn. parent/Guardians receive invitations to publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events and technology workshops to assist in navigating online systems such as; ACUITY, Scantron, and ARIS to help support children. Informational workshops, ESL strategies, ELA and Math state test expectations are provided. School/Parent Surveys are administered twice a year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	4	4	2	1								20
Intermediate(I)	2	6		1	1	2								12
Advanced (A)	4	4	2		4	1								15
Total	12	13	6	5	7	4	0	0	0	0	0	0	0	47

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		4				5
4			1	1				1	3

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1	1		11	13
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

- Early literacy skills are assessed using Fountas and Pinnell benchmarks. This helps us figure out the child's instructional level, fluency rate and phonemic awareness. The ELE Spanish Reading Test is used as a tool for upper grades. Our ELL students are monitored monthly. We monitor the progress of students who are stalled. We focus on comprehension skills in instructional guided reading groups. We scaffold for meaning, focus on vocabulary and word study in context. We noticed that our students have stronger receptive than expressive language skills. Therefore, we provide Readers Theater, TPR methodology, language experience and read along centers to support the students.
- Out students are more proficient in listening and speaking than in reading and writing. This pattern is consistent throughout grades 1-5. Therefore, we provide lots of writing in the content area in writer's workshop, note taking skills and the reading workshop model.
- Each teacher will analyze their students results of the NYSESLAT and then tailor their instruction based upon the students needs. We noticed that we need to focus more on the reading and writing areas. We will increase their academic language skills based on this data.
- We noticed that our newcomers perform better in their native language on standardized assessments in the content areas of math and science. In ELA they do not perform as well, in their native language or in English.
 - N/A
 - N/A
- N/A
- We are using the ELA and Math periodic assessments. We use Acuity to determine the strength and weaknesses in ELA and mathematics. Children are in strategy groups based on areas of need. Teachers help students scaffold questions and understand the intricacies of distractors. We use translated periodic assessments for mathematics. We provide bilingual dictionaries to better support the students. We use the results of the NYSESLAT exam to measure growth and success of ELL programs. Results of ELA/Math exams are used to measure growth.

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.

Additional Information

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

Part VI: LAP Assurances

School Name: Chelsea Prep

School DBN: 02M033

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linore Lindy	Principal		10/5/11
	Assistant Principal		10/5/11
Hanne Kjeldgaard	Parent Coordinator		10/5/11
Cristina Tur	ESL Teacher		10/5/11
Natalia Tesove	Parent		10/5/11
Sarah Rorimer	Teacher/Subject Area		10/5/11
Erin Lubick	Teacher/Subject Area		10/5/11
	Coach		10/5/11
	Coach		10/5/11
Grace Rodriguez	Guidance Counselor		10/5/11
	Network Leader		
Marisa Abelson	Other <u>Related Service</u>		10/5/11
	Other		10/5/11
	Other		10/5/11
	Other		10/5/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02033 **School Name:** Chelsea Prep

Cluster: 2 **Network:** 203

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 Home Language Surveys note that the major home languages are English, Spanish and Chinese. About 10% of the students in the school are English Language Learners. In order to communicate with the parents whose home language is other than English, the school has translators to outreach to the parents about the NCLB legislation and all school services and documents. At least 75% of the school's parents require school communications in Spanish and Chinese.

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.

At the school PTA meetings and workshops, and especially on Open School Days/Nights, parents have always requested, as it has proven necessary, oral interpretation services. Therefore, the need for interpreters has always been there. In addition to Spanish, parents whose home and primary language is Chinese, have always requested oral requested oral interpretations in several Chinese dialects (Mandarin, Cantonese, and Fuchowese). One of our students' parents requires a Chinese sign language interpreter.

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.

We provide written translation in Spanish and Chinese to the parents and the community. These include Brochures, Parent Handbooks, School Quality Review and all school communication to parents, informing them of all kinds of school workshops, meetings and special activities. We provide information about the NCLB choice and supplementary education services. All these services are in addition to the DOE's available translated letters to parents in their native languages.

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.

Translators will be available from 8:30 AM to 3:40 PM on school days and especially on Open School Days/Nights, to provide oral interpretations for non-English speaking parents. In addition, we will provide translations for monthly PTA meetings, curriculum nights and any workshops that occur in the evenings.

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>.

- * All the signs and notices will be written in three languages.
- * Translations for all parental meetings will be available.
- * Our quality review documents will be translated in three (3) languages.
- * Welcome signs will be provided in all languages.
- * The security guard will be assisting with a vocabulary word list for questions to help parents in three languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Chelsea Prep	DBN: 02M033
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 34 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We need to supplement classroom instruction after school and Saturdays. Our students to home to non-English speaking households. Immersing students in an ELL program enriches classroom instruction. ELL students in grades K-2 and ELL students in grades 3-5 will receive two additional hours of instruction weekly, commencing December 1, 2011-May 15, 2012. The language of instruction is English and both instructors are certified ESL teachers. The following materials will be used: Books on CDs, listening centers with headphones, leveled texts, read-a-loud books, journals, cooking with recipes and Rosetta Stone language development software.

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: It is vital that staff understands strategies used in various production stages and research in acquiring a second language. All staff working with ELL students receive 7.5 hours of professional development during the course of the year. Topics include building academic language, improving communication skills for ELL students, language for academic thinking, writing in the content area and mechanics of English. The provider is the principal, who possesses an ESL license and the two certified ESL teachers, as well as, a literacy consultant.

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: It is imperative that parents are our partners in the education and assimilation of their children in the English language. Parents will attend a Saturday art literacy class with their children. Topics to be covered literacy and communication skills. Our certified ELL teachers will conduct the class. Parents will be notified in their native language through letters home, telephone calls by the ELL teacher and the Parent Coordinator.

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

Allocation Amount: \$

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