



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 134Q, THE LANGSTON HUGHES SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q134

PRINCIPAL: ROBERT A. CHAMBERS **EMAIL:** RCHAMBE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

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
Robert Chambers	*Principal or Designee	
Stefan Stokes	*UFT Chapter Leader or Designee	
Ainsley Gulbourne	*PA/PTA President or Designated Co-President	
Cruz	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Yvette Hall	Member/ Parent	
Cedrick Hampton	Member/ Parent	
Carlos Herrera	Member/ Parent	
Allison Brown	Member/ Parent	
Abdul Muhammed	Member/ Parent	
Cherise Parson	Member/ Teacher	
Deborah Harvey	Member/ Teacher	
Raymond Berry	Member/ Teacher	
Sandra Johnson	Member/ Administration	

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

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

Annual Goal #1

Describe your goal.

To provide high quality, enriched instruction through the use of the CCLS in **English Language Arts** for all students; resulting in an increased ability to read and write.

This will be evidenced by 38% of students in grades 3-5 will demonstrate proficiency at levels 3 or 4 on the 2012 NYS ELA assessment. Achieving this goal will result in a 5% increase from the 2010-2011 assessment results.

In the sub-group “Students with Disabilities” 28% of the students will demonstrate proficiency gains; resulting in a 10% increase to make adequate yearly progress from the previous years’ results. In addition, students who are designated to be tested will take the exam to meet the 95% NYS participation criterion.

Students in grade K-2 will demonstrate progress on formative assessments as well as uniformed unit assessments as evidenced by results from the Fountas & Pinell reading assessments

Comprehensive needs assessment

Based on our NYC School Report Card our students scored a proficiency mean of 2.6 on the NYS assessment; this equates to achieving 33% of our peer’s achievement. Therefore, our students are performing below average in comparison to our peer schools as well as NYC schools. In addition, NYS has identified the school as “in need of improvement” due to failure to make adequate yearly progress in ELA.

Instructional strategies/activities

-Students will develop skills and strategies that will allow them to have deeper meaning of texts, broaden their thinking, and make meaning of the text at a level that meets or exceeds the standards. The strategies identified to improve reading and writing across the curriculum include:

- ✓ Students will write journals in ELA & mathematics 3-5 times a week.
- ✓ Implementing the writing strategy R.A.F.T- Restate, Answer, “For example”, Text details as a school-wide writing protocol to enhance reading comprehension

- ✓ Implement rubrics across the curriculum as a method to provide feedback for [teacher to student] as well as [student to student].
- ✓ Utilizing effective questioning techniques to elicit information from students as a means to activate prior knowledge and engage students.
- ✓ Differentiated instruction methods by manipulating *content, process, and/or product*.
- ✓ Utilizing the Pre Referral Interventions Manual *PRIM* to assist students that exhibit difficulties.
- ✓ Administrative team meeting bi monthly

The Administration

- ✓ Establish the culture for teaching and learning
- ✓ Process feedback from staff to provide any additional support/resources.
- ✓ Perform frequent classroom observations followed by timely feedback.
- ✓ Provides on-going professional development in Brain-Research, Differentiation, Academic Expectations, Effective Questioning Techniques.

The school's ELA Coach will provide support to staff by:

- ✓ Providing necessary materials to teaching staff
- ✓ Facilitate weekly Inquiry "grade team" meetings and teacher team meetings.
- ✓ Weekly grade team meetings to discuss curriculum, strategies to implement for success as well as any areas of concern and/or difficulty.
- ✓ The ELA coach conducts small group reading periods for grades 3-5, where students work on their reading skills.
- ✓ The Math coach also serves as the data specialist as well as provides instruction to the 5th grade.

The Core Inquiry Team

-Focus is to implement Writing to Show Evidence of Reading Comprehension, where we are working to:

- ✓ Implement rubric based assignments
- ✓ Provide resources to teachers that are synonymous to the nature of the NYS assessments.
- ✓ Establish methods to implement standards based journal prompts
- ✓ Facilitate implementation of "RAFT" for grades 3-5 and "RA" for k-2

Resources

- ✓ TCRWP- Units of study
- ✓ Fountas & Pinell reading assessment
- ✓ Saddlier workbooks (k-5)
- ✓ Foundations (K-1)
- ✓ Reading Recovery
- ✓ Soar to Success
- ✓ Write Skills

Assessment of Effectiveness

Teachers are asked to develop student work products as evidence of achievement. Administration will maintain a record of observations and provided feedback. Coaches will gather and evaluate Inquiry team folders to assess effectiveness of strategies implemented. In addition, teachers and coaches have developed a uniformed grading policy for each grade. Starting in January, coaches will provide periodic grade specific uniformed assessments. The entire school community will focus on assessing the details of student work products.

Timeline

Daily- informal observations, journal writing, sustained silent reading, read aloud, homework/classwork

Weekly- teacher generated assessments, administrative review of student work, coaches meetings, inquiry team meetings.

Bi Weekly- Instructional team meetings, Core Inquiry team meetings.

Monthly- ASM- At risk Student Monitoring, an in-school spreadsheet method of collectively looking at student progress.

Annual- NYS assessments

Strategies to increase parental involvement

- Although there are designated parents selected for the SLT. All parents are welcomed to attend SLT meetings.
- As part of our “Parent Pledge” parents are required to provide feedback directly or through the PTA/Parent Coordinator to report any improvement or “lack thereof” in observance of their child.
- Four (4) Parent workshops designed to enable Parents to understand where we are and where we are going for each grade. ELA standards and curriculum will be explained in detail to Parents.
- An automated message system is being installed to provide a broader range of communication to parents.

The Parent Coordinator has scheduled the following for the year

- ✓ Avoiding the report card surprise –parent workshop
- ✓ Learning Leaders Workshops
- ✓ Literacy Workshop--- once a month
- ✓ Book Fair
- ✓ Holiday Flea Market
- ✓ Food and Nutrition Workshop---8 week program
- ✓ ELA test prep workshop
- ✓ Parenting Class---6 week program
- ✓ Write from the Start
- ✓ Moving to the Middle

Strategies for attracting Highly Qualified Teachers (HQT)

When filling a teaching vacancy we aim to attract highly qualified teachers by conveying a specific message to potential candidates. At our school, every pedagogue is a part of a learning community where we research and implement best practices then share & reflect to learn from each other. Administration is here to support, facilitate and provide the necessary resources to every teacher who is deemed a “teacher leader”- someone who is enthusiastic about learning and passionate enough about their subject matter to take ownership of their teaching. To create a pool of potential candidates, administration will attend job fairs, scan the open market, contact local universities, or contact teacher development programs.

Based on years of experience and performance during formal and informal observations each teacher will receive individual feedback with recommendations specific to their needs. Each teacher will have their own starting point with short and long term goals for the school year.

Through effective communication, teachers are encouraged to share with the administration any feelings of concern or accomplishments whether personal or classroom related. Teachers are also nurtured and supported through: individual, grade, and staff professional development sessions.

-Staff Professional Development sessions include

- Activities that promote teacher self-reflection to enhance pedagogy.
- Differentiation through *Content, Process and/or Product*.
- Brain Research as it applies to learning
- Professional development communities- ASCD, NCTM, *Engage NY*, Common Core learning Bundles
- Website support for pedagogues through RUBISTAR, ASCD, The Teaching Channel

Service and program coordination

- Due to recent state identification, our efforts will be supported through Supplemental Educational Services (S.E.S). Two providers will offer ELA and Math enrichment. There are periodic meetings with the CFN to discuss instructional focus. In addition, the YMCA afterschool, Center stage theatre production, and Simunye Dance provide programs in the arts and academics.

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.
- FSF funds are allotted for teacher salaries
- Title I funds are being used to provide the differentiated textbook materials, technology resources- including software and site licenses for student support, an ASCD- research study group consisting of 15 pedagogues, in addition to professional memberships to aforementioned learning communities. ARRA funds have been allotted to facilitate a 9 person Core Inquiry team that will drive instruction in the area of reading and writing across the curriculums.
- Title III funds will help support staff training on how to support ELLS in the general education setting, in addition to providing parent workshops and materials to support ESL instruction.
- An allotment of additional Title I funds will be made available to support instruction.

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

Increase student ability to: retain and apply skills/strategies taught in **Mathematics** by providing appropriately rigorous mathematics education through: data driven, inquiry based instruction; that will afford our students the highest possible mastery of the existing state standards.

This will be evidenced by 40% of students in grades 3-5 will demonstrate proficiency at levels 3 or 4 on the 2012 NYS Math assessment. Achieving this goal will result in a 5% increase from the 2010-2011 assessment results. These gains will translate to a performance index increase of 5 points to meet New York State AYP.

In the sub-group “Students with Disabilities” 28% of the students will demonstrate proficiency gains; resulting in a 10% increase to make adequate yearly progress from the previous years’ results. In addition, students who are designated to be tested will take the exam to meet the 95% NYS participation criterion.

Students in grade K-2 will demonstrate progress on formative assessments as well as uniformed unit assessments as evidenced by results from E-CAM assessments

Comprehensive needs assessment

Based on our NYC School Report Card our students scored a proficiency mean of 2.79 on the NYS assessment; this equates to achieving 35.3% of our peer’s achievement. Therefore, our students are performing below average in comparison to our peer schools as well as all NYC schools. This progress will translate to a performance index increase of 10% to make AYP for the 2011-12 school year.

Instructional strategies/activities

- ✓ Journal writing in math to elicit and reinforce the process of solving.
- ✓ Questioning techniques will be geared toward eliciting information from students that enable them to actively think about the necessary process to solve.
- ✓ Administration, Highly qualified staff, Math Coach will collaborate to develop curriculum maps that support instruction. Special emphasis will be placed this year on implementing CCLS strands 3(Modeling with Mathematics) & 4(Critiquing the work of

others & Constructing a viable argument)

- ✓ Teacher team coach meetings will offer various professional development opportunities for teachers to gain a deeper understanding of how to use data to assess, analyze, and monitor student learning.
- ✓ Teacher team meetings will also be used to provide teachers with knowledge in the area of inquiry based learning through use of the workshop model and providing assessment based student centered instruction.
- ✓ Teachers will be provided an opportunity to participate in a study group based on “Classroom Instruction that Works” by Marzano, Pickering & Pollock.
- ✓ During the 37.5 minutes of additional instruction, teachers will provide Academic Intervention Services to students. The focus will be to reinforce *numeration concepts* as they relate to upcoming topics in the curriculum.

Strategies to increase parental involvement

- Although there are designated parents selected for the SLT. All parents are welcomed to attend SLT meetings.
- As part of our “Parent Pledge” parents are required to provide feedback directly or through the PTA/Parent Coordinator to report any improvement or “lack thereof” in observance of their child.
- Four (4) Parent workshops designed to enable Parents to understand where we are and where we are going for each grade. Math standards and curriculum will be explained in detail to Parents.
- An automated message system is being installed to provide a broader range of communication to parents.
- Parent coordinator serves as liaison between parents and administration to communicate instructional objectives.

The Parent Coordinator has scheduled the following for the year:

- | | |
|--|------------------------------------|
| ✓ Avoiding the report card surprise –parent workshop | ✓ Math test prep workshop |
| ✓ Learning Leaders Workshops | ✓ Parenting Class---6 week program |
| ✓ Math Workshop--- once a month | ✓ Write from the Start |
| ✓ Book Fair | ✓ Moving to the Middle |
| ✓ Holiday Flea Market | |
| ✓ Food and Nutrition Workshop---8 week program | |

Resources

- ✓ Envision
- ✓ Everyday Math
- ✓ Ladders to Success
- ✓ Wolfram Alpha
- ✓ Online interactive resources

Assessment of Effectiveness

Teachers are asked to develop student work products as evidence of achievement. Administration will maintain a record of observations and provided feedback. Coaches will gather and evaluate Inquiry team folders to assess effectiveness of strategies implemented. In addition, teachers and coaches have developed a uniformed grading policy for each grade. Coaches will provide periodic grade specific uniformed assessments. The entire school community will focus on assessing the details of student work products.

Timeline

Daily- informal observations, journal entry, problem of the day, worksheets, homework/classwork

Weekly- teacher generated assessments, administrative review of student work, coaches meetings, inquiry team meetings.

Bi Weekly- Instructional team meetings, Core Inquiry team meetings.

Monthly- ASM- At risk Student Monitoring, an in-school spreadsheet-method of collectively looking at student progress.

Annual- NYS assessments

Strategies for attracting Highly Qualified Teachers (HQT)

When filling a teaching vacancy we aim to attract highly qualified teachers by conveying a specific message to potential candidates. At our school, every pedagogue is a part of a learning community where we research and implement best practices then share & reflect to learn from each other. Administration is here to support, facilitate and provide the necessary resources to every teacher who is deemed a “teacher leader”- someone who is enthusiastic about learning and passionate enough about their subject matter to take ownership of their teaching. To create a pool of potential candidates, administration will attend job fairs, scan the open market, contact local universities, or contact teacher development programs.

Based on years of experience and performance during formal and informal observations each teacher will receive individual feedback with recommendations specific to their needs. Each teacher will have their own starting point with short and long term goals for the school year.

Through effective communication, teachers are encouraged to share with the administration any feelings of concern or accomplishments whether personal or classroom related. Teachers are also nurtured and supported through: individual, grade, and staff professional development sessions.

-Staff Professional Development sessions include

- Teacher self-reflection, challenging pedagogues to take ownership of their craft.
 - Differentiation through *Content, Process and/or Product*.
 - Brain Research as it applies to learning
 - Professional development communities- ASCD, NCTM, *Engage NY*, Common Core learning Bundles
- Website support for pedagogues through RUBISTAR, ASCD, The Teaching Channel

-Professional Development sessions include:

- ✓ Teacher self-reflection, challenging pedagogues to take ownership of their craft.
- ✓ Differentiation through *Content, Process and/or Product*.
- ✓ Brain Research as it applies to learning
- ✓ Professional development communities- ASCD, NCTM, *Engage NY*, Common Core learning Bundles
- ✓ Website support for pedagogues through RUBISTAR, ASCD, The Teaching Channel

Service and program coordination

Due to recent state identification, our efforts will be supported through Supplemental Educational Services (S.E.S). Two providers will offer ELA and Math enrichment. There are periodic meetings with the CFN to discuss instructional focus. In addition, the YMCA afterschool, Center stage theatre production, and Simunye Dance provide programs in the arts and academics.

Budget and resources alignment

- FSF funds are allotted for teacher salaries
- Title I funds are being used to provide the differentiated textbook materials, technology resources- including software and site licenses for student support, an ASCD- research study group consisting of 15 pedagogues, in addition to professional memberships to aforementioned learning communities. ARRA funds have been allotted to facilitate a 9 person Core Inquiry team that will drive instruction in the area of reading and writing across the curriculums.
- Title III funds will help support staff training on how to support ELLS in the general education setting, in addition to providing parent workshops and materials to support ESL instruction.
- Due to SINI classification, an allotment of additional Title I funds will be made available to support instruction.

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

Develop and maintain academically rigorous instruction for **Students With Disabilities**.

This will be evidenced by 28% of the students demonstrating proficiency gains; resulting in a 10% increase. These gains will translate to a 20% performance index increase in ELA and a 10% performance increase in Mathematics. In addition, students who are designated to be tested will take the exam to meet the 95% NYS participation criterion.

Comprehensive needs assessment

- This sub-group has been identified as our area in need of improvement (**SINI**), students with disabilities has repeated subpar performance by not making adequate yearly progress for consecutive years. In reference to our NYC school report card, this sub group does not show evidence of achieving mastery of the standards.

Instructional strategies/activities

- A re-introduction of the PRIM manual as a means to provide student-specific support
- The special education liaison from the CFN is involved with staff development by providing support and resources.
- As a study group, the special education department will conduct a study utilizing “The Why Behind RTI’ ASCD- November 2010
- Administration, highly qualified staff, Math/ELA Coach will collaborate to develop curriculum that caters to the unique needs of each student.
- Progress will be assessed bi weekly to determine effectiveness of strategies and methods implemented.
- Coaches will work closely with the Special education teachers and service providers to ensure that academic rigor is developed and maintained.
- Teachers will continuously receive feedback based on formal/informal classroom visits.

Strategies to increase parental involvement

- Although there are designated parents selected for the SLT. All parents are welcomed to attend SLT meetings.
- Two scheduled Parent workshops to explain the components of the IEP and provide some information regarding the new reform.
- As part of our “Parent Pledge” parents are required to provide feedback directly or through the PTA/Parent Coordinator to report any improvement or “lack thereof” in observance of their child.
- An automated message system is being installed to provide a broader range of communication to parents.
- Parent coordinator serves as liaison between parents and administration to communicate instructional objectives.

The Parent Coordinator has scheduled the following for the year:

- ✓ Avoiding the report card surprise –parent workshop
- ✓ Learning Leaders Workshops
- ✓ Math Workshop--- once a month
- ✓ Book Fair
- ✓ Holiday Flea Market
- ✓ Food and Nutrition Workshop---8 week program
- ✓ Math test prep workshop
- ✓ Parenting Class---6 week program
- ✓ Write from the Start
- ✓ Moving to the Middle

Strategies for attracting Highly Qualified Teachers (HQT)

When filling a teaching vacancy we aim to attract highly qualified teachers by conveying a specific message to potential candidates. At our school, every pedagogue is a part of a learning community where we research and implement best practices then share & reflect to learn from each other. Administration is here to support, facilitate and provide the necessary resources to every teacher who is deemed a “teacher leader”- someone who is enthusiastic about learning and passionate enough about their subject matter to take ownership of their teaching. To create a pool of potential candidates, administration will attend job fairs, scan the open market, contact local universities, or contact teacher development programs.

Based on years of experience and performance during formal and informal observations each teacher will receive individual feedback with recommendations specific to their needs. Each teacher will have their own starting point with short and long term goals for the school year.

Through effective communication, teachers are encouraged to share with the administration any feelings of concern or accomplishments whether personal or classroom related. Teachers are also nurtured and supported through: individual, grade, and staff professional development sessions.

-Professional Development sessions include:

- ✓ Establishing the school's *Universal Design for Learning*- UDL as a means to educate *all* students.
- ✓ Teacher self-reflection, challenging pedagogues to take ownership of their craft.
- ✓ Differentiation through *Content, Process and/or Product*.
- ✓ Brain Research as it applies to learning
- ✓ Professional development communities- ASCD, NCTM, *Engage NY*, Common Core learning Bundles
- ✓ Website support for pedagogues through RUBISTAR, ASCD, The Teaching Channel.

Resources

- | | |
|--------------------------------|---------------------------------------|
| ✓ PRIM Manual | ✓ TCRWP- Units of study |
| ✓ Envision Math | ✓ Fountas & Pinell reading assessment |
| ✓ Everyday Math | ✓ Saddlier workbooks (k-5) |
| ✓ Ladders to Success | ✓ Foundations (K-1) |
| ✓ Wolfram Alpha | ✓ Soar to Success |
| ✓ Online interactive resources | ✓ Write Skills |

Assessment of Effectiveness

Teachers are asked to develop student work products as evidence of achievement. Administration will maintain a record of observations and provided feedback. Coaches will gather and evaluate Inquiry team folders to assess effectiveness of strategies implemented. In addition, teachers and coaches have developed a uniformed grading policy for each grade. Coaches will provide periodic grade specific uniformed assessments. The entire school community will focus on assessing the details of student work products.

Timeline

Daily- informal observations, journal entry, problem of the day, worksheets, homework/classwork

Weekly- teacher generated assessments, administrative review of student work, coaches meetings, inquiry team meetings.

Bi Weekly- Instructional team meetings, Core Inquiry team meetings.

Monthly- ASM- At risk Student Monitoring, an in-school spreadsheet-method of collectively looking at student progress.

Annual- NYS assessments

Service and program coordination

Due to recent state identification, our efforts will be supported through Supplemental Educational Services (S.E.S). Two providers will offer ELA and Math enrichment. There are periodic meetings with the CFN to discuss instructional focus. In addition, the YMCA afterschool, Center stage theatre production, and Simunye Dance provide programs in the arts and academics.

Budget and resources alignment

- FSF funds are allotted for teacher salaries
- Title I funds are being used to provide the differentiated textbook materials, technology resources- including software and site licenses for student support, an ASCD- research study group consisting of 15 pedagogues, in addition to professional memberships to aforementioned learning communities. ARRA funds have been allotted to facilitate a 9 person Core Inquiry team that will drive instruction in the area of reading and writing across the curriculums.
- Title III funds will help support staff training on how to support ELLS in the general education setting, in addition to providing parent workshops and materials to support ESL instruction.
- Due to SINI classification an allotment of additional Title I funds will be made available to support instruction.

ANNUAL GOAL #4 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 #4

- N/A

ANNUAL GOAL #5 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 #5

N/A

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

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	65		N/A	N/A	3			
1	73		N/A	N/A	10			
2	97	97	N/A	N/A	20			
3	95	95	N/A	N/A	22			
4	74	74	74		17			
5	62	62			14			
6								
7								
8								
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students in grade K and 1 receive whole class intervention through reading with the Library teacher. Materials are non-fiction and provided by Scholastic Kids. Students are prompted to read and write reflections according to the standards.</p> <p>Students in grades 2-5 receive small group 10:1 Academic Intervention Services 1-2 days a week. This program provides preparatory support for students.</p> <p>Teachers communicate with each other to determine what topics will be covered the upcoming week. In an effort to <i>prepare</i> students for upcoming topics covered in class, AIS teachers work with their small group to teach strategies that are designed to support the student. Beginning in January teachers will implement the <i>Achieve 3000</i> reading program to provide student support.</p>
Mathematics	<p>Students in grades 2-5 receive small group 10:1 Academic Intervention Services 1-2 days a week. This program provides preparatory support for students.</p> <p>Teachers communicate with each other to determine what topics will be covered the upcoming week. In an effort to <i>prepare</i> students for upcoming topics covered in class, AIS teachers work with their small group, using the <i>Ladders to Success</i> workbook to teach strategies that are designed to support the student.</p>
Science	<p>Students in 4th grade receive one additional instructional period in support of their learning. This additional period is to ensure that students achieve mastery of the standards in Science.</p>
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<p>In the event of a child exhibiting behavior that results in an intervention, the school guidance counselor may provide counseling services on a temporary basis to determine the path for further interventions.</p>
At-risk Services provided by the School Psychologist	<p>As part of the evaluation process the School Psychologist will see students on an “At-risk” basis to conduct assessments specific to the evaluation process.</p>

At-risk Services provided by the Social Worker	As part of the evaluation process the School Social Worker will see students on an “At-risk” basis to conduct interviews specific to the evaluation process.
At-risk Health-related Services	On an as need basis to offer first aid to students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 29Q134 School Name: PS 134Q The Langston Hughes School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

Our *Students with Disabilities* subgroup did not meet the 95% **Participation** criterion by testing 91% of students. In addition, this sub-group failed to meet the **Test Performance** criterion of 108; by scoring 89. In review of the data, administration has determined that we did not make participation criteria due to lack of communication to parents and students about their responsibilities to be present for the exam. In reference to the test performance criteria, data reflects a lack of accountability from staff and students in our special education department. Due to the mixed abilities that exist in these classrooms, testing performance criteria has often been overlooked.

- 2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

Participation

The 95% participation criteria will be met through establishing communication with the parents/guardians of all "tested" IEP students. Proper communication will ensure that parents/guardians and students are well informed about testing dates and times.

Performance

Failure to meet the performance criterion has been attributed to pedagogues and students interpreting the IEP as a designation that alters the state requirements for "tested" students. To ensure that we meet the NYS performance criteria, the school has adapted a *Universal Design for Learning*, where *all* students will benefit from:

- 1.) Differentiation
- 2.) Inquiry Based Instruction
- 3.) UBD Planning

All staff members will receive training in the three components that comprise the school's *UDL*. The universal approach is designed to ensure that *all* students are considered when assessing, planning, and instructing.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

29Q134 Title I SWP= \$306,953 - 10%= \$30,695.

Projected expenditures:

***\$25,000- Teacher's College Reading & Writing Program**

"TC" will provide support and structure to the ELA department through implementing their research-based, proven methods to support instruction for *all* students.

***\$5,000- Renzulli Learning Program**

In review of the company's presentation and feedback form NYC schools, Renzulli Learning was demonstrated to significantly improve the performance of students in **oral reading fluency, reading comprehension, and overall literacy achievement**. Through the use of technology, staff members will be able to provide unique educational experiences to students.

***\$3,500 will be made available for teacher requested professional development**

Based on approval from administration, staff members will have the opportunity to make requests to attend professional development sessions performed by an established provider. The staff member will be responsible to bring the information back to the building to share with colleagues or implement the resource. The professional development must be related to our demographics and the subject area taught.

***\$5,000 Teacher coverage costs**

These funds are to accommodate teachers attending professional development sessions.

**Dollar amounts are projections.*

2. **Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.**

Newly hired staff members, will receive a one to one mentor who is a tenured teacher license in their respective subject area. The teacher mentor responsibilities will include: serve as a liaison between administration and the pedagogue, establishing meaningful communication, providing support in executing the school's UDL. Teacher mentors are required to log the events of their meetings on an automated system to monitor progress.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents at PS134 will be notified via:

A written correspondence will be sent home *prior* to the holiday vacation. The letter will be based on the form template provided. Where applicable, parents/guardians will receive the notification in their native language. There will also be an open discussion at PTA general meetings that will present possible SES providers.

**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 Dr. Joanne Joyner-Wells	District 29	Borough Queens	School Number 134
School Name The Langston Hughes School			

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

Principal Mr. Robert Chambers	Assistant Principal Ms. Sandra M. Johnson
Coach Ms. D. Misuraca	Coach Ms. C. Kehm-Nassiri
ESL Teacher Ms. C. Lerebours	Guidance Counselor Ms. K. Dey-Foy
Teacher/Subject Area Ms. K. Ragusa/ Reading	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. D. Gulabchand
Related Service Provider Mrs. K. Andreski/ SETSS	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	507	Total Number of ELLs	60	ELLs as share of total student population (%)	11.83%
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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. 

All students who are new to the NYC school system are asked to complete a Home Language Identification Survey. When a parent indicates that a language other than English is spoken in the home, the student is administered the LAB-R to assess his/her English proficiency level. If the score determines that the student needs ESL services, parents are contacted for an interview and/or a parent orientation meeting. The parent orientation meetings are held throughout the school year as new ELLs are enrolled. The orientation meeting is designed to help parents understand the school system and choose the English language program that best suits their child's needs. Parents view the the New York City Department of Education orientation video in the language of choice and are offered an interpreter (i.e., a teacher, paraprofessional, school aide or parent) if needed. The parent survey that must be completed following the video and other information about the programs offered to ELLs are also in the language of their choice. Students who are entitled to receive ESL are placed in monolingual classes and receive the appropriate units of ESL per day. This is determined by their LAB-R score. When a student scores at the beginning or intermediate level he/she receives 360 minutes of ESL instruction per week. Students who score at the advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction as per CR Part 154. Parents are offered the choice of transferring their child to a school with a bilingual program, as it is not offered at PS 134Q. Parents overwhelmingly choose to keep their child(ren) in the ESL program at PS 134. All students who are identify as English Language Learners are administered the New York State English as a Second Language Assessment Test (NYSESLAT) at the end of the school year. Based on this assessment, parents of ELLs are notified in September about their child's continued entitlement in the ESL program. Each student's NYSESLAT parent report is printed out and sent home along with a letter explaining of the student's is entitled (or non-entitlement, if the student has achieved proficiency) in the ESL program.

The ESL teacher and the parent coordinator make every effort through telephone calls and verbal communication to ensure that parents attend the parent orientation meeting and the parent surveys are returned. After attending the parent orientation meeting, 100% of our parents have chosen to have their children placed in the ESL program at PS 134Q. Their choice is based on many factors: 1) they want their child to be immersed in English and learn it as quickly as possible; 2) the school does not offer a Transitional Bilingual Education (TBE) program or a dual language program and does not have the number of students speaking a specific language to do so; 3) they want to keep their child in the zoned school. For parents who do not attend the parent orientation meeting despite the school best efforts to have them do so, the children are placed in a monolingual class and receive the services they are entitled to as continuous efforts are made to inform the parents. The default program for newly enrolled ELLs is the Transitional Bilingual Program, but as previously stated , our school only offers an ESL pull-out program. Therefore all entitled ELLs are placed in the ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Page 3      
      

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	19	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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	0	5	19	0	9	0			60
Total	41	0	5	19	0	9	0	0	0	60

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														0
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													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	1	3	2	1								11
Chinese	1													1
Russian														0
Bengali		1	1		1									3
Urdu					1									1
Arabic				2										2
Haitian	6	4	6	12	4	2								34
French														0
Korean														0
Punjabi				1										1
Polish														0
Albanian														0
Other	1	2	1	1	1	1								7
TOTAL	9	10	9	19	9	4	0	60						

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The ESL program implemented at PS 134 is a pull-out model for instruction. Children are grouped according to their reading levels and/or their language proficiency levels. Beginner and intermediate students receive 360 minutes of instruction per week. Advanced students receive 180 minutes per week. ELLs receive small group literacy instruction through the Title I reading program. The reading specialist meets with these students during the time mandated as per the CR Part 154. Depending on the specific needs of the students, the instructional program consists of phonics/phonemic awareness, vocabulary, reading comprehension and/or fluency. Students who have been in ESL for more than three years and those who are having difficulties making academic progress, receive individualized instruction with the SETSS teacher. The SETSS teacher may provide small group or individual instruction. The instruction given is data driven, therefore students receive additional support in phonics/phonemic awareness, vocabulary, reading comprehension and/or fluency. The SETSS teacher uses content area materials to teach specific reading strategies and to build background knowledge for English language learners. Special attention is given to Students with Interrupted Formal Education (SIFE). They receive 45 minutes of instruction with the reading specialist and 45 minutes of instruction with the SETSS teacher (daily). The reading teacher and the SETSS teacher provide skills based instruction. The pull out program for these students is designed so they are able to travel with their class to receive instruction in the content areas by pedagogues who are experienced in the specific subjects, i.e. science, mathematics, social studies. The workshop model is used throughout the school enabling ELLs to receive hands-on individual or small group instruction that includes reading and writing during the time spent with cluster teachers. Language development is enriched through the use of pictures, listening centers and technology (computer programs that address individual needs). Working with students individually or in small groups, using a variety of materials make it possible to address the different learning modalities of the students. This is of particular importance for students with Individual Educational Program.

To help students meet grade level standards in English Language Arts, many materials, methods and strategies are used. Some of them include: the Language Experience Approach, Reader's and Writer's Workshop, Balanced Literacy, The Lexia Reading Program, Foundations, The Wright Skills Phonics, Word Study and TPR (Total Physical Response). To differentiate instruction the students have access to listening centers and computer programs.

Courses Taught in Languages Other than English ⓘ

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

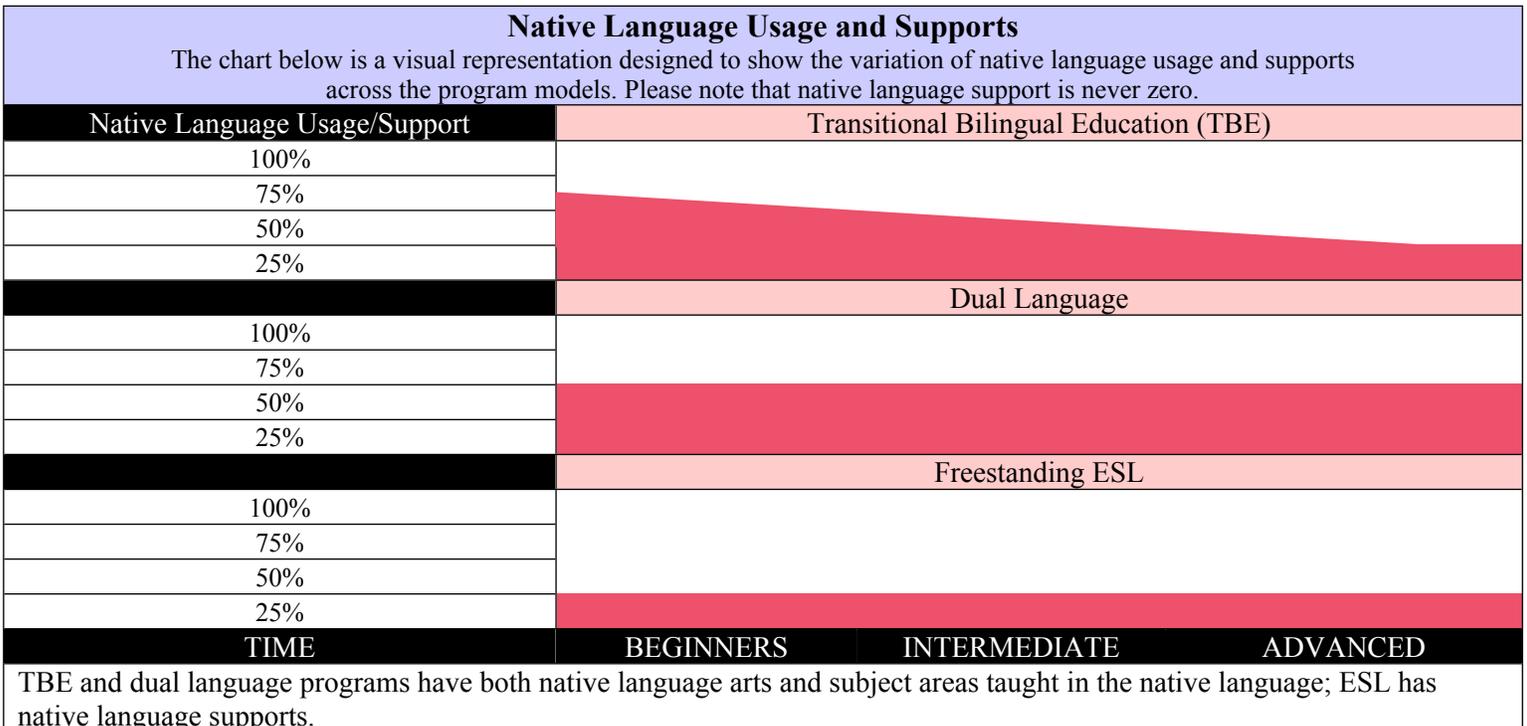
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

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?

English Language Learners in regular education and special education are invited to attend the Title III after school program which provides small group and differentiated instruction through content areas of English Language Arts, mathematics, science and social studies, using ESL methodology, which helps students acquire English language proficiencies in all subjects. This program targets the students who are in the testing grades. Students who have recently tested out of ESL are also invited to participate in the afterschool Title III program where they are given the continued academic support they need. When grouping the students, academic performance and the results of the NYSESLAT are taken into consideration. Students work with the Title I Reading teacher, the Reading Recovery teacher, and/or the SETSS teacher as well as the ESL teacher. The instructor and the instructional materials used during these lessons provide students with opportunities to see lessons modeled, to discuss and compare cultural similarities/differences, to use hands on activities to apply strategies learned to new situations.

Students with less than three years in the school system are encouraged to attend the Title III summer program to maintain and improve their performance level. Participation in this program is dependent on funding and availability. During the regular school day, ELLs with IEPs are placed in self contained special education classes or in a ICT class, provided with a bilingual educational assistant if required by IEP, and receive services mandated by their IEP, including mainstream pull-out ESL.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Teachers are selected to attend Teachers College for professional development targeting the ELL population. The teachers turn-key the information at the school level through grade meetings or by making presentations during faculty conferences. All staff, i.e. general education teachers, special education teachers and educational assistants benefit from the Teachers College training and are encouraged to implement strategies when working with ELL students. Professional materials are made available for staff members to borrow.

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In order to assist ELL students with a smooth transition from elementary school to middle school, the administrator, the ESL teachers and classroom teacher collaborate to determine the best environment for each student. For students with an IEP the school may be dictated by the IEP.

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?

The parent coordinator in conjunction with the school administration, the faculty and the PTA schedule workshops for parents throughout the school year. The topics decided are based on the needs of the school and/or the request of parents. Parents of ELLs are strongly encouraged to attend. Workshops are designed to address the cultural and linguistic needs of the new immigrant parent. Translators are always available. Once a month, parents are invited to attend an ELA and math workshop during which time they are taught how to help their children with homework and how to prepare them for formal and informal assessments. They are encouraged to bring their child(ren) and are shown ways to use everyday tasks and activities to foster language, and develop mathematical and reading skills. A computer workshop is also held once a month. Parents learn how to use technology to access school data as well as data about their child. They also learn how to use ARIS to create practice work for their child do at home. The best educational websites to use are shared with parents. Through technology families are able to explore different genres and cultures.

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)	2	3	3	7	3	0								18
Intermediate(I)	3	4	4	5	4	0								20
Advanced (A)	4	3	2	7	2	4								22
Total	9	10	9	19	9	4	0	0	0	0	0	0	0	60

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	1							
	I	0	1	1	2	1	2							
	A	7	4	11	3	2	7							
	P	3	1	3	3	3	2							
READING/ WRITING	B	3	2	1	2	1	1							
	I	5	1	8	4	0	4							
	A	2	3	6	2	3	3							
	P	0	0	0	0	2	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	1	0	6
4	0	4	1	0	5
5	1	9	0	0	10
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	2	0	4	0	0	0	0	0	6
4	0	0	2	0	4	0	0	0	6
5	3	1	4	0	4	1	0	0	13
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	0	0	1		3	0	2	0	6
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

In the early grades literacy is assessed using Teachers College Reading Writing Project (TCRWP). This includes running records, on demand writing, sight words, spelling, phonics/phonemic awareness and letter recognition. Many ELL students in grades K-2 are able to decode and identify sight words and high frequency words. However, others struggle with sight word recognition, decoding words, beginning, ending and medial sounds, and letter-sound association. Some students also have difficulty understanding that words are made

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q134 **School Name:** The Langston Hughes School

Cluster: 2 **Network:** 2.05

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.

Parents are polled during registration and enrollment, and surveys are sent home early in the year. Primary home languages are determined within the first thirty days of the academic year. Based on the feedback from home language surveys and meetings with parents/guardians at registration, the families primary language is determined. Using this feedback, communication to parents and guardians is accomplished through a staff member who translates for the family. Written correspondence is composed and delivered in the parent's native language when necessary. Translation services through the NYCDOE is also utilized.

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.

Approximately 12% of our school community has a primary language other than English. Formal home language surveys are distributed to parents upon their child's entry into the school. Parents/Guardians are able to access this information through the DOE website. Parent orientation meetings and workshops are given to help parents/guardians navigate the website and understand school data. A report is sent to the child's home with the determination of services.

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.

Document translation services are transcribed through varied channels for our limited English proficiency parents. Some services are presented in-kind by parent volunteers, and school staff. As an additional means to document translation, the school utilizes the services of The NYCDOE Translation and Interpretation Unit. Funds are set aside to cover any anticipated cost of document translation. Frequently used documents are maintained on file in the most common primary languages presenting at PS 134, Haitian Creole and Spanish.

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

The primary language of parents/guardians is established within the first 30 days of the school year. A copy of this information is maintained by the teacher and on the emergency contact card. recognizing all parents/guardians are entitled to receive oral interpretation services in their primary language, oral interpretation is rendered in-house by school staff and volunteers.

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>.

Within the first 30 days of the school year the primary language of our parents/guardians is established. All documentation pertaining to the families primary language (if it is other than English) is shared with the classroom teachers. parents are offered assistance with registration and completing the school's emergency contact information. Parents are asked the language spoken of the persons identified on the emergency blue cards in the event a translator is needed to make emergency contact. This information is maintained by the teacher and in the main office. Parents/ Guardians are entitled to and receive oral interpretation services in their primary language. Interpretation and translation services are provided to all in need. These services are provided by the Translation and Interpretation Unit, parent volunteers, and school staff. If a parents or guardians is more comfortable relying on a friend or relative that is acceptable. However, all critical documents will be transcribed in the parents primary language.

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:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

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:

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:

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:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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		