



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RONALD McNAIR SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q147

PRINCIPAL: ANNE COHEN EMAIL: ACOHEN1@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
Anne Cohen	*Principal or Designee	
Kris Sieminski	*UFT Chapter Leader or Designee	
Jennifer Gumbs	*PA/PTA President or Designated Co-President	
Esther Monalall	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ralph Cambardella	Member/Teacher	
Wanda Simpson	Member/Parent	
Stacy Elie	Member/Parent	
Alfreda McMichael	Member/Parent	
Asha Sharpe	Member/Parent	
Heather Wagner	Member/Teacher	
	Member/	

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

By June 2012, there will be a 3% increase in the number of the students from the sub-group, Economically Disadvantaged, in grades 4-8, achieving Levels 3 or Level 4 in ELA and/or Math as measured by the 2012 Spring NYS ELA and/Math assessments.

Comprehensive needs assessment

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

The 2010-2011 New York State School Report Card indicates that we are in Good Standing. All accountability groups and subgroups made adequate yearly progress toward achieving state standards. Our Performance Index is greater than the effective AMO, on all accountability measures for all accountability groups. In the accountability area of Science, Grades 4 and 8, the 2011 Performance Index was 161 for females and 154 for males; each 61 and 54 points above the State Standard of 100. Although we are surpassing the AMO, it is necessary to focus on closing the gap between the school's performance index and the State Benchmark performance index, which was 170 for the 2010-2011 school year.

Analysis of other data sources, 2011 NYS ELA and NYS Math assessment reports, NYSESLAT assessment data, periodic assessments, student achievement binders, School Progress Report, Quality Review, School Survey, supports the need to accelerate achievement for all students, including ELLs, SwD, as well as general education students.

Analysis of the 2011 NYS Math assessment scores shows that there was a 12.8 point increase in the percentage of students achieving levels 3 and 4. There was a 2.4 point decrease in the percentage of students at level 1 in math; a 10.5 point decrease in the percentage of students achieving level 2; a 14.6 point increase in the percentage of students achieving level 3; and a 1.7 decrease in the percentage of students achieving level 4. The percentage of students achieving levels 3+4 has increased and decreased since 2006. Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap with more students consistently performing at levels 3 and 4 .

Analysis of the 2011 NYS ELA assessment scores shows that there was a 5.1 point increase in the percentage of students achieving levels 3 and 4. There was a 4.1 point decrease in the percentage of students at level 1 in ELA; a 1.1 point decrease in the percentage of students achieving level 2; a 5.6 point increase in the percentage of students achieving level 3; and a .5 point decrease in the percentage of students achieving level 4. The percentage of students achieving levels 3+4 has increased and decreased since 2006. Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap for all accountability sub-groups.

Analysis of ELLs in grades 4-8 shows that of the 21 students who participated in 2011 NYS Math assessment, 19%, (4 students), achieved level 1; 57%, (12 students), achieved level 2; 19%, (4 students), achieved level 3; and 5%, (1 student) achieved level 4. These results are similar to the results achieved for all students school-wide.

The 2010-11 Progress Report accentuates the fact that we must look closely at our teaching practices that yielded only a "C" grade in student progress, a "D" grade in student performance and no additional points for closing the achievement gap. The importance of accelerating student achievement is

amplified with these school grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We analyze a variety of assessment results including the following: teacher observations, Fountas and Pinnell Benchmark Assessment system, periodic assessments, grade level assessments including performance tasks. Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students. Professional development in the use of the ECAM, Early Childhood Assessment of Mathematics, will be provided by CFN instructional staff and we will begin using the assessment in January, 2012.

We use NYC core curriculum instructional materials in all areas except, mathematics. We use Math Connects as the major instructional resource because it was selected by the teachers. Last year we began using structured learning for the gradual release of responsibility as an instructional model. We will deepen our work with this instructional model.

As per the 2011-2012 DOE Instructional Expectations document, our school will work on the city-wide CCLS focus in literacy and mathematics. In doing so we will use CCLS instructional bundles provided by the DOE as well as the common core units of study purchased from the Common Core website. In addition, we are providing professional development in curriculum mapping to facilitate the development of CCLS instructional units of study or to help us adapt the units or instructional bundles provided.

We will increase our use of the instructional resources available in ARIS to provide differentiated Tier 1 RTI during both the regular school day and the extended instruction time held on Mondays and Tuesdays.

We will continue to deepen our Teacher Team collaborative inquiry work to identify strategies that work to accelerate student achievement. In addition to scheduling common prep periods, teachers have 30-35 minutes every Tuesday to engage in Teacher Team work. Teachers voted to use one of the four 37.5 minutes for teacher team work.

Teachers are given opportunities to share their thoughts, concerns, suggestions at any time, especially during faculty conferences, professional development sessions, grade conferences, monthly UFT consultations, informal surveys, and/or discussions.

Staff used to implement strategies and activities: Administrators, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, CFN staff.

Timeline for implementation:

June 2011: Share DOE Instructional Expectations documents

Jul-Aug 2011: Professional development around DOE CCLS literacy and mathematics focus; curriculum maps, thinking maps, and a research based framework for improving teacher effectiveness.

Sept 2011-June2012: Professional development will be designed to deepen our work with the DOE instructional expectations school-wide, the gradual release of responsibility instructional model, Depth of Knowledge, (DOK).

Differentiated professional development will be designed to address the individual needs of the teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Parent Coordinator will continue to organize workshops and seminars that address the interests and needs of the parents/guardians.

Disseminate information about the DOE Instructional Expectations, CCLS, specifically the standards selected as the DOE focus for 2011-2012.

We will continue to host grade specific and school-wide events that honor parents and their children for their achievements towards state standards.

Strengthen CBO partnerships to support parent/guardian needs.

Ask for parent involvement for assistance in specific areas, e.g., helping kindergarten teachers with clerical tasks, cafeteria support, lunch recess support, and manning the safety desk through newsletters and flyers. Request volunteers during the monthly Parents' Association meetings.

Participate in citywide and nationwide events that encourage parental involvement, e.g., "Dads Take Your Child" to school.

Continue to host activities designed for parents including the following: parent read-aloud at family fun nights, our second annual Parent Institute, Reading Harvest, High School Application Process for Parents, annual Father's Day Community BBQ, and other inclusive events.

Increase number of communications to parents through monthly school-wide newsletter, school messenger calls, increase the number of achievement celebrations.

Disseminate information to parents/guardians about educational websites, activities, and opportunities for children and families.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Attend teacher fairs when held to interview prospective candidates. Anticipate and interview candidates for vacancies as soon as feasible.

Provide staff with professional development on the research based framework to improve teacher effectiveness, CCLS, thinking maps, curriculum maps, gradual release of responsibility, grouping students using assessment data, using assessment data to improve instructions, Depth of Knowledge, (DOK), to increase rigor, and the full integration of technology across curriculum areas.

Teachers also attend STEM workshops, technology workshops, core curriculum instructional materials workshops in addition to ARIS professional developers presenting at the school.

Service and program coordination

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

We are partners with the Cambria Heights Library. The local library has received a 21st Century Learning Community grant that provides an afterschool program specifically for our middle school students. This is the second year of the partnership and we are developing a closer communication system that will serve to help the library support our academic and social goals.

We continue to have the Learning Leaders to provide individual tutoring to our lower grade students.

We will also work with parents/guardians and students to design an ELL afterschool or Saturday program that is effective and will help our ELL students with mathematics vocabulary and content.

Project HYPE, (Helping Young People Evolve), is our middle school male mentor program that provides academic and social support for our boys.

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.

The following FY'12 PS and OTPS budget categories will be used for this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding, IDEA, TL NYSTL Hardware, TL NYSTL Software, TL NYSTL Library Books, Title III Translation Services, Children First Network Support, Contract for Excellence, Title I SWP, TL Parent Coordinator, and TL Translation.

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

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

By June 2012, our school survey scores for safety and respect metric and the communication metric will increase by .1 for each metric as measured by students, teachers, and parents on the 2012 school survey.

Comprehensive needs assessment

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

Our 2010-2011 School Survey Report showed an increase in each metric for a total increase of 1 point. Academic Expectations increased from 7.6 to 7.8; Engagement increased from 7.2 to 7.4; Communication increased from 6.6 to 6.9, and Safety & Respect increased from 6.9 to 7.2. Our Safety & Respect score shows a lower than average level of satisfaction compared to other schools. Our Communication score shows an average level of satisfaction compared to other schools.

Analysis of Parent, Student, and Teacher responses indicate that the areas of Communications and Safety & Respect are critical areas in need of improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

Implement student advisories and clubs during the middle school lunch period.

Implement student led conferences for the 2012 Spring Parent Teacher Conferences.

Teachers implement units of instruction that include rubrics, rigorous performance tasks aligned with the DOE CCLS focus standards in reading and mathematics.

Implementation of Projects Based Learning across curriculum areas.

Provide school service projects for students including: tutors, class helpers, office monitors, morning announcers, Penny Harvest, Crayon Recycle, Coat and Toy Drives. All students, including ELLs, students with disabilities, and general education students are expected to participate in school service projects.

Implementation of the following school-wide or grade specific activities: Respect for All assembly presentations; Guidance assembly programs; NYC DOE Discipline Code Lessons; PBIS; Monthly School-wide Unity Day; Class Banners Project; Celebrations of student achievements; Middle School Town Hall Meetings; Guest Speaker Assemblies; Class of the Week, Cafeteria Awards, Congratulations calls from teachers, and letters of acknowledgement from administrators and teachers.

There is a teacher team working collaboratively with teachers, parents, and students to research and recommend strategies to improve the perception of Safety & Respect at our school.

Monthly dissemination of OORS data, i.e., number of Principal suspensions, Superintendent suspensions, and Teacher Student Removals to students, staff, and parents.

Staff used to implement strategies and activities: Administrators, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, CFN staff.

Timeline for Implementation:

Sept 2011- June 2012:

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Increase number of communications to parents through monthly school-wide newsletter, school messenger calls, and the number of celebrations.

Publicize student and school success.

Provide interim school survey type questions to ensure that parents/guardians have greater knowledge of the School Survey.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Attend teacher fairs when held to interview prospective candidates. Anticipate and interview candidates for vacancies as soon as feasible.

Professional development in building relationships with students and families; use CFN staff, DOE staff developers, and UFT services.

Service and program coordination

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

Title I funding is used to provide free and reduced lunch fees for 68% of the students. Students in temporary housing are ensured supplies and trip admissions to support their academic and character building efforts.

Budget and resources alignment

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

Title 1 10%

The following FY'12 PS and OTPS budget categories will be used for this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding, IDEA, TL NYSTL Hardware, TL NYSTL Software, TL NYSTL Library Books, Title III Translation Services, Children First Network Support, Contract for Excellence, Title I SWP, TL Parent Coordinator, and TL Translation.

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

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

•
By June 2012, the student attendance rate will increase from 93.9% to 95%.

Comprehensive needs assessment

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

Analysis of attendance data shows that there are students who are chronically late or absent. These students have been identified and are included in the Guidance Counselor's attendance outreach efforts. These students also scored in levels 1 and 2 on state tests. Research documents and our state assessment scores show the adverse effects chronic absences and lateness has on student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Review of attendance data by school attendance committee and CFN staff

Guidance counselor morning outreach to all late students.

Automated Notification of Absence calls to homes of absent students.

Attendance celebrations and incentives (awards, certificates, special pencils) both in class and school-wide.

Staff used to implement strategies and activities: Administrators, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, school aides, and CFN staff.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent coordinator and teachers will design activities and events that are engaging and useful for parents.
Celebration/acknowledgment of parents for students' improvement in attendance and/or a reduction of lateness.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

Attend teacher fairs when held to interview prospective candidates. Anticipate and interview candidates for vacancies as soon as feasible.

Professional development in building relationships with students and families using CFN staff, DOE staff development, and UFT services.

Service and program coordination

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

Project HYPE and the Cambria Heights Library Afterschool program support school goals of improved attendance.

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.

The following FY'12 PS and OTPS budget categories will be used for this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding, IDEA, TL NYSTL Hardware, TL NYSTL Software, TL NYSTL Library Books, Title III Translation Services, Children First Network Support, Contract for Excellence, Title I SWP, TL Parent Coordinator, TL Translation

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

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.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

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.

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	20	20	N/A	N/A	3	3	3	1
1	45	45	N/A	N/A	2	2	3	1
2	23	23	N/A	N/A	0	0	0	0
3	33	33	N/A	N/A	1	1	1	1
4	50	50	0	N/A	2	1	1	1
5	52	52	23	N/A	2	2	1	1
6	45	45	0	N/A	1	1	1	1
7	54	54	0	N/A	1	1	1	1
8	53	53	0	N/A	1	1	1	1
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Teachers use a variety of instructional resources: Wilson, Great Leaps, and ARIS instructional resources. Services are provided in small group or one-to-one conferences by teachers and paraprofessionals. These services are provided during the school day.</p> <p>Students also receive services through extended time instruction after school on Mondays and Tuesdays.</p>
<p>Mathematics</p>	<p>Teachers use a variety of research based instructional materials: Math Connects, Math Steps, ARIS instructional materials.</p> <p>Services are provided in small group or one-to-one conferences by teachers and paraprofessionals. These services are provided during the school day.</p> <p>Students also receive services through extended time instruction after school on Mondays and Tuesdays.</p>
<p>Science</p>	<p>Teachers use a variety of instructional resources from the common core instructional materials.</p> <p>Services are provided in small group or one-to-one conferences by teachers and paraprofessionals. These services are provided during the school day.</p>
<p>Social Studies</p>	<p>Teachers use a variety of instructional resources from the common core instructional materials.</p> <p>Services are provided in small group or one-to-one conferences by teachers and paraprofessionals. These services are provided during the school day.</p>

At-risk Services provided by the Guidance Counselor	Services are provided as recommended by the PPT committee or requested by the parents.
At-risk Services provided by the School Psychologist	Services are provided as recommended by the PPT committee or requested by the parents.
At-risk Services provided by the Social Worker	Services are provided as recommended by the PPT committee or requested by the parents.
At-risk Health-related Services	Services are provided as recommended by the PPT committee or requested by the parents.

**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, PS 147 Queens 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;

PS/MS 147'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 PS 147 Queens Parent 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 PS 147 Queens Parent 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, PS 147 Queens Parent 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 147
School Name Ronald McNair			

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

Principal Anne Cohen	Assistant Principal Marie-Alix Emmanuel
Coach none	Coach none
ESL Teacher Atara Boker/ESL	Guidance Counselor Julie Mullen
Teacher/Subject Area Marisena Anderson/2nd Grade	Parent Jennifer Gumbs
Teacher/Subject Area Renee Gaskins	Parent Coordinator Claudine Cox
Related Service Provider LaShaun Smith	Other type here
Network Leader Dr. Joanne Joyner-Wells	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	765	Total Number of ELLs	35	ELLs as share of total student population (%)	4.58%
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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. 

When parents come to the school to register their children, they are given a packet. They fill out the questionnaires and forms and then seen by a staff member who proceeds with an interview to the parent as forms are reviewed for completeness.

Ms. Boker, our ESL teacher is involved with registration in order to identify ELL students who will need services. After registration is over, the Home Language Identification Surveys (HLIS) are reviewed by the ESL teacher. Before ten days passes, Ms. Boker administers the LAB-R when necessary to identified students.

Parents are sent letters for an invitation to an orientation for the ESL program. This orientation is planned so that staff who speak the languages of the students are present to facilitate the orientation, whenever possible. During the orientation, the program is explained to the parent(s) in the language that they are fluent in as well as English. We also use translation DVDs that are prepared expressly for that purpose. At that time, the choices of programs are explained to the parents. Among those choices are: Transitional Bilingual, Dual Language and Freestanding ESL. For the most part our parents choose to leave their children in the Freestanding ESL program because that is the only program offered at our school.

After indentifying entitled students, the entitlement letter and a Parent Survey and Program Selection form are sent to the parents with their child. If forms are returned requesting a program other than ESL, then we work with the parent to transfer the child to a school that offers the requested program.

We did not receive a number of requests in a single language, between two consecutive grades, to justify a Transitional Bilingual Education program.

In event that the original forms are not returned a second copy is sent out followed by a phone call. If no response is given, the entitled students are placed in the only program that our school offers, the Freestanding ESL program.

After reviewing the Parent Survey and Program Selection of the past few years, it is evident that the trend (99%) is to request a Freestanding ESL program, which is offered in our school. The majority of our population's first language is Haitian Creole. As mentioned above the population is not large enough to justify a Haitian Creole Bilingual program and none are offered at any of the neighboring schools. Spanish language students are our second largest sub-group and even in those cases; we rarely receive a request to transfer a Spanish speaking student to a school that offers Spanish Bilingual Transitional program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In		4	3	7	7	5	5	3	1					35
Total	0	4	3	7	7	5	5	3	1	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	1
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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	29	2	1	5	0	0	3	0	0	37
Total	29	2	1	5	0	0	3	0	0	37

Number of ELLs in a TBE program who are in alternate placement: 0

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		1										2
Chinese		1		1	1									3
Russian														0
Bengali														0
Urdu														0
Arabic			1			1		1						3
Haitian			2	2	5	6	4	5	2	1				27
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	3	4	6	7	4	6	2	1	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Instruction is delivered using both Push-In and Pull-Out models in heterogeneous and at times ungraded groups. To meet compliance with instructional levels, instruction is provided to students that are either one grade up or one grade down from each other. Student's levels are our highest or primary concern. We want all the students to be comfortable in their instructional groups as they learn English together. Push-in is offered especially to departmentalized programs at the middle school level to avoid removing students from subject areas that are crucial to their success in middle school. Additional support is given to students at the beginning level to help get them started.

SIFE students also receive additional support to help them meet performance levels for their grades. Support is suggested and given to monolingual teachers through articulation with the ESL teacher.

The ESL program is expected to help ESL students performance on common core-aligned tasks to be comparable to their English proficient (EP) counterparts. To that end, ESL instruction will focus on vocabulary acquisition through research based vocabulary instructional strategies and techniques. The 2011-2012 DOE instructional expectations literary focus is on written response to informational texts, written analysis of informational texts, written opinion or argument based on an analysis of informational texts. The instructional expectations of mathematics for all students is to model with mathematics and to construct viable arguments and critique the reasoning of others, in addition to the specific domain of focus for the grade band. The ESL instruction is aligned with the school-wide, city-wide focus of instruction.

When planning for content areas, the ESL teacher meets with the content area teachers to plan. Materials are shared throughout the grades to provide cohesive, rigorous instruction of the ELL students to help them meet the performance standards for their grades. ESL methodologies are used to increase their understanding of the content area curriculum.

Instruction is differentiated for the subgroups using data gathered from tests such as LAB-R, the periodic assessments, Fountas & Pinnell, teacher designed tests, unit tests, running records, student assessment binders, NYSESLAT and NY State tests results.

The focus when working with SIFE is to close the gap these students have, by assessing their level of knowledge and working to bring them to grade level performance standards. Instruction is focused on extending the students' vocabulary and understanding through the four modalities, listening, speaking, reading, and writing, in the content areas. In addition to the mandated weekly minutes, SIFE have the opportunity to join our after school program that is designed especially for their needs.

When working with newcomers, we build on their prior knowledge while acquiring English as their second language. An important

A. Programming and Scheduling Information

component is assisting these students in understanding the new culture while honoring their cultural identities.

To prepare the newcomers to the ELA state test, they are given similar assignments in the classroom in all four modalities. Audio and visual exercises are encouraged to amplify the students' learning. Learners show their understanding by answering comprehension questions both orally and in writing. Students who have good literacy knowledge in their first language are able to transfer their knowledge into English. The after school programs are also available to students in testing grades who are newcomers.

When working with the students who have received ESL services for over 4 years, we focus specifically on those skills they are lacking. By analyzing data from a variety of sources, we are able to identify the specific standards and skills the students need to improve. Using item analysis we are able to use differentiate instruction to focus on those skills they are lacking.

As for ELLs with special needs, the IEP is followed closely to provide the services they are entitled to and accomplish the goals on the IEP.

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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?

PS/MS 147 offers a variety of intervention programs in ELA and Math. All services are provided in English and service the general population as well as the ELL population who may benefit from it. Programs such as extended day, and the Learning Leaders programs target students who are performing below grade level or are just approaching grade level. ELLs receive extended day services by the ESL teacher using ESL strategies tailored to their specific needs. Other programs such as Afterschool Achievement program in both Math and ELA target those students who are at or above grade level. ELLs that are at or above grade level are welcomed to join those programs as well. In addition there is an ESL Afterschool program offered to ELLs and transitional ELLs in testing grades. The students in that program are grouped according to their ability in English and Math.

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?

PS/MS 147 offers a variety of intervention programs in ELA and Math. All services are provided in English and service the general population as well as the ELL population who may benefit from it. Programs such as extended day, and the Learning Leaders programs target students who are performing below grade level or are just approaching grade level. ELLs receive extended day services by the ESL teacher using ESL strategies tailored to their specific needs. Other programs such as Afterschool Achievement program in both Math and ELA target those students who are at or above grade level. ELLs that are at or above grade level are welcomed to join those programs as well. In addition there is an ESL Afterschool program offered to ELLs and transitional ELLs in testing grades. The students in that program are grouped according to their ability in English and Math.

When possible, Transitional ELLs are placed in classroom in which the ESL teacher provides Push-In services. Thus they are able to get the extra support when needed. Transitional ELLs receive the same testing accommodations as ELLs such as extended time, translated version of the test, and use of glossaries. As mentioned above Transitional ELLs can also take part in the ESL Afterschool program.

We are considering adding a Saturday ESL Program for the upcoming school year as well as an Adult ESL program; contingent upon funding. At this point we are not considering discontinuing any of the exciting programs. We see that those students who take advantage of the programs are able to perform better in the classroom and on state tests.

The intervention programs use research based instructional materials. One of our school-wide foci is the use of data to improve instruction.

We are able to use technology to assign specific tasks to differentiate student instruction. The ESL Afterschool program utilizes many of the programs that were purchased in years past. Several programs by Sunburst that focus on Reading, Writing, and Math and are leveled according to student abilities are utilized as well. The ESL program has laptops specifically for the program and the students also have access to the school's computer labs.

Spanish is offered to students including ELLs.

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.

Professional development is provided to teachers of ELLs throughout the year. When possible, the ESL teacher goes out for professional development sessions that are provided through the Office of ELLs. The ESL teacher then turns key to other teachers who have ELLs in their classes during extended time (37 and ½ minutes) that is allotted for that purpose. In addition, the ESL teacher has articulation sessions with classroom teachers who have ELLs in their class to discuss progress of specific students and when needed guide teachers in implementing ESL strategies in their classes to enhance learning.

ESL professional development sessions are also given to all staff during professional development days to cover a minimum of 7.5 hours. Paste response to questions 1-3 here

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?

Increasing parental involvement is a school focus. Parents are updated on a regular basis about their child's progress in school through quarterly Student Progress Reports. Notices are sent out to parents to inform and invite them to take part in school functions. Notices are sent home via students with a translated version in the language of choice filled out in the HLIS. The school Parent Coordinator also implemented the use of the School Messenger that is able to contact all or specific parents via phone, text, or e-mail in any language.

The needs of the parents are evaluated on a regular basis. At PS/MS 147, we strive to keep the door of communication open. Parent Association meetings are conducted on monthly basis and are used to inform parents about school activities and celebrate student achievement.

During those meeting parents are also able to voice their concerns and needs which we then address. For example, some of the parents, although willing, found that they were lacking the tools to help their children with homework. We conducted workshops through our Parent Institute to give parents tools for reading and assisting their children with their school work. Similarly, workshops were given to help parents with filling out high school applications, orientation meeting are conducted for parents of ELLs, and cooking workshops to help with cooking healthy, child friendly food. We value the parents as our partners in educating their children.

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)														0
Intermediate(I)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					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									0
4									0
5									0
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	

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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: **29Q147** School Name: **Ronald McNair School**

Cluster: **2** Network: **205**

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.

We review home language surveys and blue emergency cards for parents' preferred language. We also inquire to ascertain parent translation needs during the registration period. We consult with the ESL teacher who reviews the home language surveys and interviews parents to ascertain preferred language of communication.

We have identified staff members who are able to speak Haitian Creole, French, and Spanish to translate student specific critical documents regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in any Special Education, English Language Learner, or non-standard academic program.

We rely on the resources from the CFN/DOE liaisons for assistance in securing oral interpretation of other languages.

We also use NYCDOE translation services and translated letters provided by NYCDOE including, but not limited to: a) registration, application, and selection; b) standards and performance (e.g., standard text on report cards); c) conduct, safety, and discipline; d) special education and related services, and e) transfers and discharges.

If we are unable to provide required translation, a cover letter or notice is placed on the face of the English language document in the appropriate language indicating how a parent can request free translation or interpretation of the document.

Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct is discussed.

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.

We are able to meet the needs of Haitian Creole, French, and Spanish speaking parents immediately because we have staff members who are fluent in those languages. We also have a contact number for family member of our students who speak Mandarin Chinese. Any urgent translations can be handled through that method.

The findings are shared at School Leadership Team meetings and at Parent Association meetings.

Part B: Strategies and Activities

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

Written translation needs are identified through perusal of home language surveys and through oral communication during the registration process. We will disseminate written translations provided by DOE, in-house school staff, an outside vendor, or a colleague in another school.

Parents will receive translated Bill of Parents Rights and Responsibilities. This document is usually disseminated at a fall Parent Association meeting after the School Leadership Team approves the document for the CEP.

We use the DOE translated welcome signs and signs informing parents of their right to translation services.

Safety Plan information will be translated into Haitian Creole, Spanish, and the other languages needed by our parents. Safety Plan information will be disseminated at Fall and Winter monthly Parent Association Meetings and will be available in the Parent Coordinator's office.

The telephone numbers for our administrative staff is disseminated during Fall and Spring Parent-Teacher conferences and is available from the Parent Coordinator's office and the General Office.

We make every effort to anticipate our communication needs to ensure timely dissemination of information to parents.

When we distribute English documents, we also have the ESL teacher distribute translated copies as needed.

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.

Oral interpretation needs are identified through perusal of home language surveys and through oral communication with parents during the registration process. We will provide in-house school staff, will request a colleague in another school, or a parent volunteer if available to facilitate our oral interpretation needs. We will also rely on the phone translation services provided by Central. We have staff members who speak Haitian Creole and Spanish language.

Anticipating our language needs will help facilitate communication. When we know that we need an interpreter, we will have the interpreter available for the parent/guardian meeting.

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>.

Each parent whose primary language is a covered language and who requires language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities that includes their rights regarding translation and interpretation services. This document is distributed after it is approved by the School Leadership Team and given to the parents of new admits by the Parent Coordinator as they register their children.

Information about translation and interpretation rights will be listed in the school newsletter.

If the parent needs a language that we do not have a translation for we will request assistance from Central's Translation Unit as soon as possible.

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: RONALD MCNAIR SCHOOL	DBN: 29Q147
Cluster Leader: CHARLES AMUNDSEN	Network Leader: Dr. Joanne Joyner-Wells
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ●K ✱1 ✱2 ✱3 ✱4 ✱5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: The supplemental ESL program will be designed to support vocabulary acquisition skills to support student work with the DOE 2011-2012 instructional expectations for CCLS in Mathematics, i.e., model with Mathematics and /or construct viable arguments and critique the reasoning of others. The program is designed to provide ELLs with two levels of access to the task that are required for the 2011-2012 school year: language access and content access. The program will use research based strategies and techniques to provide explicit instruction to introduce essential vocabulary and language functions.

The program will serve the following sub-groups: ELLs (0-3 years), ELLs (4-6 years) and long term ELLs (completed 6 years) in grades 3 through 8. The program is scheduled to begin Wednesday February 15, 2012, and will run until May 31, 2012. The schedule for the program will be from 2:20 until 4PM on both days. There will also be a Saturday ESL Enrichment program that will begin on March 3, 2012 and will end on Saturday May 19, 2012. English will be the language of instruction. Two teachers, ESL certified teacher and a state certified common branch teacher will provide instruction. The program will use purchased research-based instructional materials that support the common core focus for 2011-2012. Example of such materials are: Instep by Rigby, Sunburst ELA and math computer programs, Getting Ready for the NYSESLAT and Beyond by Atanasyo and Associates. Supplemental materials will be added to the ESL libraries from "Books for Young Learners" Levels C variety packs to level M. We will also utilize the instructional resources in ARIS. There will be two professional development sessions for teachers.

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:

To assist students in developing proficiency in mathematics CCLS focus, teachers will receive training in the use of CCLS standards, developing and scoring tasks. The ESL teacher and the common branch teacher along with a administrator will receive training. The ESL teacher will use the knowledge of the LAB or NYSESLAT to differentiate the instructions as needed according to their scores. The students will be grouped according to the levels in which they were identified by the respective exams. Beginning, Intermediate and Advanced will be grouped for leveled needed instructions. A pre-test will be given at the beginning of the program and a post test will be administered at the end of the program. Each three to four weeks, the students will be assessed to determine possible growth to other levels. Professional Development will be provided for teachers by Assistant Principal, and a CFN representative for ESL after

Part C: Professional Development

each four weeks of instruction for one hour after the program ends for the students.

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: One Saturday in April will be set aside for a parent activity which will be provided by the Assistant Principal and a CFN representative for ESL. Parent engagement activities will center around helping parents understand the 2011-2012 instructional focus in mathematics. There will be at least one parent workshop as well as an open informational session provided for parents. We will use the CFN and DOE staff to provide/advise parent engagement activities.

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		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		