



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _MIDDLE SCHOOL 226

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q226_____

PRINCIPAL: RUSHELL WHITE **EMAIL:** RWHITE11@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD BEY

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
Rushell White	*Principal or Designee	
Edward Mergenthaler	*UFT Chapter Leader or Designee	
Mautika Allsop	*PA/PTA President or Designated Co-President	
Claudea Bethea	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	
Peggy Premus	Member/Paraprofessional	
Francine Davis	Member/Teacher	
Vanessa Newman	Member/SSA Level 3	
Nilson Traslyvania	Member/Head Custodian	
David Dowdy	Member/Parent	
Anthony Richardson	Member/Parent	
Debbie Singh	Member/Parent	
Paulette McKnight	Member/Parent	
Rafael Acosta	Member/Parent	

David B. Jeffries	Member/Parent	
Renee Dailey	Member/Parent	
Karen Rochard	Member/Parent	
Siverene Dabreo Mohammed	Member/Parent	
Michelle Kovaluskie	Member/Parent	
Evelyn Camacho	Member/Parent	

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, students will demonstrate progress toward achieving statewide standards as measured by a 5% increase in students passing core courses in English, Math, Science and Social Studies.

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.
Currently on the New York City Progress Report, 85% of our students passed their core course in English, 88% passed Math, 92% passed Science and 84% of them passed Social Studies. English Language Arts and Social Studies are the lowest scoring; therefore, we will redesign the curriculum and instructional plans in both areas, as recommended by the 2010 JIT review.

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.

Activity #1

Professional Development: PD will given on the following topics:

- **Redesign the curriculum and instructional plans in both areas, as recommended by the 2010 JIT review**
- **Strengthen the best practices in Mathematics and Science**
- **Solidify each academy by appointing a supervisor to each academy**
- **Develop inquiry teams that will focus on student progress in each academy**
- **Utilize data to track student progress**
- **Provide teachers with Effective Feedback using Danielson's Framework**
- **Develop teacher made and other assessments from the Acuity Assessments to track student progress**
- **Target Population(s) Teachers servicing all students including**
- **Implement the Achieve 3000 program for SWD**
- **Utilize the VMATH program for SWD, ELL's**
- **Utilize Imagine Learn for ELL students**
- **Teachers will provide all students with interim assessments**
- **Track progress of ELL students, students with disabilities and African American students in each academy following the assessments**
- **Responsible Staff Members: Principal, Assistant Principal of Academy, UFTTC Representative, Model Inquiry Team Members, Teachers**

- **Implementation Timeline: September 2011 through May 2012**
- **Student progress reports will be created and distributed 2-3 weeks prior to the end of a unit (6 weeks).**
- **Assessments will be analyzed and itemized.**
- **Teachers will use data from the assessments to drive instruction**
- **Track progress of ELL students, students with disabilities and African American students in each academy following the assessments**
- **Redesign the curriculum and instructional plans in both areas, as recommended by the 2010 JIT review**

Steps for including teachers in the decision-making process

- **Teachers will meet on a weekly basis during the 50 minute Wednesday Teacher Team designated time to plan**
- **Model Inquiry Team members will meet on Tuesdays with administrators and turnkey information to the staff the following Wednesday**
- **Teachers will participate in professional development administered by CFN representatives- they will then turnkey to colleagues**

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.**
- **Parents will participate in workshops during our monthly Parent Teacher Association meetings on various topics**
- **Parent Coordinator will provide parents with workshops on how to access ARIS reports for their students**
- **Principal and Assistant Principals will provide parent workshops in Title I Parent Involvement**
- **UFTTC representative will provide parents with workshops on Common Core Learning Standards**
- **Parents will participate in workshops facilitated by the guidance counselors on High School Preparation**
- **Parents will receive monthly newsletters on various topics including Homework Help**
- **Parents will receive interim Student Progress Report,**
- **Teachers will provide parents with Acuity results which can also be accessed through ARIS**
- **Teachers will provide parents with Predictive Assessment results following the quarterly assessments**
- **ELA and ELL teachers will provide Literacy Across the Curriculum workshops**
- **Along with receiving quarterly report cards and attending bi annual Parent Teacher Conferences, parents will receive interim progress reports with identified skills on which students need to focus.**
- **Parents will also have access to their children's progress on ARIS.**
- **Parents will receive information via e-mail, regular mail, back pack mail, monthly newsletter and through our phone messenger system and website, which are updated weekly.**
- **We will provide parents with information on their children and modify instruction to meet the needs of their states while aligned to common core state standards.**

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.
- **Secretary will work with CFN HR to ensure that all teachers are highly qualified**
- **Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors.**
- **Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students.**
- **Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children's first network 210.**

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.
- **Utilize our monthly town hall meetings with students hosted by the SAPIS worker, guidance counselors, assistant principals, principal, student government representatives, deans and teachers in addressing progress with the students.**
- **Students will engage in topics such as violence prevention, study skills, upcoming events, rewards program, discipline code, update on their progress, literacy skills, Get Caught Reading among other topics.**
- **Implement PBIS/Starbuck program**
- **Establish and implement the Young Men of Integrity Fraternity for our young men**
- **Young women will participate in the Young Women Mentoring Group facilitated by our female security agents**
- **Students will participate in Alvin Ailey provided by CASA grant - Council District 28th's councilman Ruben Wills**
- **Young men will participate in the Junior Knicks program**

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.
- **10% of Title I funds will be spent on professional development of the teachers.**

- 5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210.
- 30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.
- 30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.
- 30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.

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, students will demonstrate progress toward achieving statewide standards as measured by a 10% increase in students scoring at levels 3 and 4 on the New York State English Assessment.

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.

Currently on the New York City Progress Report, 28% of our students scored at level 3 or 4 on the New York State English assessment therefore, as recommended by the 2010 JIT Review, the ELA curriculum will be redesigned and this will be a focus for the school year.

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.
 - e)

Activity #1

Professional Development: PD will given on the following topics:

- **Develop and administer rigorous Literacy Task as required by New York City's Department of Education**
- **Redesign the English Language Arts curriculum and instructional plans in all areas, as recommended by the 2010 JIT review**
- **Develop inquiry teams that will focus on student progress in each academy**
- **Utilize data to track student progress**
- **Provide teachers with Effective Feedback using Danielson's Framework**
- **Develop teacher made and other assessments from the Acuity and Predictive Assessments to track student progress**
- **Implement Balanced Literacy Program in all ELA classes**
- **Implement Literacy across the Curriculum**
- **Target Population(s) Teachers servicing all students including**
- **Implement the Achieve 3000 program for SWD**
- **Utilize Imagine Learn for ELL students**
- **Teachers will provide all students with interim assessments**
- **Responsible Staff Members: Principal, Assistant Principal of Academy, UFTTC Representative, Model Inquiry Team Members, Teachers**
- **Implementation Timeline: September 2011 through May 2012**
- **Student progress reports will be created and distributed 2-3 weeks prior to the end of a unit (6 weeks).**
- **Assessments will be analyzed and itemized.**
- **Track progress of ELL students, students with disabilities and African American students in each academy following the assessments**

Steps for including teachers in the decision-making process

- **Teachers will meet on a weekly basis during the 50 minute Wednesday Teacher Team designated time to plan**
- **Model Inquiry Team members will meet on Tuesdays with administrators and turnkey information to the staff the following Wednesday**
- **Teachers will participate in professional development administered by CFN representatives- they will then turnkey to colleagues**
- **Teacher teams meet to develop, administer and modify Literacy Tasks for each grade aligned to CCLS**

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 school will host technology-related workshops designed to foster parent involvement in their child's/children's academic life.**
- **A monthly school newsletter will be created and disseminated monthly to inform parents of school-wide goals, activities, initiatives, and student progress.**
- **Parent Association will communicate with parents/guardians through the established Newsletter**
- **Parents will participate in workshops during our monthly Parent Teacher Association meetings on various topics**
- **Parent Coordinator will provide parents with workshops on how to access ARIS reports for their students**
- **Principal and Assistant Principals will provide parent workshops in Title I Parent Involvement**
- **UFTTC representative will provide parents with workshops on Common Core Learning Standards**
- **Parents will participate in workshops facilitated by the guidance counselors on High School Preparation**
- **Parents will receive monthly newsletters on various topics including Homework Help**

- **Parents will receive interim Student Progress Report,**
- **Teachers will provide parents with Acuity results which can also be accessed through ARIS**
- **Teachers will provide parents with Predictive Assessment results following the quarterly assessments**
- **ELA and ELL teachers will provide Literacy Across the Curriculum workshops**
- **Along with receiving quarterly report cards and attending bi annual Parent Teacher Conferences, parents will receive interim progress reports with identified skills on which students need to focus.**
- **Parents will also have access to their children's progress on ARIS.**
- **Parents will receive information via e-mail, regular mail, back pack mail, monthly newsletter and through our phone messenger system and website, which are updated weekly.**
- **We will provide parents with information on their children and modify instruction to meet the needs of their states while aligned to common core state standards.**

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.
- Professional Development will be purchased to train teachers how to effectively use the new technology in their daily instruction and as a tool for communicating with parents.
- **Secretary will work with CFN HR to ensure that all teachers are highly qualified**
- **Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors.**
- **Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students.**
- **Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children's first network 210.**

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.
- **Utilize our monthly town hall meetings with students hosted by the SAPIS worker, guidance counselors, assistant principals, principal, student government representatives, deans and teachers in addressing progress with the students.**
- **Students will engage in topics such as violence prevention, study skills, upcoming events, rewards program, discipline code, update on their progress, literacy skills, Get Caught Reading among other topics.**

- **Implement PBIS/Starbuck program**
- **Establish and implement the Young Men of Integrity Fraternity for our young men**
- **Young women will participate in the Young Women Mentoring Group facilitated by our female security agents**
- **Students will participate in Alvin Ailey provided by CASA grant - Council District 28th's councilman Ruben Wills**
- **Young men will participate in the Junior Knicks**

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- **10% of Title I funds will be spent on professional development of the teachers.**
- **5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210.**
- **30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.**
- **30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.**
- **30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.**

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, students will demonstrate progress toward achieving statewide standards as measured by a 10% increase in students scoring at levels 3 and 4 on the New York State Math Assessment.

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.
Currently on the New York City Progress Report, 43% of our students scored at level 3 or 4 on the New York State Mathematics assessment. Likewise, according to the New York State 2010-2011 Accountability Reports we did not make AYP for all students in Math therefore this will be a goal for this school year.

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:
 - f) strategies/activities that encompass the needs of identified student subgroups,
 - g) staff and other resources used to implement these strategies/activities,
 - h) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i) timeline for implementation.

Activity #1

Professional Development: PD will given on the following topics:

- **Develop and administer rigorous Math Task as required by New York City's Department of Education**
- **Align the Mathematics curriculum to the Common Core Learning Standards**
- **Develop inquiry teams that will focus on student progress in each academy**
- **Utilize data to track student progress**
- **Develop teacher made and other assessments from the Acuity and Predictive Assessments to track student progress**
- **Target Population(s) Teachers servicing all students including**
- **Implement the Achieve 3000 program for SWD**
- **Utilize Imagine Learn for ELL students**
- **Teachers will provide all students with interim assessments**
- **Responsible Staff Members: Principal, Assistant Principal of Academy, UFTTC Representative, Model Inquiry Team Members, Teachers**
- **Implementation Timeline: September 2011 through May 2012**
- **Student progress reports will be created and distributed 2-3 weeks prior to the end of a unit (6 weeks).**
- **Assessments will be analyzed and itemized.**

Steps for including teachers in the decision-making process

- **Teachers will meet on a weekly basis during the 50 minute Wednesday Teacher Team designated time to plan**
- **Model Inquiry Team members will meet on Tuesdays with administrators and turnkey information to the staff the following Wednesday**
- **Teachers will participate in professional development administered by CFN representatives- they will then turnkey to colleagues**
- **Teacher teams meet to develop, administer and modify Mathematics Tasks for each grade aligned to CCLS**

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 school will host technology-related workshops designed to foster parent involvement in their child's/children's academic life.**
- **A monthly school newsletter will be created and disseminated monthly to inform parents of school-wide goals, activities, initiatives, and student progress.**
Parent Association will communicate with parents/guardians through the established Newsletter
- **The school will host technology-related workshops designed to foster parent involvement in their child's/children's academic life.**
- **A monthly school newsletter will be created and disseminated monthly to inform parents of school-wide goals, activities, initiatives, and student progress.**
Parent Association will communicate with parents/guardians through the established Newsletter
- **Parents will participate in workshops during our monthly Parent Teacher Association meetings on various topics**
- **Parent Coordinator will provide parents with workshops on how to access ARIS reports for their students**
- **Principal and Assistant Principals will provide parent workshops in Title I Parent Involvement**
- **UFTTC representative will provide parents with workshops on Common Core Learning Standards**
- **Parents will participate in workshops facilitated by the guidance counselors on High School Preparation**
- **Parents will receive monthly newsletters on various topics including Homework Help**
- **Parents will receive interim Student Progress Report,**
- **Teachers will provide parents with Acuity results which can also be accessed through ARIS**
- **Teachers will provide parents with Predictive Assessment results following the quarterly assessments**
- **ELA and ELL teachers will provide Literacy Across the Curriculum workshops**
- **Along with receiving quarterly report cards and attending bi annual Parent Teacher Conferences, parents will receive interim progress reports with identified skills on which students need to focus.**
- **Parents will also have access to their children's progress on ARIS.**
- **Parents will receive information via e-mail, regular mail, back pack mail, monthly newsletter and through our phone messenger system and website, which are updated weekly.**
- **We will provide parents with information on their children and modify instruction to meet the needs of their states while aligned to common core state standards.**

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.
- Professional Development will be purchased to train teachers how to effectively use the new technology in their daily instruction and as a tool for communicating with parents.
- **Secretary will work with CFN HR to ensure that all teachers are highly qualified**
- **Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors.**
- **Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students.**
- **Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children's first network 210.**

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.
- **Utilize our monthly town hall meetings with students hosted by the SAPIS worker, guidance counselors, assistant principals, principal, student government representatives, deans and teachers in addressing progress with the students.**
- **Students will engage in topics such as violence prevention, study skills, upcoming events, rewards program, discipline code, update on their progress, literacy skills, Get Caught Reading among other topics.**
- **Implement PBIS/Starbuck program**
- **Establish and implement the Young Men of Integrity Fraternity for our young men**
- **Young women will participate in the Young Women Mentoring Group facilitated by our female security agents**
- **Students will participate in Alvin Ailey provided by CASA grant - Council District 28th's councilman Ruben Wills**

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- **10% of Title I funds will be spent on professional development of the teachers.**

- **5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210.**

- **30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.**

- **30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.**

- **30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.**

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.
By June 2012, Limited English Proficient, Students with Disabilities, Black or African American student groups will demonstrate progress towards achieving state standards as measured by a minimum of 2% increase in those subgroups scoring at Level 3 & 4 on the New York State English Language Arts Assessment.

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.
As indicated on the New York State Accountability Report for the 2010-2011 school year, the identified subgroups- Limited English Proficient, Students with Disabilities, Black or African American, have not met Adequate Yearly Progress. Also recommended by the JIT review stated, "The school leader should ensure that the school's revised PD plan focuses on ELA instruction with an emphasis on students with disabilities and ELLs."

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:
 - j) strategies/activities that encompass the needs of identified student subgroups,
 - k) staff and other resources used to implement these strategies/activities,
 - l) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - m) timeline for implementation.

Activity #1

Professional Development: PD will given on the following topics:

- **Develop and administer rigorous Literacy Task as required by New York City's Department of Education**
- **Redesign the English Language Arts curriculum and instructional plans in all areas, as recommended by the 2010 JIT review with an emphasis on ELL and SWD student groups**
- **Develop inquiry teams that will focus on student progress for ELLs, SWDs and Black or African American subgroups**
- **Utilize data to track student progress**
- **Provide teachers of identified subgroups with Effective Feedback using Danielson's Framework**
- **Develop teacher made and other assessments from the Acuity and Predictive Assessments to track student progress**
- **Implement Balanced Literacy Program in all ELA classes**
- **Implement Literacy across the Curriculum**
- **Target Population(s) Teachers servicing all students including**
- **Implement the Achieve 3000 program for SWD**
- **Utilize Imagine Learn for ELL students**
- **Attain reading materials for independent and mandated reading that appeal to the identified subgroups**
- **Teachers will provide identified student groups with interim assessments**

- **Responsible Staff Members:** Principal, Assistant Principal of Academy, UFTTC Representative, Model Inquiry Team Members, Teachers
- **Implementation Timeline:** September 2011 through June 2012
- Student progress reports will be created and distributed 2-3 weeks prior to the end of a unit (6 weeks).
- Assessments will be analyzed and itemized.
- Track progress of ELL students, students with disabilities and African American students in each academy following the assessments

Steps for including teachers in the decision-making process

- Teachers will meet on a weekly basis during the 50 minute Wednesday Teacher Team designated time to plan
- Model Inquiry Team members will meet on Tuesdays with administrators and turnkey information to the staff the following Wednesday
- Teachers will participate in professional development administered by CFN representatives- they will then turnkey to colleagues
- Teacher teams meet to develop, administer and modify Literacy Tasks for each grade aligned to CCLS

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 school will host technology-related workshops designed to foster parent involvement in their child's/children's academic life.
- A monthly school newsletter will be created and disseminated monthly to inform parents of school-wide goals, activities, initiatives, and student progress.
Parent Association will communicate with parents/guardians through the established Newsletter
- Parents will participate in workshops during our monthly Parent Teacher Association meetings on various topics
- Parent Coordinator will provide parents with workshops on how to access ARIS reports for their students
- Principal and Assistant Principals will provide parent workshops in Title I Parent Involvement
- UFTTC representative will provide parents with workshops on Common Core Learning Standards
- Parents will participate in workshops facilitated by the guidance counselors on High School Preparation
- Parents will receive monthly newsletters on various topics including Homework Help
- Parents will receive interim Student Progress Report,
- Teachers will provide parents with Acuity results which can also be accessed through ARIS
- Teachers will provide parents with Predictive Assessment results following the quarterly assessments
- ELA and ELL teachers will provide Literacy Across the Curriculum workshops
- Along with receiving quarterly report cards and attending bi annual Parent Teacher Conferences, parents will receive interim progress reports with identified skills on which students need to focus.
- Parents will also have access to their children's progress on ARIS.
- Parents will receive information via e-mail, regular mail, back pack mail, monthly newsletter and through our phone messenger system and website, which are updated weekly.
- We will provide parents with information on their children and modify instruction to meet the needs of their states while aligned to common core state standards.

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.
- Professional Development will be purchased to train teachers how to effectively use the new technology in their daily instruction and as a tool for communicating with parents.
- **Secretary will work with CFN HR to ensure that all teachers are highly qualified**
- **Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors.**
- **Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students.**
- **Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children's first network 210.**

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.
- **Utilize our monthly town hall meetings with students hosted by the SAPIS worker, guidance counselors, assistant principals, principal, student government representatives, deans and teachers in addressing progress with the students.**
- **Students will engage in topics such as violence prevention, study skills, upcoming events, rewards program, discipline code, update on their progress, literacy skills, Get Caught Reading among other topics.**
- **Implement PBIS/Starbuck program**
- **Establish and implement the Young Men of Integrity Fraternity for our young men**
- **Young women will participate in the Young Women Mentoring Group facilitated by our female security agents**
- **Students will participate in Alvin Ailey provided by CASA grant - Council District 28th's councilman Ruben Wills**
- **Young men will participate in the Junior Knicks**

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

- **10% of Title I funds will be spent on professional development of the teachers.**
- **5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210.**
- **30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.**
- **30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.**
- **30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.**

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.

<p>Annual Goal #5</p> <ul style="list-style-type: none"> Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012, Limited English Proficient, Students with Disabilities, Black or African American student groups will demonstrate progress towards achieving state standards as measured by a minimum of 2% increase in those subgroups scoring at Level 3 & 4 on the New York State Mathematics Assessment. 	<p>Annu</p> <ul style="list-style-type: none"> D
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> 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. As indicated on the New York State Accountability Report for the 2010-2011 school year, the identified subgroups- Limited English Proficient, Students with Disabilities, Black or African American, have not met Adequate Yearly Progress. Also recommended by the JIT review stated, "The school leader should ensure that the school's revised PD plan focuses on ELA instruction with an emphasis on students with disabilities and ELLs." 	<p>Com</p> <ul style="list-style-type: none"> D in
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <ul style="list-style-type: none"> n) strategies/activities that encompass the needs of identified student subgroups, o) staff and other resources used to implement these strategies/activities, p) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, q) timeline for implementation. <p><u>Activity #1</u> <u>Professional Development: PD will given on the following topics:</u></p> <ul style="list-style-type: none"> Develop and administer rigorous Math Task as required by New York City's Department of Education Redesign the instructional plans in Mathematics with a focus on the identified subgroups recommended by the 2010 JIT review Develop inquiry teams that will focus on student progress for ELLs, SWDs, and African American or Black student groups Utilize data to track identified student subgroups' progress Provide teachers with Effective Feedback using Danielson's Framework Develop teacher made and other assessments from the Acuity and Predictive Assessments to track student progress <u>Target Population(s) Teachers servicing all students including</u> Implement the Achieve 3000 program for SWD Utilize Imagine Learn for ELL students Teachers will provide all students with interim assessments <u>Responsible Staff Members:</u> Principal, Assistant Principal of Academy, UFTTC Representative, Model Inquiry Team Members, Teachers <u>Implementation Timeline:</u> September 2011 through May 2012 Student progress reports will be created and distributed 2-3 weeks prior to the end of a unit (6 weeks). Assessments will be analyzed and itemized. 	<p>Instr</p> <ul style="list-style-type: none"> D

<ul style="list-style-type: none"> Track progress of ELL students, students with disabilities and African American students in each academy following the assessments 	
<p><u>Steps for including teachers in the decision-making process</u></p> <ul style="list-style-type: none"> Teachers will meet on a weekly basis during the 50 minute Wednesday Teacher Team designated time to plan Model Inquiry Team members will meet on Tuesdays with administrators and turnkey information to the staff the following Wednesday Teachers will participate in professional development administered by CFN representatives- they will then turnkey to colleagues Teacher teams meet to develop, administer and modify Literacy Tasks for each grade aligned to CCLS 	<p>Strat</p> <ul style="list-style-type: none"> C p
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> 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 school will host technology-related workshops designed to foster parent involvement in their child's/children's academic life. A monthly school newsletter will be created and disseminated monthly to inform parents of school-wide goals, activities, initiatives, and student progress. Parent Association will communicate with parents/guardians through the established Newsletter Parents will participate in workshops during our monthly Parent Teacher Association meetings on various topics Parent Coordinator will provide parents with workshops on how to access ARIS reports for their students Principal and Assistant Principals will provide parent workshops in Title I Parent Involvement UFTTC representative will provide parents with workshops on Common Core Learning Standards Parents will participate in workshops facilitated by the guidance counselors on High School Preparation Parents will receive monthly newsletters on various topics including Homework Help Parents will receive interim Student Progress Report, Teachers will provide parents with Acuity results which can also be accessed through ARIS Teachers will provide parents with Predictive Assessment results following the quarterly assessments ELA and ELL teachers will provide Literacy Across the Curriculum workshops Along with receiving quarterly report cards and attending bi annual Parent Teacher Conferences, parents will receive interim progress reports with identified skills on which students need to focus. Parents will also have access to their children's progress on ARIS. Parents will receive information via e-mail, regular mail, back pack mail, monthly newsletter and through our phone messenger system and website, which are updated weekly. We will provide parents with information on their children and modify instruction to meet the needs of their states while aligned to common core state standards. 	<p>Strat</p> <ul style="list-style-type: none"> D q

<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> 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. Professional Development will be purchased to train teachers how to effectively use the new technology in their daily instruction and as a tool for communicating with parents. Secretary will work with CFN HR to ensure that all teachers are highly qualified Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors. Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students. Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children’s first network 210. 	<p>Serv</p> <ul style="list-style-type: none"> D p
<p>Service and program coordination</p> <ul style="list-style-type: none"> 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. Utilize our monthly town hall meetings with students hosted by the SAPIS worker, guidance counselors, assistant principals, principal, student government representatives, deans and teachers in addressing progress with the students. Students will engage in topics such as violence prevention, study skills, upcoming events, rewards program, discipline code, update on their progress, literacy skills, Get Caught Reading among other topics. Implement PBIS/Starbuck program Establish and implement the Young Men of Integrity Fraternity for our young men Young women will participate in the Young Women Mentoring Group facilitated by our female security agents Students will participate in Alvin Ailey provided by CASA grant - Council District 28th's councilman Ruben Wills Young men will participate in the Junior Knicks 	<p>Budg</p> <ul style="list-style-type: none"> D T
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> 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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. 	

- **10% of Title I funds will be spent on professional development of the teachers.**
- **5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210.**
- **30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.**
- **30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.**
- **30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.**

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	235	183			10	3		
7	345	258			12	2		
8	368	291			16	3	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
ELA	Saturday Academy Various SES Programs 37 1/2 minutes Instruction Achieve 3000 Imagine Learning
Mathematics	Saturday Academy Various SES Programs 37 1/2 minutes Instruction VMath
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Counseling
At-risk Services provided by the School Psychologist	Counseling
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**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)

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 27Q226 **School Name:** Virgil I. Grissom Middle School 226

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

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

Category: Basic Focused **X Comprehensive**

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

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

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

Our school was identified as not meeting standards for All, SWD, Black, LEP and ED in ELA. We found that our teachers were in need of support in English Language Arts instruction. Based on the JIT recommendations for school year 2010-2011, we have restructured the department with a new leader who have worked hard to create and align curriculum to the Common Core Learning Standards.

Our school was identified as not meeting standards for All, SWD, Black, and ED in Math. We found that our teachers were in need of support in Mathematics instruction and resources. The supervisor and teachers worked to align curriculum to the Common Core Learning Standards.

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

We have revamped curricula in ELA and Mathematics and aligned them to the CCLS. We also hold bimonthly professional development opportunities for all teachers in ELA and Math. Teachers and AP's participate in monthly PD's given by the CFN 210 network. We have purchased preparatory materials in ELA, Math and for ELL students. We've purchase the Achieve 3000 program, and will be purchasing the Imagine Learning program for ELLs. We are hosting Saturday Learning Academies and the bolstering the Supplemental Education Support program.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. **5% of Title I funds will be spent on ensuring that teachers are highly qualified by state and/or highly qualified to address the needs of their students through professional development provided by principal, assistant principals, teachers, UFT teacher center representative and the Children's First Network 210. Professional**

Development will be given to effectively evaluate teachers using Danielson, creating Literacy and Math strategies, common core learning standards, Achieve 3000, VMath training and training for Imagine Learning. Ongoing weekly PD on various topics including using data to drive instruction, questioning and designing coherent instruction.

30% of Title III funds will be spent on resources needed for the progress of students who are English Language Learners.

30% of Title III funds will be used for teacher per session on programs such as the Saturday Academy and Extended, extended day for students who are English Language Learners.

30% of Title III funds will be spent on resources such as ELL study guides and the Imagine Learning- internet based literacy and math program that assist students in acquiring knowledge and the English Language.

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

The UFT Teacher Center Representative will continue to provide mentoring to those teachers who are new to the school system and new to our school community.

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

Letters will be generated to notify parents about the school status in all languages spoken by the parents of our students. In addition, we will continue to hold workshops for parents to keep them informed.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen	District 27	Borough Queens	School Number 226
School Name Virgil I Grissom			

B. Language Allocation Policy Team Composition

Principal Rushell S White	Assistant Principal Nancy O'Dwyer
Coach Ira Faber	Coach type here
ESL Teacher Rasheeda Mohammed	Guidance Counselor Helmuth Morales
Teacher/Subject Area Math- Ms. Espinal	Parent Mautika Allsop
Teacher/Subject Area SETTS- Ms. Felber	Parent Coordinator Claudia Bethea
Related Service Provider type here	Other Self-Contained- Ms. Rodriguez
Network Leader JoanneBruella	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		Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1347	Total Number of ELLs	81	ELLs as share of total student population (%)	6.01%
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Part II: ELL Identification Process

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

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

1. The parent is then given the Home Language Identification Survey in the appropriate language to be completed. Wherever possible, translators are utilized to speak to parents. The ESL teacher then examines the HLS and determines whether or not a language other than English is spoken. If in questions 1-4 on the HLIS one answer indicates another language, and in questions 5-8 the same language is said to be spoken, the ESL teacher administers the LABR in listening, reading and writing within the child's first ten days of school. The RLER and the RADP reports are also used to identify and test new admits. The LABR is hand scored and the proficiency level is determined. If the level is beginning or intermediate, the child is serviced eight times per week. If the level is advance, the child is serviced four times per week, for the duration of the school year. If a Spanish speaking student fails the LABR, he or she is given the Spanish LAB to determine proficiency in the native language. Steps are taken to annually assess these students. All ESL students are tested with the NYSESLAT in all four modalities - listening, speaking, reading, and writing in order to afford them the opportunity to test out of the program or move to a higher level. The ESL teacher utilizes the RLAT as well as the RNMR reports obtained from ATS in order to ensure that all the students listed as eligible for the NYSESLAT are assessed in all four modalities of listening, speaking, reading and writing. With regard to the speaking component of the NYSESLAT, all testing materials including CDS are reviewed by the ESL teacher prior to the test. The students are then administered the speaking test on a one on one basis with each individual being allowed ample time to respond. The test takes approximately 15 minutes per student. As far as the listening, reading and writing sections are concerned, they are administered by grade in a whole group setting.

2. Twice a year in October and February, or as the situation demands, the ESL teacher, the teacher center specialist, the parent coordinator, and the ESL Assistant Principal conduct a parent orientation meeting in order to familiarize parents with the initial screening process and the program (s) available. During the orientation, parents are shown the DOE's video on the identification process for ELLs and the programs which are available to adequately address the students' needs. This is shown in the parents' home language, and they are given the opportunity to ask questions. Whenever possible, translators are utilized to speak to the parents. Parents are informed of the fact that they have the choice of placing their child in any of the three programs: Transitional Bilingual Education, Dual Language, or Freestanding ESL. However, at MS 226 Queens there are no Bilingual classes but if the parent does desire to have their child placed in a Bilingual class at the school, the names are taken down and the parents are told that they would be notified if and when such a class is being formed. Such classes are formed when there are 15 children who speak the same language, and are in the same grade or two contiguous grades and all are requesting a Bilingual class. The parents are also made aware they have the opportunity of transferring their child to another school where the desired program is available. After the video, the parent survey and program selection form is completed by the parent in their home language. A brochure supplied by the DOE in their dominant language is also disseminated to the parents.

3. The ESL teacher sends home entitlement letters to the parents of ELLs who are already in the system. This is done at the beginning of the school year or as the child is admitted during the school year. The letters are given in the appropriate home language. They are then signed by the parent/guardian and returned to the ESL teacher. In the event the entitlement letter is not returned, a phone call to the parent is made, and another entitlement letter is mailed out for the parent/guardian to sign and return. Entitlement letters are kept on file as proof that the parents have been notified that their child is in ESL for the current school year. The parent survey and program selection forms are provided in the parents' language at the Orientation meeting. They are filled out and signed by the parent after they

are shown the Parent Orientation video. These forms are subsequently filed in the students' CUM folder. If the parent did not attend the Orientation meeting, the parent survey and program selection form is sent home along with a brochure explaining the identification process and the programs available as well as a placement letter for the child in the ESL program. These are all disseminated in the appropriate native language. A follow-up phone call is then made by the ESL teacher. Parents are encouraged to complete the selection form, sign and return it in a timely manner. Parents who fail to attend their scheduled Orientation meeting are subsequently invited to the next scheduled meeting where they'd have the opportunity to view the video and ask questions.

4. ELLs who are already in the system in the sixth, seventh, and eighth grades are placed in designated ESL classes where the ESL teacher pushes in and co-teaches with the classroom teacher or works with a specific group such as the beginning level students. Beginning and Intermediate level students are serviced eight times per week and Advance level students are serviced four times per week. For those students, continued entitlement letters are sent home in the appropriate language informing parents that the child would continue in ESL for the current school year based upon their 2011 NYSESLAT score. They would have the opportunity to either test out or move to a higher level in May 2012 when the NYSESLAT is again administered. These letters are signed by the parent/guardian and returned to the school as evidence of parent communication. Such letters are then kept on file. In the case of the newly admitted students who speak another language, they are administered the LAB-R on the basis of the Home Language Identification Survey form within the first ten school days. If they fail the LAB-R, they begin to receive ESL services depending on the level attained in the LAB-R. Subsequently, the parents of these students are invited to the Parent Orientation meeting where they receive materials/information in their language on the programs available, and they complete the Parent Survey and Program Selection Form upon viewing the Parent Orientation video. These letters are then filed in their CUM folder.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, the trends show that parents are requesting Free-standing ESL services over bilingual. Parents are informed of the fact that they have the choice of placing their child in any of the three programs: Transitional Bilingual Education, Dual Language, or Freestanding ESL. At MS 226 Queens there are no Bilingual classes but if the parent does desire to have their child placed in a Bilingual class at the school, the names are taken down and the parents are told that they would be notified if and when such a class is being formed. Such classes are formed when there are 15 children who speak the same language, and are in the same grade or two contiguous grades and all are requesting a Bilingual class. The parents are also made aware they have the opportunity of transferring their child to another school where the desired program is available.

6. Programs are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							24	28	29					81
Total	0	0	0	0	0	0	24	28	29	0	0	0	0	81

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	9
SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	16

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. [i](#)

	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	40	2	0	20	2	4	21	0	5		81
Total	40	2	0	20	2	4	21	0	5		81

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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

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							16	17	14					47
Chinese														0
Russian														0
Bengali							0	1	3					4
Urdu							2	1	1					4
Arabic							2	3	1					6
Haitian							0	0	2					2
French							0	1	1					2
Korean														0
Punjabi							2	4	7					13
Polish														0
Albanian														0
Other							2	1	0					3
TOTAL	0	0	0	0	0	0	24	28	29	0	0	0	0	81

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ESL is a heterogeneously grouped as a push-in. Students are placed in specific ESL classes. There is one in the 6th grade, one in the 7th grade, and one in the 8th grade. The ESL teacher pushes into these classes and works with the classroom teacher to deliver instruction. Students are also grouped within these classes by proficiency level- beginning, intermediate, and advanced- and are serviced accordingly.
2. NYSESLAT and LAB-R Scores are used to determine the proficiency levels. ESL classes are accommodated by grade and proficiency levels.

A. Programming and Scheduling Information

a) In keeping with the Commissioner's Regulations Part 154, which deals with the apportionment and services for pupils with Limited English Proficiency.

- Beginning level students receive 360 minutes of ESL instruction per week.
- Intermediate level students receive 360 minutes of ESL instruction per week.
- Advanced level students receive 180 minutes of ESL instruction per week and 180 minutes of ELA.

CTT and self-contained students push into grade and level appropriate class.

3. Teaching practices focus on the Literacy, Math, Science and Social Studies Prototypes. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this contextual based approach in which students share what they have learned. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the research of A. Chamot and M. O'Malley. There is a strong focus, too, on vocabulary. Scaffolding and differentiated instructional techniques are widely implemented. We consistently model required tasks, and students' prior knowledge is incorporated. All instruction is done in English.

If funding permits, the following will be done for mathematics. Building mathematics problem solving skills relies heavily on reading comprehension. ELL students will focus on literacy to assess the type of computational skills needed to solve the problem out of what they have studied. Writing tasks will provide a guided answer format that will simulate that of the New York State Exam. Familiarity with the structure of the exam will lessen the anxiety that such testing situations can often create. Pairing students to ask and respond to scripted questions will give students individualized instruction in a less threatening or obvious way. Pairing and small group interaction is critical to raising the proficiency of English learners who are mainstreamed into an English only general academic environment. Information related to curriculum appropriate material would be gathered from the variety of assessments used. Although our ESL curriculum is based on the schools ELA curriculum, through the use of non-fiction literature we are able to support content area instruction. Language acquisition and the development of reading and writing skills are essential based on NYSESLAT and ELA data results. Native Language support is also provided in this way. Trade books in multi languages in our ESL library further support our ELLS in the content area as well as ELA. The ESL teacher teaches students how to utilize the bilingual dictionary and resources during ESL instructional periods.

4. Spanish speaking newly admitted students are administered the LAB-R in English. If the student fails the LAB-R, then he/she is given the Spanish Lab.

5. A) Our S.I.F.E. students and newcomers receive B.I.C.S. (Basic Interpersonal Communication Skills) instruction. This instruction is often referred to as "survival English". It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding (TPR-Total Physical Response). In addition, students mandated for state examinations receive testing preparations in their regular classroom setting as well as in ESL instructional periods. Culturally responsive literacy instruction links classroom content to students' prior knowledge, and experiences. These students are also included in our Extended Day, and differentiated instruction is implemented.

5. a) Our S.I.F.E. students and newcomers receive B.I.C.S. (Basic Interpersonal Communication Skills) instruction. This instruction is often referred to as "survival English". It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding (TPR-Total Physical Response). In addition, students mandated for state examinations receive testing preparations in their regular classroom setting as well as in ESL instructional periods. Culturally responsive literacy instruction links classroom content to students' prior knowledge, and experiences. These students are also included in our Extended Day, and differentiated instruction is implemented.

5. B, C, D, Instructional Plan Our instructional plan for academic language development for our Ell's (including Newcomers and Long Term Ell's) is as follows: To address the special needs of our ELL population, a comprehensive program focuses on oral and written English language skills and comprehension acquisition. This program involves small group instruction after school for grades 6, 7 & 8 using a variety of methodologies to accomplish tasks. The after school program design allows for one certified ELL teacher to work for four hours per week for 16 weeks. The primary tools used during the ESL after school program are the ELLIS computer program (English Language Learning Instruction System), and Read 180. The ELLIS computer program develops English vocabulary, grammar, oral pronunciation skills and basic methods that focus on real life situations. Students are assessed by a built-in tracking component of the ELLIS and Read180 programs as well as individual progress reports generated by the system. Additionally, the NYSESLAT scores from spring 2011 are reviewed to determine growth as compared to those students not participating in the program. The implication for instruction is to provide highly motivated instruction that focuses on academic and linguistic development of the target language. Students at all levels need more intense instruction in Reading and Writing

A. Programming and Scheduling Information

strategies. With regard to ELL's who have been identified as having special needs in self-contained and in CTT classes, the ESL teacher is provided with the child's IEP and works with the classroom teacher(s) to maximize instruction. Collaborative planning is also done in conjunction with related service providers such as Speech, Counseling, and SETTS.

5b) Differentiated instruction for newcomers is provided through the use of a cultural focus and welcoming activities at the start of the school year, culturally based literature, leveled library and individualized computer instruction based on students' ability level. The teacher incorporates Total Physical Response (TPR) as part of her daily instructional delivery.

5c) LTEs and 4-6 years are provided focused instruction as it relates directly toward reading and writing skill development. These students demonstrate proficient levels in listening and speaking and therefore require instruction that will increase reading and writing scores. This is supported through the use of guided reading and writing.

Our instructional plan for academic language development for our ELL's (including Newcomers and Long Term ELL's) is as follows: To address the special needs of our ELL population, a comprehensive program focuses on oral and written English language skills and comprehension acquisition.

This program involves small group instruction after school for grades 6, 7 & 8 using a variety of methodologies to accomplish tasks. The after school program design allows for one certified ELL teacher to work for four hours per week for 16 weeks. The primary tools used during the ESL after school program are the ELLIS computer program (English Language Learning Instruction System), and Read 180. The ELLIS computer program develops English vocabulary, grammar, oral pronunciation skills and basic methods that focus on real life situations. Students are assessed by a built-in tracking component of the ELLIS and Read180 programs as well as individual progress reports generated by the system. Additionally, the NYSESLAT scores from spring 2011 are reviewed to determine growth as compared to those students not participating in the program. The implications for instruction are: 1. Provide highly motivated instruction that focuses on academic and linguistic development of the target language. Students at all levels need more intense instruction in Reading and Writing strategies.

With regard to ELL's who have been identified as having special needs in self-contained and in CTT classes, the ESL teacher is provided with the child's IEP and works with the classroom teacher(s) to maximize instruction. Collaborative planning is also done in conjunction with related service providers such as Speech, Counseling, and SETTS.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	schedules SWD-ELL the regularly scheduled ESL classes. No students require bilingual services at this time.		
75%	7. Our school ensures 75% of the programming by having the ESL teacher create her schedule based on data analysis and students' schedules.		
50%	This enables SWD-ELL to receive services with their non disabled peers.		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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?

- heritage classes

B. Programming and Scheduling Information--Continued

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

8. Teaching practices focus on the Literacy, Math, Science and Social Studies units of ESL and 1 unit of ELA instruction weekly. Prototypes. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this contextual based approach in which students share what they have learned. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the research of A. Chamot and M. O'Malley. ELLs participate in targeted intervention programs such as Extended Day, Title 3 After-School Program, Beacon, Brienza, and Liberty Learning. All are conducted in English. The ESL teacher is pushing into all four major subjects. Finish line geography, science and math books have been ordered and are being utilized in the specific subject areas.
9. Pairing and small group interactions are critical to raising the proficiency of English learners who will be mainstreamed into an English only general academic environment. A peer to peer tutoring component is implemented whereby non English language learners are matched with students drawn from the ARP program who provide a rich context-based English only learning environment. Peer tutors assist former ELL students in comprehending different genres of written information and give written and oral answers to scripted questions. Similarly, this method will be used to comprehend written mathematical problems and apply appropriate strategies to find solutions. Information related to curriculum appropriate material is gathered from a variety of assessments. Former ELLs receive time and a half for all State tests in a separate location. Classroom teachers of these ELL's also link to discuss their progress and academic concerns are identified and addressed. These ELLs are students who have achieved proficiency in the NYSESLAT within the last two years.
10. Beginning ELL students will be mandated to stay for extended day, scheduled for Tuesdays, and Thursdays from 2:30pm to 3:20 pm.
11. None
12. ELLs are afforded equal access to all school programs. These programs involve small group instruction after school for grades 6, 7 & 8 using a variety of methodologies to accomplish tasks. These programs include: Beacon, Liberty Learning, and Brienza. The after school ESL program design allows for one certified ELL teacher to work for four hours per week for approximately 16 weeks, beginning in November, 2011. The program allows for one teacher per group with a teacher ratio of 15 to 1. The primary tools used during the ESL after school program are the ELLIS computer program (English Language Learning Instruction System), and Read 180. The ELLIS computer program develops English vocabulary, grammar, oral pronunciation skills and basic methods that focus on real life situations. Students will be assessed by a built-in tracking component of the ELLIS program as well as individual progress reports generated by the system. In addition, the NYSESLAT scores from spring 2011 are reviewed to determine growth as compared to those students not participating in the program. The implications for instruction are: Provide highly motivated instruction that focuses on academic and linguistic development of the target language with read-alouds and shared reading activities. These are all incorporated as instructional strategies to encourage and support listening skills as well as reading and writing responses. Students at all levels need more intense instruction in reading and writing strategies. Our goal is to target our Beginning level students in the after school ESL program. Some after school activities ELL students are encouraged to attend are BEACON, small group Academic Advantage, Global Partnerships Schools and the Child Center of New York. These programs all specialize in reading, writing and math.
13. For all three grades, we will continue to target the students by level and provide a variety of Academic Intervention Services. Some of the materials currently being utilized are:
- READ 180 (Scholastic)- Intermediate & Advance .
 - Strategies to Achieve Reading Success (STARS) Curriculum Associates - Intermediate & Advance.
 - Jamestown Vocabulary Drills-Edward B Fry-Intermediate & Advance.
 - Hit The Ground Running- Exploring Idioms in English- Options Publishing-Beginning ,Intermediate, & Advance.
 - ELLIS Reading-Beginning.

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?

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- Jamestown English Yes! Learning English Through Literature-Beginning.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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.

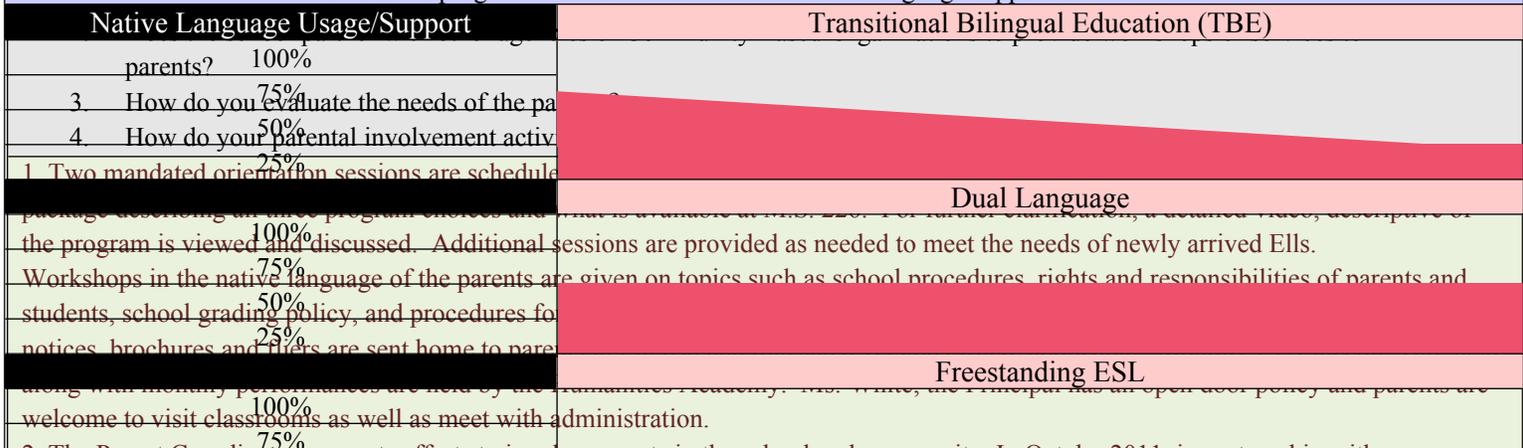
1. Professional Development participation includes new teachers, Bilingual and ESL teachers, reading and math teachers, special needs teachers, classroom and subject area teachers, Assistant Principals, as well as members of other constituencies. All staff receives professional development designed to support the implementation of the Chancellor's Initiatives and regional and school goals for the instruction of ELLs. The UFT Teacher Center Specialist and the ESL teacher conduct ESL professional development workshops and study groups. Teachers are provided with specific strategies and support structures to enhance academic instruction. Some of the topics include: How English Language Learners Learn, T.P.R. (Total Physical Response), and ESL Teaching Strategies. PD's already offered this school year were Identifying and Developing Language Proficiency for ELL students, SDAIE Strategies for the ELL Classroom and Key Strategies for Teachers of ELLs. Books that are being utilized are Learning to Learn in a Second Language- Pauline Gibbons, Fifty Strategies for Teaching English Language Learners- Herrell & Jordan, and Making Content Comprehensible for English Learners- Echevarria, Vogt and Short Instructional. Materials used English only classroom libraries ESL reluctant reader's classroom libraries: Spanish/English library books; Arabic/English library books; Bengali/English library books, Hindi/English library books. E.L.L.I.S. computer literacy program READ 180. Finish Line for ELL's English Proficiency Practice- Continental Press Finish Line Writing, Vocabulary Links, Reading in Science, Geography and Math Content- Continental Press, Empire State NYSESLAT- Continental Press.

2. School leadership provides professional development to all guidance counselors and staff members. Guidance Counselors with the assistance of the teaching staff hold monthly Town Hall Meetings which focus on the High School Application process, Specialized High School Exam, Auditions for High Schools, completing working papers, bullying, and sexual harassment- student to student, They also conduct focus groups which will assist them in understanding and assimilating into the American culture.

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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.



E. Parental Involvement

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

1. Two mandated orientation sessions are scheduled for October and February. During these sessions, parents receive an information package describing all three program choices and what is available at M.S. 226. For further clarification, a detailed video, descriptive of the program is viewed and discussed. Additional sessions are provided as needed to meet the needs of newly arrived ELLs. Workshops in the native language of the parents are given on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, and procedures for parent-teacher conferences. Written communications including progress reports, meeting notices, brochures and fliers are sent home to parents in English and translated versions where applicable. Monthly PTA meetings are held, along with monthly performances are held by the Humanities Academy. Ms. White, the Principal has an open door policy and parents are welcome to visit classrooms as well as meet with administration.
2. The Parent Coordinator supports efforts to involve parents in the school and community. In October 2011, in partnership with Community Based Organizations, the school held its 2nd annual Back-to-school barbecue.
3. Interpreters such as our para's, and other school personnel, facilitate communication with parents in native language where available. MS 226 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and monthly PTA meetings.
4. At this time, ESL evening classes are being offered to parents/guardians of our school community.

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?
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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)?
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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

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?
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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?

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4. At this time, ESL evening classes are being offered to parents/guardians of our school community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	6	9					21
Intermediate(I)							8	6	9					23
Advanced (A)							10	16	11					37
Total	0	0	0	0	0	0	24	28	29	0	0	0	0	81

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	2	2				
	I							1	3	3				
	A							11	13	11				
	P							6	10	13				
READING/ WRITING	B							6	5	9				
	I							7	7	8				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							9	14	12				
	P							2	2	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	10	1	0	17
7	8	6	0	1	15
8	11	9	0	0	20
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	6		10		5		0		21
7	6	3	10		4		2		25
8	8		13	1	2		1		25
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

1. MS 226 utilizes the LABR for new admits, NYSESLAT, ELA and Mathematics State scores. This data assists in determining the proficiency level of the students, (beginning, intermediate and advanced levels). Students are then grouped accordingly. If the student is at the beginning or intermediate levels, he or she is serviced eight times per week. The advanced students are serviced four times per week. Data provides information regarding reading and writing deficiency as opposed to listening and speaking. As a result we focus primarily on reinforcing comprehension skills and developing their writing abilities.

2. Data patterns across proficiency levels show that students need assistance in reading and writing more so than in listening and speaking. LAB-R data includes students' performance in the areas of listening, reading and writing. Most of the students do better on the listening

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: <u>MS 226Q</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rushell White	Principal		11/4/11
Nancy O'Dwyer	Assistant Principal		11/4/11
Claudia Bethea	Parent Coordinator		11/4/11
Rasheeda Mohammed	ESL Teacher		11/4/11
Mautika Allsop	Parent		11/4/11
	Teacher/Subject Area		
	Teacher/Subject Area		
Ira Faber	Coach		11/4/11
	Coach		
Helmuth Morales	Guidance Counselor		11/4/11
Joanne Brucella	Network Leader		11/4/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q226** School Name: **MS 226**

Cluster: **2** Network: **210**

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.

According to the Home Language report on ATS, we have 3 Arabic, 1 Haitian Creole, 1 Hindi, 1 Macedonian, 1 Malayalan, 7 Punjabi, 36 Spanish and 1 Urdu home language students.

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 found through investigation, that information concerning our school is translated in the home languages for students whose home language is other than English. Parents of students who are English Language Learners often get ELL updates, news, workshops in those home languages.

Part B: Strategies and Activities

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

We will begin to utilize Translation services provided by the Department of Education in order to provide all of our parents with greater access to information from our school. We will also utilize other programs such as Achieve 3000, Imagine Learning which are literacy based programs that will give parents an update of their child's progress in their home languages.

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

We will utilize our school messenger system that sends phone messages out to the homes. However, we will send out messages in the student's home language to ensure greater access to our schools notices, progress and information.

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>.

We will utilize the Translation resources to ensure that parents have greater access to their child's education here at MS 226.

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: MS 226	DBN: 27Q226
Cluster Leader: Charles Amundsen	Network Leader: Joanne Brucella
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 85
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Imagine Learning and Achieve 3000 are software based programs designed especially for ELLs. These programs focus on vocabulary development, reading comprehension strategies, and higher order thinking skills. They are also Level based after pre-test is given. Students move along at their own pace and lessons are designed to meet their specific needs. Language support is provided in a variety of languages to address all of our ELL population. Achieve 3000 is interactive so teachers can work with the students. As New York City prepares to adopt the new CCLS, Achieve 3000 and Imagine Learning have already aligned instructional materials to Common Core in the areas of reading, writing and speaking. And, additional supports have been added in an effort to prepare students for the rigor of college and the workforce.

The after-school program design allows for one teacher per group with a teacher ratio of 15-1. ELLs in the 6th, 7th, and 8th grade will be utilizing both, the Achieve 3000 and Imagine Learning. Achieve 3000 will run for approximately 16 weeks @ four hours per week beginning February 27, 2012 to June 11, 2012. Imagine Learning will run approximately 16 weeks at 30 minutes four times a week. There will be three certified teachers working with our ELLs during the after-school program. Certified ELL teachers are Rasheeda Mohammed, Persida Espinal and Penny Felber. As there are currently 85 ELL students, there will be 5 groups of 15 and 1 group of 10. Groups 1-3 will meet on Mondays and Tuesdays. Groups 4-6 will meet on Wednesdays and Thursdays. Each teacher will be assigned 2 groups, one from the first cluster and 1 from the second. The teachers will utilize the Imagine Learning and Achieve 3000 programs to engage these students. As for the regular instructional periods during the day, Ms. Mohammed pushes into the classes with content area teachers where ELL students are assigned. She provides ELL instruction that supports the content area while addressing the students' ELL needs. Ms. Mohammed meets with each teacher to plan on a weekly basis so that she prepares materials that support the content and address the students' needs.

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: For Achieve 3000 there was an introductory professional development offered before the program started. There are additional on line professional developments which are offered throughout the year. For Imagine Learning, there are two professional developments offered by staff developers for the company. There is also support available to come in and provide extra P.D. if necessary. P.D. will be in either one or two half day sessions, and on-line at the teacher's convenience.

Part C: Professional Development

Topics will include basic overview of the program. The Assistant Principal of ELLs will provide by monthly professional development to teachers of ELLs. Topics include differentiation of instruction, ELL strategies, CCLS, and using data to drive instruction.

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: Two mandated orientation sessions are scheduled for October and February. During these sessions, parents receive an information package describing all three program choices and what is available at M.S. 226. For further clarification, a detailed video, descriptive of the program is viewed and discussed. Additional sessions are provided as needed to meet the needs of newly arrived ELLs. Workshops in the native language of the parents are given on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, and procedures for parent-teacher conferences. Written communications including progress reports, meeting notices, brochures and fliers are sent home to parents in English and translated versions where applicable. Monthly PTA meetings are held, along with monthly performances are held by the Humanities Academy. Ms. White, the Principal has an open door policy and parents are welcome to visit classrooms as well as meet with administration.

The Parent Coordinator supports efforts to involve parents in the school and community. In October 2011, in partnership with Community Based Organizations, the school held its 2nd annual Back-to-school barbecue.

Interpreters such as our para's, and other school personnel, facilitate communication with parents in native language where available. MS 226 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and monthly PTA meetings.

At this time, ESL evening classes are being offered to parents/guardians of our school community. Parents will be notified by monthly newsletter, phone messenger, school website and backpacks sent home with students.

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 		

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.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other		
TOTAL		