



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 39 FRANCIS J. MURPHY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R039

PRINCIPAL: TRACEY WRIGHT **EMAIL:** TWRIGHT2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Tracey Wright	*Principal or Designee	
Florence Kane	*UFT Chapter Leader or Designee	
Valerie Costello	*PA/PTA President or Designated Co-President	
Lourna Aleid	Member/Parent	
Anne Christie	Member /Parent	
Maria Ferris	Member/Parent	
Michele Wesslock	Member/ Parent	
Christina D’Amato	Member/Teacher	
Charles Fernando	Member/Guidance Counselor	
Julie Levine	Member/Teacher/SLT Chair	
Sherien Shady	Member/Parent	
Grace Marotta	Member/Teacher	

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 we will increase the percentage of students performing at levels 3+4 by 3 percentage points in the area of ELA (62.2% to 65.2%) as noted on the NYS ELA exam.

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.
- In school year 2010-11 we showed a growth in ELA scores from 53% in levels 3+4 to 62.2%. Our Progress report shows only 3.34 points earned in the area of student performance. We need to increase our level 3s to level 4s due to the fact that only 2 students in each grade 3, 4 and 5 performed at level 4. We will focus on vocabulary instruction and full implementation of the writing program as indicated by analysis of the informal and formal assessments and teacher input.

- 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.

Instructional strategies/activities

- Align ELA and with the CCLS -June of 2011
- Weekly PD/Inquiry time embedded in the schedule
- Provide PD on half days for rigor and CCLS training
- Multiple opportunities for grade conferences embedded in the prep schedule
- Create AIS cycles for extended day with intervention aligned with student need
- Test Prep Academy targeting specific need
- Afterschool Success Academy for enrichment
- Provide individual and group coaching for teachers in literacy, mathematics and science (K-2)
- Based on the Item Skills Analysis for each child as indicated by ARIS, Acuity, and DRA 2, and individual student work, differentiation of instruction will take place for each student in Literacy.
- Implement Journeys Reading Program
- Technology Workshops for Parents

These activities will be implemented by classroom and cluster teachers, SETSS teacher, and AIS Teacher and PD staff from CFN#533.

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.
 - We will provide parents with workshops on how to increase student achievement by assisting their child with reading strategies, test preparation, positive discipline, attendance initiatives, homework help, the CCLS, NYS ELA and MATH assessments, and other available resources
 - We will promote monthly opportunities for parents to attend school functions, visit the classroom and participate in their child's school life by fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - At this time all of our teachers are highly qualified.
 - On-going Professional Development will target the needs of individual teachers as well as school-wide goals.
 - Principal regularly visits classrooms for informal and formal observations to provide feedback to teachers and promote a shared understanding of instructional excellence.

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.
- Test Prep Academy, Data Specialist, Inquiry Teams and UFTTC Specialist support these programs with Title I, C4E and FSF funding

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.

Funding provided by Tax Levy FSF, Title I SWP, TL CFN, C4E

As a Title I SWP, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

Teachers, Parent Coordinator, UFTTC Specialist, Guidance Counselor, CEI-PEA staff and consultants, paraprofessionals,

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, the overall school attendance rate will increase from 94.2% to 94.3%.

Comprehensive needs assessment

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

Our attendance remained the same for 2 years at 94.2%. It was determined by the SLT and the school community that a key objective must be to increase the attendance rate, as research shows that one of the building blocks for school success is attendance. Students should want to come to school, and they are more likely to become engaged when they have positive relationships with school personnel, and school-based supports and resources are available. Strong attendance is an essential prerequisite for achievement.

Instructional strategies/activities

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

The school attendance initiative program will follow the RTI model, and will be based on the need to decrease the level of students' absences in our school.

Tier 1 interventions are the school-wide interventions that are set in place:

- Implementation of school uniform
- Monthly bulletin board
- Monthly attendance awards
- Announcements
- Daily phone calls
- Incentives such as trips and tickets

Tier 2 interventions will include Tier 1 plus:

- Letters sent home indicating poor attendance
- Counseling interventions
- Visits to the home by the Attendance Teacher
- Attendance buddy system

Tier 3 interventions include Tier 1 and 2 plus:

- Contact with support agencies and CBO's to assist with continuing poor attendance

Working with CFN #533, the school will conduct professional development for the attendance committee members and teachers. The school attendance team, which includes 7 staff members, will lead this objective and will conduct monthly meetings and workshops with both parents and teachers to implement the above-mentioned activities and strategies. The attendance team will also conduct data monitoring in conjunction with the teachers to create and build the effectiveness of the individualized interventions for each student. The implementation timeline will be from September 2011 through June 2012.

Strategies to increase parental involvement

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

Parents will be notified through PTA meetings and the school website of perfect attendance awards. Automated phone calls will go out to parents indicating when students are absent. The attendance team will make congratulatory phone calls and letters will be sent home for those students who have increased their attendance targets. Parents will also be invited to school assembly programs, school events, and the holiday fair where they will be able to celebrate perfect attendance and see their child names prominently displayed. The parent coordinator and guidance counselor will hold a workshop to inform and educate parents about the importance of attendance.

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.
 - At this time all of our teachers are highly qualified.
 - On-going Professional Development will target the needs of individual teachers as well as school-wide goals.
 - Principal regularly visits classrooms for informal and formal to provide feedback to teachers and promote a shared understanding of instructional excellence.

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.

As part of the RTI model, Tier 3 interventions will include consulting and contacting ACS for those students who have chronic absences. The attendance teacher will be conducting home visits for those targeted students who have chronic absences. The school nurse will make phone calls home for those students who have chronic absences and lateness. The school nurse will also attend parent workshops to inform and educate parents regarding health and nutrition.

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.

As a Title I SWP, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

The attendance team includes 7 fulltime school staff and is supported by all teachers.

- *Principal*
- *Guidance Counselor*
- *Teachers*
- *DOE School Nurse*
- *School Aide*
- *Attendance Teacher (CFN #533)*
- *School Psychologist*
- *Parent Coordinator*

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, we will increase English proficiency in ELL students as evidenced by improvement in the number of children passing the NYSESLAT assessments (10 out of 55).

Comprehensive needs assessment

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

A review of the ELL data showed a need for extra support through a push-in model of ESL. According to teacher observation and analysis of in-class data and state and city assessments, Ells were falling behind on classroom lessons when pulled out of the classroom several times /week. Research shows a push-in model where the ESL teacher works with children in the classroom is most effective.

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.
- Emphasis on vocabulary in Grades K- 5 through word work
- Implementation of the Journeys Reading Program (ELL component)

- Guided Reading and Writing
- Individual reading and writing conferences
- Independent reading with leveled texts based on students' reading levels determined from the DRA 2 assessments,
- Math Workshop
- Grade- Wide Exemplars Problem of the Month
- Extended Day Tutorial
- Title III Program
- Everyday Math Games Online, Math Bee, and the 100th day Celebration
- Great Leaps

- **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.
- Availability of RAZ kids and online computer programs for students to use at home
- Title III parent Workshop to help their child at home
- Support from the parent coordinator in parent's home language

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.
 - At this time all of our teachers are highly qualified.
 - On-going Professional Development will target the needs of individual teachers as well as school-wide goals.
 - Principal regularly visits classrooms for informal and formal to provide feedback to teachers and promote a shared understanding of instructional excellence.

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.
 - Partnership with the JCC to provide ESL classes for parents 2x/week.
 - Title III parent workshops
 - Parent Coordinator and CFN staff workshops

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.
As a Title I SWP, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
 These activities will be implemented by classroom and cluster teachers, ESL teacher, Academic Intervention Teachers, IEP Teacher and SETSS teacher.

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.

2011-2012	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	0	0	N/A	N/A	12	2	0	8
1	43	5	N/A	N/A	8	2	5	13
2	34	20	N/A	N/A	7	2	3	11
3	28	15	N/A	N/A	5	2	3	12
4	26	8	8	0	5	2	0	11
5	25	22	7	0	7	1	0	12
6								
7								
8								
9								
10								
11								

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	<p>Students in need of academic intervention are identified using ongoing formal (DRA-2) and informal assessments. Including the interim and predictive assessments and the New York State ELA Exam. In grades 1 to 5, we have the Extended Day Program for our at risk children, which operates Tuesday and Wednesdays for 50 minutes each. During this time the Souday Learning System, Great Leaps, Foundations, Linda Mood Bell are used to meet the needs of students in a small group setting, along with additional guided reading and writing. There is also small group instruction for the children in grades 3 to 5 for ELA preparation for the NYS standardized assessments. Imagine Learning is a reading and writing intervention program used for our English Language Learners. Imagine Learning is a computer based literacy program, which customizes instruction for each student. We will also offer afterschool programs for 1st graders with the READ foundation and 3-5 test prep academy when the mid-year adjustment funds are received.</p>
Mathematics	<p>Students in need of academic intervention are identified using ongoing formal and informal assessments. Including the interim and predictive assessments and the New York State Math Exam. The workshop model of instruction during the school day allows for flexible small group instruction to address the identified learning needs of every student. Individual conferences provide for further differentiation. All students are identified using informal and formal assessments. As a result of these assessments, math groups are formed and individual needs are addressed in these groups during math workshop, during the school day. These groups are flexible, and generated by the individual needs of the students. There is also small group instruction for the children in grades 3 to 5 for Math preparation for the NYS standardized assessments. In grades 1 to 5, we have the Extended Day Program for our at risk children, which operates Tuesday and Wednesdays for 50 minutes each. Programs used: NYS Coach Math, Kaplan, and Everyday Math reinforcement. We will also offer an after school test prep academy for grades 3-5.</p>
Science	<p>The science teacher uses test analysis to determine weaknesses in the area of Science. Differentiated instruction strategies, hands on activities, visuals, manipulatives are incorporated into the lessons. There are collaborative efforts between the classroom teachers and the science teacher.</p>
Social Studies	<p>Tier 2 interventions are done in class with small groups.</p>

At-risk Services provided by the Guidance Counselor	Counseling on a 1 to 1 ratio and “at risk” groups for academic and emotional issues.
At-risk Services provided by the School Psychologist	Small group and individual counseling to address school related issues as needed. Crisis service provided as needed during the school day.
At-risk Services provided by the Social Worker	Counseling on a 1 to 1 ratio and “at risk” groups for academic and emotional issues.
At-risk Health-related Services (Ginny)	The school nurse provides health, nutrition and asthma services for “at risk” health issues. She also refers children for services to outside agencies.

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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: PS 39	DBN: 31R039
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
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 type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the program is to better prepare our ELLs for the NYSESLAT as well as the NYS standardized tests. Data of our children generated from the NYSESLAT shows that overall, our ELLs need most of their instruction focusing on reading and writing. Students in grades 3-5 will be asked to participate in this program and they range in levels from beginner to advanced. After reviewing assessment data, twelve of our current ELLs in grades 3-5 received an advanced level in the reading and writing portion of the NYSESLAT which resulted in those students in not receiving an overall rating of proficiency. Our 2nd grade ELLs will also be included in the program. Three out of our six 2nd graders received an Advanced level but would have been proficient if they were a level higher on the reading/ writing portion of the NYSESLAT. In the academy, the focus will be on raising each of our ELLs levels up one rating with this supplemental help.

The ELL After School Academy will meet 3 days per week from 2:20-3:50(Mondays) and 3:10-4:40 (Tuesdays & Wednesdays) and will run from January through May for a total of 22 weeks. Instruction for the program will be delivered in English with native language support when necessary. There will be one certified ESL teacher co-teaching with a common branch licensed teacher. Along with the teachers, this program will be supervised by the on-site supervisor. Since there are two other C.B.O. after school programs, each having their own supervisor, (Y After school Program and Latchkey) it is necessary for the Title III program to have a supervisor present who knows the children and the families of participating ELL students and who will be responsible to respond to any and all emergencies and non academic matters. This insures that the teachers maximize instructional time without interruption. Regarding materials, the program participants will be using the Benchmark Readers program wich focuses on the content areas of social studies and science. The children will be using laptops to research and write reports about topics that are generated by class discussion from the Benchmark reading program. The teachers will conference with students on their writing to assist them with their comprehension of research materials as well as working on their writing mechanics. In the program, the ELLs will also be exposed to Reader's Theater which helps with reading fluency by dealing with fictional topics through role play. The ELL After School Program will purchase NYSESLAT test preparation materials, "Getting Ready for the NYSESLAT and Beyond" by Attanasio & Associates, to support the students in preparing for the test in May 2012.

The students will work in small groups using literature that aligns with the school curriculum and standards for ELLs. By using those specific materials, our students will be utilizing the computer, listening centers and other art, drama and writing activities. Engaging the students with fiction and non-fiction hands-on activities in varying content areas will expose them to academically rigorous language in English, therefore, allowing for student growth equal to and above that of our native language speakers in the New York State standardized exams. The participation in the academy will be voluntary.

Part C: Professional Development

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: Ongoing ESL Professional Development is important to all teachers on staff to equip them with the tools to educate the ELLs that are in their classrooms. Teachers will be given opportunities to attend workshops provided by the NYC Office of English Language Learners throughout the year.

Our Title III staff development will continue to focus on strengthening the teaching and learning of ELL's using research based strategies. A study group of teachers and the principal will be formed using the book, THE LANGUAGE-RICH CLASSROOM: A RESEARCH-BASED FRAMEWORK FOR TEACHING ENGLISH LANGUAGE LEARNERS by Perida and William Himmelle. Teachers will study, discuss and implement the following research based techniques in their programs:

- Content reading strategies that help ELLs overcome the challenges of academic reading.
- Ways to develop the higher-order thinking skills of ELLs, so they read for deeper meaning and demonstrate their understandings.
- Tools for informally assessing the progress of ELLs through all five stages of language proficiency.
- Techniques for increasing the active participation of ELLs.
- Scaffolds that help second-language learners take on more challenging and demanding content.

Teachers will also use these instructional tools to write integrated theme based units which will increase students' vocabulary and expand students' language acquisition through content area reading and writing. Some of these lessons will include the use of graphic organizers for writing of narratives, essays, and math stories with the aid of math manipulatives. Student data gathered from DRA, ELA, Acuity, NYSESLAT, and State Math exams will inform teachers of the needs of our students. The intention of the study group is for teachers to increase their understanding and use of research based strategies for ELLs and in turn increase the achievement of the participating students in NYSESLAT, and the NYS Mathematics and ELA exams. Three teachers and the principal will meet 3 times to study these strategies and integrate them in the program units they will create. The units will be theme based, integrating Math, Social Studies, History, Geography, Science, Art and Drama. The study group will meet 3 times in the months of January, February and March.

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: The education of an ELL is very important and the involvement of their parents will impact their achievement. Some of our ELL parents are new to the NYC school system and even new to the English language. As a school we feel it is our responsibility to provide the tools to our ELL parents to help their child achieve success in their education.

Part D: Parental Engagement Activities

One day per month an ELL parent workshop will be held to focus on the following as well as topics that are generated from parent surveys:

- Strategies on how to make my child a better reader
- What can I do to help my child improve their writing?
- How can I prepare my child for the NYSESLAT?

The parent coordinator, along with the ESL teacher, will lead these workshops for the parents. Parents will be notified by letters that will be sent home in the language they preferred to be contacted with on the home language form that is in their child's cumulative folder.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>10,496</u>	<u>2 teachers @ 4 1/2 hrs./wk x 22wks = 198 hrs. x 49.98 = \$9,896.04</u> <u>Book Study =</u> <u>4 teachers @ 1hr. x 3 sessions=12 hrs.</u> <u>12 hrs. x 49.98 = \$599.76</u>
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. 	704	Content Area Books for Unit Study Benchmark
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	11,200	

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R039 **School Name:** PS 39 Francis J. Murphy Jr. School

Cluster: _____ **Network:** 533

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.

All newcomers to the NYCDOE are given the HLIS survey and based on the responses are invited to an orientation given by the ESL teacher and Parent Coordinator. At the orientation, parents are given a survey where they choose the language they prefer for school correspondence and the language of instruction. Parents view the orientation video in the language of their choice. In addition the ESL teacher, School Leadership Team and the PTA Executive board are consulted to determine what needs are best suited for our school.

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.

Based on communication with each family, it was determined that most parents preferred English written material. However, based on the fact that Spanish is the predominant language, flyers and notices were also distributed in both English and Spanish. These findings are reported at monthly P.T.A. meetings. Children's report cards are sent home in the language indicated by the parents when possible. In addition, all after school and evening functions (PTA meetings, International Night, Math Fun Night, etc) our bilingual staff is available to translate to our Spanish speaking parents.

Part B: Strategies and Activities

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

Written translations are provided in Spanish by a bilingual para. All flyers related to school and classroom activities, informational meetings, Open School, Parent- Teacher Conferences and extra-curricular events are translated and distributed to our ESL students. The translation unit is also used to translate important materials in various 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.

Our bilingual staff will be in attendance at both fall and spring Parent-Teacher Conferences and assist with interpretation needs as the teacher and parent communicate regarding the child's progress. They will also be present at all evening Parent/Children workshops and work directly with our ESL families in the capacity of oral translator. Bilingual Staff will also be available to translate during the school day if needed. We have two teachers who speak fluent Italian, one teacher who speaks fluent Albanian, one teacher that speaks fluent Russian and Polish, a para that speaks Yugoslavian, a para that speaks Arabic, 2 paras that speak Spanish, a para that speaks Albanian, a Social Worker that speaks Chinese and a Guidance Counselor that speaks Senegalese. The translation and interpretation phone unit is also used when non-English speaking parents come to the school to discuss school related issues.

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>.

Compliance with Section VII of Chancellor's Regulation A-663 is accomplished at Public School 39 in the following manner:

At the September Parent Orientation Meeting, each parent received A Bilingual Education and English As A Second Language Parent Guide in their respective native language. This brochure gave the parents information on the ESL Program, Bilingual Education Program, How Parents Can Participate in the Education of English Language Learners and where parents can obtain additional information.

A. A translated copy of Chancellor's Regulation A-663, Attachment A is posted in the main lobby of the school. Parents are directed to the General Office then proceed to the Parent Coordinator for assistance regarding Language Assistance Services.

B. In the event of an emergency, we have the services of several staff members who speak in different languages. They will contact ESL parents by phone and apprise them of the situation in their home language. They would remain in contact with the parents throughout the necessary timeframe.

D. N/A

E. The DOE's website is accessed and utilized by school personnel to provide parents with the translation and interpretation services that are available. In addition the DOE's telephone translation service is utilized when Non- English speaking parents come to school to speak to the Principal or their child's teacher

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

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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 type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the program is to better prepare our ELLs for the NYSESLAT as well as the NYS standardized tests. Data of our children generated from the NYSESLAT shows that overall, our ELLs need most of their instruction focusing on reading and writing. Students in grades 3-5 will be asked to participate in this program and they range in levels from beginner to advanced. After reviewing assessment data, twelve of our current ELLs in grades 3-5 received an advanced level in the reading and writing portion of the NYSESLAT which resulted in those students in not receiving an overall rating of proficiency. Our 2nd grade ELLs will also be included in the program. Three out of our six 2nd graders received an Advanced level but would have been proficient if they were a level higher on the reading/ writing portion of the NYSESLAT. In the academy, the focus will be on raising each of our ELLs levels up one rating with this supplemental help.

The ELL After School Academy will meet 3 days per week from 2:20-3:50(Mondays) and 3:10-4:40 (Tuesdays & Wednesdays) and will run from January through May for a total of 22 weeks. Instruction for the program will be delivered in English with native language support when necessary. There will be one certified ESL teacher co-teaching with a common branch licensed teacher. Along with the teachers, this program will be supervised by the on-site supervisor. Since there are two other C.B.O. after school programs, each having their own supervisor, (Y After school Program and Latchkey) it is necessary for the Title III program to have a supervisor present who knows the children and the families of participating ELL students and who will be responsible to respond to any and all emergencies and non academic matters. This insures that the teachers maximize instructional time without interruption. Regarding materials, the program participants will be using the Benchmark Readers program wich focuses on the content areas of social studies and science. The children will be using laptops to research and write reports about topics that are generated by class discussion from the Benchmark reading program. The teachers will conference with students on their writing to assist them with their comprehension of research materials as well as working on their writing mechanics. In the program, the ELLs will also be exposed to Reader's Theater which helps with reading fluency by dealing with fictional topics through role play. The ELL After School Program will purchase NYSESLAT test preparation materials, "Getting Ready for the NYSESLAT and Beyond" by Attanasio & Associates, to support the students in preparing for the test in May 2012.

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Part C: Professional Development

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

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Our Title III staff development will continue to focus on strengthening the teaching and learning of ELL's using research based strategies. A study group of teachers and the principal will be formed using the book, THE LANGUAGE-RICH CLASSROOM: A RESEARCH-BASED FRAMEWORK FOR TEACHING ENGLISH LANGUAGE LEARNERS by Perida and William Himmelle. Teachers will study, discuss and implement the following research based techniques in their programs:

- Content reading strategies that help ELLs overcome the challenges of academic reading.
- Ways to develop the higher-order thinking skills of ELLs, so they read for deeper meaning and demonstrate their understandings.
- Tools for informally assessing the progress of ELLs through all five stages of language proficiency.
- Techniques for increasing the active participation of ELLs.
- Scaffolds that help second-language learners take on more challenging and demanding content.

Teachers will also use these instructional tools to write integrated theme based units which will increase students' vocabulary and expand students' language acquisition through content area reading and writing. Some of these lessons will include the use of graphic organizers for writing of narratives, essays, and math stories with the aid of math manipulatives. Student data gathered from DRA, ELA, Acuity, NYSESLAT, and State Math exams will inform teachers of the needs of our students. The intention of the study group is for teachers to increase their understanding and use of research based strategies for ELLs and in turn increase the achievement of the participating students in NYSESLAT, and the NYS Mathematics and ELA exams. Three teachers and the principal will meet 3 times to study these strategies and integrate them in the program units they will create. The units will be theme based, integrating Math, Social Studies, History, Geography, Science, Art and Drama. The study group will meet 3 times in the months of January, February and March.

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: The education of an ELL is very important and the involvement of their parents will impact their achievement. Some of our ELL parents are new to the NYC school system and even new to the English language. As a school we feel it is our responsibility to provide the tools to our ELL parents to help their child achieve success in their education.

Part D: Parental Engagement Activities

One day per month an ELL parent workshop will be held to focus on the following as well as topics that are generated from parent surveys:

- Strategies on how to make my child a better reader
- What can I do to help my child improve their writing?
- How can I prepare my child for the NYSESLAT?

The parent coordinator, along with the ESL teacher, will lead these workshops for the parents. Parents will be notified by letters that will be sent home in the language they preferred to be contacted with on the home language form that is in their child's cumulative folder.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>10,496</u>	<u>2 teachers @ 4 1/2 hrs./wk x 22wks = 198 hrs. x 49.98 = \$9,896.04</u> <u>Book Study =</u> <u>4 teachers @ 1hr. x 3 sessions=12 hrs.</u> <u>12 hrs. x 49.98 = \$599.76</u>
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. 	704	Content Area Books for Unit Study Benchmark
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	11,200	