



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: RONALD MCNAIR SCHOOL

DBN: 29Q147

PRINCIPAL: ANNE COHEN

EMAIL: ACOHEN1@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Anne Cohen	*Principal or Designee	
Kris Sieminski	*UFT Chapter Leader or Designee	
Stacie Elie	*PA/PTA President or Designated Co-President	
Esther Monalall	DC 37 Representative	
Tawana Butler	CBO Representative	
Wanda Simpson	Member/Parent	
Cherise King	Member/Parent	
Latanya Hollis	Member/Parent	
Garth Robb	Member/Parent	
Kimlyn Greig	Member/Administration	
Heather Wagner	Member/Teacher	
Evens Monvil	Member/Teacher	
Renee Gaskins	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, there will be a 5 percent increase in the number of the students from the subgroup, Economically Disadvantaged, in grades 4-8, achieving levels 3 or 4 in ELA and/or Mathematics, as measured by the 2013 Spring NYS ELA and/or Mathematics Assessments.

Comprehensive needs assessment

PS/MS 147 accountability groups and subgroups made adequate yearly progress toward achieving state standards. Analysis of other data sources, 2012 NYS ELA and Math assessment reports, NYSELATE assessment data, periodic assessments, student achievement binders, School Progress Report, Quality Review, School Environment Survey supports the need to accelerate achievement for all students, including ELLS, SwD, as well as general education students.

Instructional strategies/activities

We analyze a variety of assessment results including the following: teacher observations, F&P Benchmark Assessment System, periodic assessments, grade level assessments including performance tasks. Teachers use data to design instruction for all students and to differentiate instruction and to provide multiple entry points for students to access the curriculum. Teachers will continue to receive professional development in the use of data to design instruction that is aligned to the CCLS focus standards.

We use NYC core curriculum instructional materials in all areas except mathematics. We use *Math Connects* as the major instructional resource. We are using structured learning for the gradual release of responsibility as an instructional model. We continue to deepen our work with instructional model.

As per the 2012-2013 CIE, the school will concentrate on the CCLS focus in literacy and mathematics. In doing so, we will use CCLS instructional bundles provided by the DOE, as well as the common core units of study purchased from the Common Core website. In addition professional development in the development of CCLS aligned curriculum maps.

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

We continue to deepen our Collaborative Inquiry Teacher Team work to identify strategies that work to accelerate student achievement. In addition to scheduling common prep periods, teachers have 30-35 minutes every Tuesday to engage in Collaborative Inquiry Teacher Team work. Teachers are provided opportunities to share their thoughts, concerns, and suggestions at any time, especially during faculty conferences, professional development sessions, grade conferences, monthly UFT consultations, informal surveys, and discussions.

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

Timeline for implementation:

June 2012: Share 2012-2013 DOE Citywide Instructional Expectations documents

July-August 2012: PD around DOE CIE

Sept. 2012-June 2013: Professional development will be designed to deepen our work with the CCLS, the Framework for Teaching, and Curriculum mapping

Strategies to increase parental involvement

Parent coordinator will continue to organize workshops and seminars that address the interest and needs of the parents/guardians as well as the CCLS and impact on teacher and learning.

Host grade specific and school-wide events that honor parent and their children for their achievements towards state standards.

Strengthen and increase the CBO partnerships to support parent/guardian needs as they pertain to the support of their children.

Ask for parent involvement for assistance in specific areas through school newsletter and flyers. Request volunteers during the monthly Parents' Association meetings.

Participate in citywide and nation-wide events that encourage parental involvement, e.g. "Dads Take Your Child to School, Parents as Partners Week.

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

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

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

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of Literacy skills and mathematics.**
- Teacher teams looking at student work to improve teaching practices in literacy skills and mathematics**
- Textbook and instructional materials purchased for ELA, Mathematics, Science, Social Studies and Health.**
- After school programs in Math, Literacy, and ESL.**
- Use of Network Instructional support for CCLS-aligned teaching in Literacy and Mathematics**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, our school survey scores for safety and respect metric and the communication metric will increase by 0.1 for each metric as measured by students, teachers, and parents on the 2013 School Survey.

Comprehensive needs assessment

Analysis of Parent, Student, and Teacher responses indicate that the areas of Communications and Safety and Respect are still areas in need of improvement. Informal student surveys taken during the fall indicate that students still feel that safety is still perceived as a concern for several students.

Instructional strategies/activities

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

Implement student led conferences for the 2013 Spring Parent Teacher Conferences.

Teacher implement units of study that include rubrics, rigorous performance tasks aligned with the DOE CCLS focus standards in reading, mathematics, science, and social studies.

Continue the following initiatives: Respect for All assembly presentations, guidance assemblies, College and Career Days, Class Banner Project, NYC DOE discipline Code Lessons, PBNIS Cool Tool Lessons; celebrations of student achievements, Middle School Town Hall Meetings, Certificates of Character Initiative, MS Attitude/Altitude program.

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

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

Timeline for Implementation: September 2012-June 2013

Strategies to increase parental involvement

Parent coordinator will continue to organize workshops and seminars that address the interest and needs of the parents/guardians as well as the CCLS and impact on teacher and learning.

Host grade specific and school-wide events that honor parent and their children for their achievements towards state standards.

Strengthen and increase the CBO partnerships to support parent/guardian needs as they pertain to the support of their children.

Ask for parent involvement for assistance in specific areas through school newsletter and flyers. Request volunteers during the monthly Parents' Association meetings.

Participate in citywide and nation-wide events that encourage parental involvement, e.g. "Dads Take Your Child to School, Parents as Partners Week.

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

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

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

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

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Tax Levy Title I Title IIA Title III Grants Other

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Service and program coordination

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Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

• Professional development conducted by instructional lead teachers in the areas of Literacy skills and mathematics.

- **Teacher teams looking at student work to improve teaching practices in literacy skills and mathematics**
- **Textbook and instructional materials purchased for ELA, Mathematics, Science, Social Studies and Health.**
- **After school programs in Math, Literacy, and ESL.**
- **Use of Network Instructional support for CCLS-aligned teaching in Literacy and Mathematics**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, the student attendance rate will increase from 93.9 percent to 95 percent.

Comprehensive needs assessment

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

Instructional strategies/activities

**School-wide, students receive character education skills lessons that support student education. Discuss attendance data with students and parents
Guidance counselor morning outreach to all late students.**

Automated notification of absence calls to homes of absent students.

Attendance celebrations and incentives, (awards, certificates, pencils) both in class and school-wide. Staff used to implement strategies and activities: administrators, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, school aides, and Network staff.

Strategies to increase parental involvement

Parent coordinator will continue to organize workshops and seminars that address the interest and needs of the parents/guardians as well as the CCLS and impact on teacher and learning.

Host grade specific and school-wide events that honor parent and their children for their achievements towards state standards.

Strengthen and increase the CBO partnerships to support parent/guardian needs as they pertain to the support of their children.

Ask for parent involvement for assistance in specific areas through school newsletter and flyers. Request volunteers during the monthly Parents' Association meetings.

Participate in citywide and nation-wide events that encourage parental involvement, e.g. "Dads Take Your Child to School, Parents as Partners Week.

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

Increase the number of communications to parents through quarterly school-wide newsletter, school messenger calls, increase the number of

achievement celebrations.

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

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

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Service and program coordination

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- **After school programs in Math, Literacy, and ESL.**
- **Use of Network Instructional support for CCLS-aligned teaching in Literacy and Mathematics**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Modeled reading with a focus on print concepts; shared reading with a focus on print concepts; modeled writing with an emphasis on letters; interactive writing; word; alphabet strips; oral language study; modeled writing with an emphasis on listening for sounds; scaffolded spelling; sound boxes; rhyme lessons; guided reading' miscue investigation; independent reading; echo reading; paired reading; story maps; mindful inferring; retelling centers; collaborative reasoning; fluency development lesson; informational text maps; thematic read alouds; vocabulary studies; gathering information	Small group; one-to-one	During the school day and after school

Mathematics	Increased drill and practice; manipulatives; mental math; number talks; number sense routines; computation strategies; math journals; think aloud strategies; ARIS instructional resources	Small group; one-to-one	During the school day and after school
Science	Direct instruction in content vocabulary instruction; scaffolded writing; activating prior knowledge; making word hypothesis; informational text maps; question solving; gathering information; questions, answers, and references	Small group; one-to-one	During the school day
Social Studies	Direct instruction in content vocabulary instruction; scaffolded writing; activating prior knowledge; making word hypothesis; informational text maps; question solving; gathering information; questions, answers, and references	Small group; one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict resolution; peer mediation; direct teaching of social skills; role play puppet play ; games; hands-on activities; games;	Small group; one-to-one	During the school day

	discussion		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB.

In order to ensure that PS/MS 147 has highly qualified teachers, (HQT), we will utilize the following strategies and activities:

- **Formation of a hiring committee composed of administrators, teachers, and parents to interview potential candidates.**
- **Use of DOE teacher recruitment fairs; OMT system; New Teacher Finder, and the Excessed Staff Selection System, and unsolicited resumes from state certified teachers to recruit teachers**
- **Mentoring for 1st year teachers; mentoring for other teachers as indicated by teacher performance**
- **Use of Talent Profile**
- **Professional development to support CIE and individual teacher development**
- **Teacher selected PD to support teacher PD goals**
- **Use of Title 1 funds to purchase teacher resources to support current PD topics**
- **Use of Network Instructional support staff to support PD topics**
- **Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area and that all teachers are reported as Highly Qualified on the BEDS Survey.**
- **Strategies and activities used to attract highly qualified teachers to our school include:**
 - **Frequent communication with our Network Human Resources Director when vacancies occur.**
 - **The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.**
 - **The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.**
 - **The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.**

RONALD MCNAIR SCHOOL-PS/MS 147 QUEENS
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 to 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 well as all school-wide events. We work with the Learning Leaders to train parent volunteers. We also have members of local community based organizations that support for 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 during Parent workshop series and our annual Parent Institute;
- 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 through our calendars, newsletters, handouts, parent workshops, and our annual Parent Institute
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; by increasing the frequency of progress reports for all students in grades PK-8;
- providing assistance to parents in understanding City, State and Federal standards and assessments; through our calendars, newsletters, handouts, parent workshops, and our annual Parent Institute;
- 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 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;

RONALD McNAIR SCHOOL-PS/MS 147 QUEENS PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Dr. Joanne Joyner-Wells	District 29	Borough Queens	School Number 147
School Name Ronald McNair			

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

Principal Anne Cohen	Assistant Principal Marie-Alix Emmanuel
Coach none	Coach none
ESL Teacher Atara Boker/ESL	Guidance Counselor Julie Mullen
Teacher/Subject Area Marisena Anderson/2nd Grade	Parent Jennifer Gumbs
Teacher/Subject Area Renee Gaskins	Parent Coordinator Claudine Cox
Related Service Provider LaShaun Smith	Other type here
Network Leader Dr. Joanne Joyner-Wells	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	765	Total Number of ELLs	35	ELLs as share of total student population (%)	4.58%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [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	29	2	1	5	0	0	3	0	0	37
Total	29	2	1	5	0	0	3	0	0	37

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

Spanish is offered to students including ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

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

We use Fountas & Pinnell to assess literacy skills, pre-test and post unit tests. Data gathered from these assessments allows us to assign students to the reading level of their abilities. The assessments also allows us to evaluate the strength and weaknesses students have in a specific skill and then design our instruction to their needs. We will also use the Early Childhood Assessment in Mathematics (ECAM) to assess math skills of all students in grades K-2

Data gathered from the LAB-R and NYSESLAT reveals that students, who come in at the Beginners level, rapidly advance into the Intermediate and then Advanced level. However, it takes students longer to acquire the level of proficiency needed to be considered Proficient. That correlates with research finding that the basic interpersonal communicative skill (BICS) is first developed followed by cognitive academic language proficiency (CALP). When looking at the patterns across the NYSESLAT we find that writing is the last modality in which our students become proficient in. As a result, while we work on all four modalities, we put an emphasis on writing. ELLs produce a writing piece at the end of each unit of study.

In the Periodic Assessments our students perform on a much higher level than on the State Test. Our students do not take the Native Language Tests. Our students are given a translated version of any state test if one exists in their language. Students use both the English and translated version of the test.

The success of the ELL program is measured by the progress students make on the NYSESLAT and state tests. At times, this can present a challenge due to the high mobility of the ELL student body. Our ELLs frequently move between different schools, boroughs, and states during the school year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Ronald McNair School	DBN: 29Q147
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental ESL program will be designed to support student mastery of CCLS literacy focus: Reading Informational Text Standards 1 & 10; Writing Standard 2; language Standard 6 for ELLs in PK-8. In Math, the supplemental ESL program will be designed to support student master of the CCLS math domain of focus for the grade band 3, Operations and Algebraic Thinking; Grades 4-5, Number and Operations-Fractions; Grades 6-7, Ratios and Proportional Relationships; and Grade 8, Expressions and Equations. Students will also receive supplemental support in mastering the mathematical practices, i.e., Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others. The program will use common core-aligned units of study along with ESL methodologies. The group will be co-taught.

The program will server the following sub-groups: ELLs (0-3 years), ELLs (4-6 years) and long term ELLs(completed 6 years) in grades 3-8. There are 25 ELL students. The program is scheduled to begin Thursday, January 10, 2013 and will be held on Wednesdays and Thursdays and will end Thursday, May 16, 2013; a total of 36 sessions. The program will run from 2:20 until 3:50PM. English will be the language of instruction. An ESL certified teacher will provide instruction. A state certified math teacher will provide content area instruction in mathematics using ESL strategies provided by the state certified ESL teacher. The program will purchase reseach based common core-aligned instructional materials. We will also use the instructional resources in ARIS. There will be ongoing professional development sessions for teachers.

We will use Acuity assessment data along with F&P and data from ESL testing to design data driven instruction for the participating ELLs.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To ensure high quality effective instruction teachers and the supervisor will receive professional development in the use of ESL methodologies as well as professional development in adapting/developing CCLS aligned units of study. Teachers will be sent to PD offered by OELL as they become available. Teachers with ELLs in their classroom will receive a monthly, 45 minute PD from the certified ELL teacher and or the ELL certified Assistant Principal. This ELL PD series will be offered once a month, on the first Wednesday of the month. Topics: Making our ELLs Feel Safe in Their New Learning Environment; Using ESL Strategies in the Content Areas; Cultural Differences and How It Effects

Part C: Professional Development

Our Learning; Importance of Maintaining and Supporting the Native Language.

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: Parent engagement activities will center around helping parent understand the 2012-2013 citywide instructional expectations. We will continue to provide a series of workshops as well as open informational sessions. We will use the CFN and DOE resources to provide/advise parent engagement activities. Topics for Parental Engagement: Importance of Maintaining Native Language (1 session - 60 minute); How to Help Our Children in School (2 sessions - 60 minutes each); Using ARIS and Acuity to Monitor Your Child's Progress (2-3 sessions - 60 minutes each). Notices informing parents of these activities will be sent home in English as well as their preferred language. It will also be marked on the monthly school calendar. During parent activities, when possible, other parent volunteers and school personal will assist in translation. When needed, a translator will be hired from an approved DOE agency.

Part E: Budget

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

Allocation Amount: \$

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

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	?????	
Other		
TOTAL		