



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL

DBN: 25Q670

PRINCIPAL: BESHIR ABDELLATIF

EMAIL: BABDELL@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

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
Beshir Abdellatif	*Principal or Designee	
Lisa Byheny	*UFT Chapter Leader or Designee	
Joanne Liotta	*PA/PTA President or Designated Co-President	
Josh Cohen	Elected UFT Representative	
Jason Grossman	Elected UFT Representative	
Sahara Tokhi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Adams	Member/Assistant Principal	
Frank McQuail	Member/Assistant Principal	
Angela Miraglia	Member/Parent Coordinator	
Lisa Aracena	Member/Parent	
Evelyn Reid	Member/Parent	
Joanne Sandow	Member/Parent	

** 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.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- To improve teacher effectiveness, in the area of questioning and discussion techniques, student engagement, and assessment of learning with formative support and feedback through formal and informal observations using the Danielson model.

Comprehensive needs assessment

- Based on student performance on state and local assessment in reading and writing, we realized that there is a lack of students critical thinking and writing skills across all subject area; especially in writing.

Instructional strategies/activities

- Principal and Assistant Principals will conduct a minimum of 6 informal and 2 formal observations for all teachers targeted towards improvement in the above areas.
- Principal and Assistant Principals will provide timely oral and written feedback to teachers with specific improvement strategies.
- Monitor implementation of suggested improvement strategies.
- Arrange inter-visitation among teachers to exchange effective practices.
- Arrange inter school visit for teachers to exchange exemplary practices.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Prep Period Coverages required to cover the programs of teachers visiting other schools.

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

To continue to develop a coherent curriculum across the content areas to meet the citywide expectations around engaging all students in tasks aligned to the Common Core Standards.

Comprehensive needs assessment

- Even though the common core standards initiative has been introduced to the faculty in the last two years, we believe that teachers need further professional development and support to implement the common core standards and to plan and infuse it in every unit of study and for it to become an everyday practice in all subject areas.

Instructional strategies/activities

- Provide all teachers with at least two professional learning experiences to deepen their understanding of the C.C.S.S.
- Devote the Monday Teacher Time meetings for teacher teams to work together on planning unit of studies and prepare assessment that align with the Common Core Standards.
- Identify lead content area teachers who will facilitate the infusion of expectations of the C.C.S.S. into current area curriculum maps.
- Seek the support of the Network instruction specialist to provide on-site professional development and frequent visits to the schools to support the work of the teachers.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

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

Prep Period Coverages/Teacher Per Diem: required to cover the programs of teachers attending professional development sessions, workshops, and conferences.

OTPS required for registration at conferences (budget permitting)

OTPS required topurchase teacher resources, books, materials related to the CCLS.

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

- To increase the graduation rate by 3.6%.

Comprehensive needs assessment

- The school needs to meet the state threshold of an 80% graduation rate for all subgroups. The school's graduation rate has moved from 63% to 73% to 74.6% (currently) we believe we will be able to reach the minimum 80%+.

Instructional strategies/activities

- Monitor the progress of every senior student in the cohort towards graduation
- Provide rigorous credit recovery/on-line course programs for all seniors who are under credited.
- Ensure that all seniors meet the Regents examination requirements before June 2013.
- Review and monitor all senior transcripts to make certain that they are programmed correctly.
- Provide instant intervention for students at risk of not graduating as scheduled.
- Schedule guidance conferences for students at risk and their parents.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RfKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants C4E Other

If other is selected describe here:

Service and program coordination

- Teacher Per Session for Online Learning Program and Regents Preparation after school and on Saturdays
- Guidance Counselor Per Session for parent conferences taking place after the school day and on Saturdays
- OTPS to purchase Edmentum (formerly Plato) software licenses for Online Learning Program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- To increase the percent of students in the school's lowest third earning 10+ credits in the third year.

Comprehensive needs assessment

- A review of student's cumulative records and progress reports show that many students in the lowest third are not progressing from one grade to another and towards graduation due to lack of credit accumulation in all subject areas and especially in math and social studies. While the students are meeting the required passing score on state Regents exams.

Instructional strategies/activities

- Identify the student of the target population.
- Identify the academic areas where students are under accumulating credits.
- Create an interdisciplinary teacher team to investigate areas of deficiency in student performance/subject
- Use push in and pull out model to support students
- Ensure that targeted students attend after school and Saturday Enrichment Programs.
- Provide differentiated instruction and differentiated assessment for targeted students

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Teacher Per Session for Saturday Enrichment Program

Supervisor Per Session for Saturday Enrichment Program

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- To increase the level of student performance in advanced placement courses.

Comprehensive needs assessment

- A review of the scholarship report of the advanced placement shows that very few students earned 3+ on the College Board exam. As a result, the students cannot be considered college ready.

Instructional strategies/activities

- Provide structured professional development opportunities for Advanced Placement teachers.
- Arrange inter-school visitation for advanced placement teachers to investigate and adopt effective practices.
- Provide feedback through the observation process to improve instructional strategies and students performance.
- Ensure that on-going and interim assessments are aligned with the format and rigor of the advance placement exam.
- Use assessment data to inform instruction.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Prep Period Coverages/Teacher Per Diem: required to cover the programs of teachers attending professional development sessions, workshops, and conferences. OTPS required for registration at conferences (budget permitting)

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	Regents Preparation: After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.	Small group tutoring	After school
	Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets during four, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.	One to one; small group	After school
	Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.	One to one	During the school day
	Saturday Enrichment Program: Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all	Small group	Saturdays

	subject areas.		
	<p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.</p>	Small group	Saturdays
Mathematics	<p>Regents Preparation: After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.</p>	Small group tutoring	After school
	<p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets during four, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p>	One to one; small group	After school
	<p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p>	One to one	During the school day
	<p>Saturday Enrichment Program: Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.</p>	Small group	Saturdays
	<p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May</p>	Small group	Saturdays

	and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.		
Science	Regents Preparation: After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.	Small group tutoring	After school
	Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets during four, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.	One to one; small group	After school
	Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.	One to one	During the school day
	Saturday Enrichment Program: Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.	Small group	Saturdays
	Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.	Small group	Saturdays

	<p>Make-up labs: To assist students in meeting state requirements for completed lab hours, make-up labs are scheduled after-school. Schedules are posted throughout the building and on the internet. Students in need are identified by subject class teachers and encouraged to attend.</p>		
Social Studies	<p>Regents Preparation: After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.</p>	Small group tutoring	After school
	<p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets during four, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p>	One to one; small group	After school
	<p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p>	One to one	During the school day
	<p>Saturday Enrichment Program: Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.</p>	Small group	Saturdays

	Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.	Small group	Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	9th Grade Counseling Group: Guidance counselor meets with 9 th grade students in the lowest third to discuss academic progress, social issues, study skills, etc	Small group	During the school day

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

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Provide the opportunity to receive intense, sustained, and research-based professional development both in content and pedagogy in all core subject areas for all K-12 teachers
- Provide high quality professional development to full-time mentors in district-wide initiatives and in coaching
- All teachers are highly qualified.
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.
- Provide ongoing feedback on teacher practices.
- Require new teachers to submit a portfolio of their work—including sample lesson plans and student work, videotapes of classroom teaching, and reviews of the teacher from school administrators.
- Demonstrate their content preparation/expertise for each core academic subject they teach through having a graduate degree in the core academic content area(s) they teach
- When hiring special education teachers it is highly advised that the applicant have a dual license in the subject area they want to teach as well as a special education license

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;

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Ira Pernick, Principal
Ipernick@rfkschools.org

School Parent Compact 2012-2013

Robert F. Kennedy Community High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

Required School-Parent Compact Provisions

School Responsibilities

Robert F. Kennedy Community High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Robert F. Kennedy Community High School provides all students with a high quality, comprehensive, and personalized education, by incorporating the use of technology and numerous research-based teaching styles into our academic program. Our community service program involves our students in their communities and encourages them to become civic-minded people who are eager to support their community. As a small learning community, we hope to create a guidance program that fosters open and honest communication between students, their teachers, and their parents. Creating this communication "triad" helps us, as a school community, provide the best possible education for our students.

Students receive individualized attention to their academic pursuits through a strong guidance program, a strong culture of caring for each individual, and a firm commitment to all students regardless of academic ability.

Our classes are heterogeneously grouped, aside from Advanced Placement, and are taught with a focus on cooperative group work and differentiated instruction. Most classes are 60 minutes in length allowing teachers to add much needed depth to

their lessons and more opportunities to vary their instructional techniques. RFK is also a totally inclusive environment with no self-contained classes. This environment creates a culture deep with empathy and committed to equal opportunity for all.

We maintain a commitment to professional learning as well with a focus on instructional skills, data analysis, and professional growth through exposure to current research on a variety of topics affecting public education today.

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Thursday, October 25, 2012 from 6:00 to 8:30 pm
Friday, October 26, 2012 from 12:30 to 2:30 pm
Thursday, March 21, 2013 from 6:00 to 8:30 pm
Friday, March 22, 2013 from 12:30 to 2:30 pm

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed four times per year, according to the following schedule:

Fall Semester	Spring Semester
November 16, 2012	April 16, 2013
January 29, 2013	June 26, 2013

Teacherease.com, an on-line, electronic grade book, provides parents with constantly updated progress reports. We will provide parents with Teacherease accounts when we receive their email addresses.

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff are available for consultation with parents during parent-teacher conferences. Parents may also schedule appointments to meet with staff before, during and/or after the school day by calling the school or emailing. Parents may email staff using Teacherease.com or our school website: rfkschools.org.

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;

- ⇒ promoting positive use of my child’s extracurricular time.
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate and by checking the school website
- ⇒ checking my child’s progress regularly using Teacherease
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ expressing high expectations and offering praise and encouragement for achievement.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to class, on time, every day
- Do all assigned work and make up work when absent
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Check my progress regularly using Teacherease
- Check the school website regularly
- Complete my 200 hour community service requirement

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 Charles Amundson/Jie Zhang	District 25	Borough Queens	School Number 670
School Name Robert F. Kennedy Community High School			

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

Principal Beshir Abdellatif	Assistant Principal Susan Adams
Coach	Coach
ESL Teacher Esther Schachne	Guidance Counselor Eugene Kim
Teacher/Subject Area Jed Herman/Social Studies	Parent Joanne Liotta
Teacher/Subject Area Amaris Brown/Science	Parent Coordinator Angela Miraglia
Related Service Provider	Other
Network Leader Jie Zhang	Other

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	3
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	721	Total Number of ELLs	52	ELLs as share of total student population (%)	7.21%
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Part II: ELL Identification Process

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

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

1. In order to identify English Language Learners among newly enrolled students in the NYC school system, the student and his/her parents are orally interviewed, in English and their native language, by the freshman guidance counselor and/or faculty translator. At this time, the Home Language Identification Survey is also administered by the guidance counselor. The LAB-R is administered to eligible students by the assistant principal in charge of ESL and or the ESL teacher. Using the LAB-R guidelines, the ESL teacher and/or assistant principal determine student eligibility and the student's level of proficiency. This is later confirmed in ATS. Parents are then notified of their child's eligibility via the entitlement or non-entitlement letter. The freshman guidance counselor has also been trained to administer both of these assessments.

Each spring, the licensed ESL teacher and the assistant principal review the RLER to ensure that all eligible students are scheduled to take the NYSESLAT. The exam is administered by the ESL teacher to all eligible students to evaluate their continued ELL eligibility as well as their proficiency levels. The testing is done in a classroom setting, with the exception of the speaking portion which is conducted one-on-one in a separate location. Letters of continuation of service or proficiency are given to students in September in English and the parent's preferred language.

2. Since we have a very small number of newly identified ELLs every year (one or two,) parents of newly identified ELL students are invited to a one-on-one ELL Orientation as soon as they are identified. ELL parents meet with the parent coordinator, assistant principal in charge of ESL, ESL teacher, freshman guidance counselor and translator. The administration reviews the three program options for ELL students and explains the parents' rights and responsibilities. All materials, including the program choice brochure, are provided to parents in English and their preferred language. Parents then view the Orientation Video for Parents of English Language Learners in their preferred language and have the opportunity to ask questions about the program options. At this time, selection forms are distributed in English and the parent's preferred language. Parents are asked to complete the parent survey/selection form either at the orientation or within 3 days and return it to the assistant principal.

If a parent cannot attend the orientation meeting, the parent coordinator and the freshman guidance counselor schedule a make up session.

3. Parents are notified of their child's entitlement and placement in person, whenever possible, and via entitlement and placement letters in English and their preferred languages. Since this is usually one form per year, follow up is a phone call to the parent.

4. Based on the parent's program selection, students are placed in the selected program. If a parent chooses TBE and we do not have 20 students who speak the same language on that grade, the parent will be informed, in their native language, that they have the option of transferring their child to a school that has this program.

5/6. Since we have a rather small ELL population and very infrequently have newly enrolled ELLs, parent program selections will be

entered into a spreadsheet and maintained in the assistant principal's files. In the past three years, parents have chosen the Freestanding ESL program. Because RFK is an application only school, most parents who choose to send their children here are familiar with the programs currently in place, either through our website, high school fairs, word of mouth, or our open house. Parents are therefore knowledgeable of the very small number of ELLs enrolled in our school and our existing program. They place a high priority on our small high school setting and opt for the ESL program currently in place.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										32	14	3	3	52
Push-In														0
Total	0	0	0	0	0	0	0	0	0	32	14	3	3	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	1	14	0	2	5	0	4	52
Total	33	0	1	14	0	2	5	0	4	52

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

This Section for Dual Language Programs Only

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

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										11	2	1		14
Chinese										8	10			18
Russian														0
Bengali										1				1
Urdu										3				3
Arabic										1	1			2
Haitian														0
French												1		1
Korean										1	1			2
Punjabi														0
Polish														0
Albanian														0
Other										7	0	1	3	11
TOTAL	0	32	14	3	3	52								

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?

1. a. Our current organizational model includes departmentalized classes. We have ICT classes in math, English and social studies as well as push in SETSS. Our classes meet 5 days a week and are 47 minutes per period, Tuesday through Friday, 41 minutes per period on Mondays.

1. b. Our classes are heterogeneous, with the exception of Advanced Placement Courses.

2. Currently, we have only a Freestanding ESL program in place with self-contained ESL classes. Two of our ESL classes are beginner/intermediate. A third class is beginner level only and a fourth is advanced only.

Beginner level students receive:

Mondays: three periods of ESL instruction (41 minutes each x 3 = 123 minutes)

Tuesdays through Fridays: 3 periods of ESL instruction (47 minutes each x 3 = 141 minutes)

Total minutes of ESL instruction for the week: 687 minutes

Total minutes of ELA per week: 229 minutes

Intermediate level students receive:

Mondays: two periods of ESL instruction (41 minutes each x 2 = 82 minutes)

Tuesdays through Fridays: two periods of ESL instruction (47 minutes each x 2 = 94)

Total minutes of ESL instruction for the week: 458 minutes

Total minutes of ELA per week: 229 minutes

Advanced level students receive:

Mondays: one period of ESL instruction (41 minutes)

Tuesdays through Fridays: one period of ESL instruction (47 minutes)

Total minutes of ESL instruction for the week: 229 minutes

Total minutes of ELA per week: 229 minutes

3. All ESL instruction is delivered by a licensed English as a Second Language teacher and is aligned with New York State ELA and ESL standards. English Language Arts classes are taught by certified English teachers and are also aligned with state standards.

A. Programming and Scheduling Information

All ELL students are enrolled in heterogeneous content area classes taught in English by licensed content area teachers. Teachers infuse ESL methodologies into their lessons and accommodate different learning styles and proficiency levels using the Essential Elements of Instruction as well as Smartboard computer technology and mobile laptop carts. Our program emphasizes academic rigor, language development, implementation of the Common Core Standards and literacy. A variety of strategies, activities and materials are used in the classroom, including:

- laptops with text to speech software
- smartboard interactive lessons
- electronic translators and paper glossaries
- visual aides
- music
- audio and video clips
- heterogeneous grouping and specific group roles
- tiered or leveled reading materials and handouts
- project choice and alternate assessment rubrics
- opportunities for student to student talk as well as student to teacher talk

4. All ELLs are appropriately evaluated in their native languages using translations of Regents exams, print and electronic glossaries.

Spanish is the only language elective offered at RFK. All students are encouraged to continue their studies and take the LOTE exam in Spanish. We also offer an advanced placement Spanish language class. Currently we offer native language instruction only in Spanish due to our small number of ELL students and a variety of native languages spoken. ELL students are, however, provided with classroom and library resources in their native languages for the content areas. Additionally, since all ELL students are in the same ESL classes, they work closely with classmates who speak their languages.

5. a. At this time, we do not have any SIFE students. Were we to receive a SIFE student, we would provide that student with additional instructional time after school in order to improve academic achievement and language development.

5. b. For our ELLs in US schools less than 3 years, (newcomers) we will make every effort to ensure that students attend Title III after-school and Saturday instruction which will enhance ESL instruction and language acquisition. We will use ARIS to determine in which areas individual students' needs are greatest. We will provide translations and glossaries for assessments and ensure that newcomers receive extra time accommodations. These students will also receive intensive preparation for the Regents in Comprehensive English Language Arts.

5. c. Our plan for ELLs receiving service for 4 to 6 years includes all of the above and will focus on preparing students for the NYSESLAT and helping them to achieve proficiency. These students will also be included in the Title III after-school and Saturday program.

5. d. Currently we have 6 long term ELL students, 5 of whom are advanced and one who is intermediate. Four of the advanced students were absent from the Spring 2010 NYSESLAT, therefore we do not have the most current measure of their proficiency. Additionally, excessive absences throughout last school year were an issue for these students. Our plan will be to ensure that these students attend ESL classes regularly and take the NYSESLAT in the spring of 2012. Our attendance teacher will contact these students' homes during the first weeks of school with the assistance of our faculty translators. We will also send letters home stressing the importance of attendance in attaining English language proficiency and ultimately, a high school diploma.

6. Our ELL SWDs will continue to receive ESL services as well as their IEP accommodations. We will ensure that these students receive resource room, counseling and speech, as indicated on their IEPs. These students will also be encouraged to participate in the Title III after-school and Saturday programs. RFK has nearly an 18% special needs population; our teachers differentiate instruction in every class to meet the needs of their students. They are aware of which students in their classes are ESL SWDs and include them in their differentiation plans.

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	none		
Social Studies:	none		
Math:	none		
Science:	none		

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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?

8. For all ELL and former ELL students, we offer Title III after-school and Saturday tutoring in ELA, math, science and social studies. This tutoring is for ELL students only and focuses on language acquisition in the content areas and is conducted in English. ELL students also attend after school tutoring in all subjects. ELLs and transitional ELLs attend intensive Regents Preparation courses in Algebra, Geometry, Algebra & Trigonometry, Global History, US History, Living Environment and Earth Science on Saturdays during the fall and spring in order to prepare them for all Regents exams.

9. Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations. Teachers are notified of these students' transitional status in order to ensure that they receive these accommodations. Transitional students are also invited to participate in all ELL interventions.

10./11. For the upcoming school year, we will include Title III tutoring on students' programs in an effort to increase student attendance. We do not plan to discontinue any programs.

12. ELL students are afforded equal access to all school programs, including academic and extracurricular. ELL students participate in our community service program, after-school clubs, trips, dances, talent show, fashion show and PSAL athletics.

13. Our ELL students benefit from a wealth of technology. Every classroom is equipped with a Smartboard and projector, which allows student interaction in the lesson, use of the internet, and the ability to save and copy lesson notes and then post them to the school website. The Smartboard also allows teachers to include audio and visual elements. Several of our teachers use text-to-speech software to accompany written materials. Teachers are encouraged to incorporate technology into every lesson, including power point presentations, slideshows and internet sources, which further differentiate instruction for our ELL students. Lessons, homework assignments and additional resources are posted on individual class pages on our school website. Assignments and grades are posted on our on-line gradebook, Teacherease, which parents may also access in another language. Additionally, we have one computer classroom, six mobile laptop labs and a 20 laptop media room for student use.

In the ESL classroom, our teacher uses Milestones textbooks and workbooks, Scholastic Scope for English Language Learners, newspapers and a variety of high interest, age appropriate materials and literature. Our teacher is currently working with the Network Instructional Specialist to update curriculum.

14. Students are supported in their native language through the use of translated exams and glossaries. The library also provides ELLs with materials in their native languages. Additionally, our lab technician assists with science tutoring as a Chinese translator.

15. All ELL services support ELLs at their age and grade levels.

16. Newly enrolled ELLs are invited to a Freshman Orientation for students and parents in September. During this orientation, ELLs learn about clubs and activities, policies and procedures, their academic program and our Community Service Program.

17. We offer Spanish as an elective to ELLs. All students, including ELLs are encouraged to continue their studies and take the LOTE and in some cases Advanced Placement Spanish Language. Students who qualify to take the LOTE in their native language are encouraged to do so in order to earn an Advanced Regents Diploma.

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.

1. RFK's ELL Professional Development focuses on providing teachers with differentiated instruction strategies for teaching English Language Learners and assisting ELLs as they transition from middle school to high school and ultimately, English proficiency. Teachers also receive professional development in preparing students to take and pass NYS assessments and meeting graduation requirements.

2. All staff are notified of who our incoming ELLs are through a shared group in ARIS. During the first PD session in September, we review NYSESLAT results as well as strategies for working with students at different proficiency levels.

3. Professional Development will be facilitated by school administrators, the ESL teacher and the Network Instructional Specialist. The schedule is as follows:

- Assessing the Needs of our ELL Population 1 hr Chancellor's Conf Day September 7, 2011
- Applying the Common Core Standards to ELL students 1 hr Election Day November 8, 2011
- Strategies for Helping ELLs Pass Regents Exams 1 hr Chancellor's Conf Day January 30, 2012
- Implementing CCS in the Content Areas--A Literacy Approach 8/40 minute sessions Nov through April 2012

While all teachers participate in this professional development, we are in the process of reviewing teachers' permanent files to determine which teachers need the proper documentation of completion.

E. Parental Involvement

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

1. As with many high schools, parent involvement is not as good as we would like it to be. We go to great lengths to inform our parents of upcoming PTA meetings. Attendance, overall and among ELL parents, is lower than we would like. We do, however, have very good parent attendance at the following: New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are also well attended, although more so in the fall than in the spring. We currently hire Spanish and Chinese translators for these conferences. We also have staff available to translate for Chinese, Korean, French and Spanish speaking parents at other events.

Every month, our parent coordinator prepares parent mailings that include a calendar listing PA meetings, important school dates and events. It also includes school policies and a monthly letter from the principal.

2. We partner with the CUNY admissions office to provide parents with information regarding applying to college and completing the FAFSA.

3. We evaluate the needs of our parents in several ways. We evaluate the translation and interpretation needs of our parents using the Home Language Aggregate report and Preferred Language indicators and then ensure that we know who on our staff can serve as an interpreter. Our parents are well represented on our School Leadership team and we ask for their concerns and input. We also review our School Environment Survey with our Leadership Team and discuss the parent responses. Our parent coordinator also sends out a yearly parent survey to assess parent needs. In coordination with the PTA, the parent coordinator prepares a parent survey inviting parents to suggest topics for workshops.

4. After reviewing the parent survey results, we develop workshops open to all parents that we feel addresses their needs. The topics included in the past have been: Internet Safety, Substance Use and Abuse, College Preparation, Graduation Requirements, and Effective Communication with Teenagers. The workshops are described in detail in an invitation which is mailed to all parents. The invitation is translated for our ELL parents. We are asking that parents RSVP to these workshops and will then be able to provide translators for those ELL parents who attend. We hope that the content of these workshops will attract a wide audience.

After each workshop we ask parents to complete an evaluation of the content and the presenters. We review all evaluations and make necessary changes to future workshops. We will also be able to set up meetings for those parents who wish to discuss these topics further.

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)										7	1	0	0	8
Intermediate(I)										17	9	0	2	28
Advanced (A)										8	4	3	1	16
Total	0	0	0	0	0	0	0	0	0	32	14	3	3	52

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0									2	1	0	0
	I										6	4	0	0
	A										11	2	0	0
	P										13	7	3	3
READING/ WRITING	B										7	1	0	0
	I										16	9	0	2
	A										8	4	3	1
	P										1	0	0	0

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	
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	4		2	
Integrated Algebra	27		16	
Geometry	4		1	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	6		1	
Living Environment	26		17	
Physics				
Global History and Geography	6		2	
US History and Government	2		1	
Foreign Language	4		3	
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 do not currently use the assessment tools mentioned in question 1.

NYSESLAT data reveals that there is a large gap between Speaking/Listening proficiency levels and Reading/Writing levels. While 24 of our 9th grade students are advanced or proficient in the Speaking/Listening modality, only nine 9th grade students are advanced or proficient in Reading/Writing. Among all grades, 39 of our students are advanced or proficient in Speaking/Listening compared to only 17 in Reading/Writing. These results confirm what we know about language acquisition--that verbal skills precede reading and writing skills. It also emphasizes the need to provide interventions in reading and writing in order to move more of our ELLs to the next level.

The majority of our ELL population is made up of incoming 9th graders; therefore we have no Regents data to review in ARIS for these students. Attendance may be an issue for several of our 9th graders who had a high number of absences last year. We will be making outreach to parents regarding these students to emphasize the need to attend school everyday. In addition, 6 of our 9th graders are repeating the 9th grade this year. Our guidance staff will make outreach to these families to ensure that these students are on track to become 10th graders next year.

A review of ARIS data reveals that most 9th grade ELL students performed at a level 1 or 2 on the 8th grade ELA test, but a large number of 9th graders performed at level 2 and 3 on both Math and Science tests. Social Studies levels were mostly level 1 for 9th graders. By the end of June we will have more data available to us, including Algebra and Living Environment Regents results as well as credit accumulation and absences. As mentioned earlier, professional development will focus on how to best serve our growing ELL population in the content area classes, including an emphasis on reading comprehension and literacy.

A review of Regents exam results for 10th graders indicates that ELLs are achieving moderate success in Math and Science. To address this issue and improve our students' performance on state exams, we will continue to work with content area teachers to develop strategies that will help our English language learners and encourage ELLs to attend Regents preparation classes on Saturdays in the fall and spring.

Our 11th and 12th graders are making excellent progress toward graduation and need only one or two more Regents exams to earn a diploma. We will continue to provide intensive Regents preparation classes to these students as the exams near.

For all ELL and former ELL students, we provide after-school tutoring in ESL, ELA and the content areas. The ESL teacher provides supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy using ESL strategies to help students achieve higher scores on the NYSESLAT and state assessments. One hour tutoring sessions are offered four days a week. Last year, attendance improved for our Title III tutoring program. We are currently meeting with teachers to think of additional ways to encourage ELL student participation. In addition, intensive Regents preparation courses are offered on Saturdays in the fall and spring to prepare ELL students for state exams.

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: Robert F. Kennedy Community HS

School DBN: 25Q670

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beshir Abdellatif	Principal		1/1/01
Susan Adams	Assistant Principal		1/1/01
Angela Miraglia	Parent Coordinator		1/1/01
Esther Schachne	ESL Teacher		1/1/01
Joanne Liotta	Parent		1/1/01
Jed Herman/Social Studies	Teacher/Subject Area		1/1/01
Amaris Brown/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eugene Kim	Guidance Counselor		1/1/01
Jie Zhang	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q670** School Name: **Robert F. Kennedy Community HS**

Cluster: **2** Network: **201**

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.

A review of the Home Language Report and current ELL program enrollment is made to ascertain the needs of our ELL parents. Additionally, the parent coordinator gathers information on home language when she makes phone calls to the home. The guidance staff performs a survey of all juniors which includes the language spoken at home. Teachers and guidance counselors make necessary notations when encountering parents who cannot communicate in English.

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.

Although the majority of our parents speak and write in English, we do have a large number of parents whose home language is other than English. 26% of our parents speak Spanish at home. 14% speak some form of Chinese. Other widely spoken languages are Korean, Pashto and Russian at less than 8% each. This information is shared with the school community at a faculty conference.

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.

Monthly mailings to parents, which include school policies and procedures, calendars, tutoring schedules and PTA information, will include written translations of all information where a preferred language is indicated. Documents issued by the Department of Education will be made available in the translated versions provided by the DOE. All school generated documents will be translated through the Central Translation Unit when 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.

Chinese and Spanish Translators will be available for Parent-Teacher conferences. At orientation sessions and other school events, staff translators will be available. They will also be available at the request of the parent at informal meetings throughout the year.

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

We will provide oral translations at Parent-Teacher Conferences, Freshman Orientation and Open House, as well as select Parent-Teacher Conferences. We will provide written translations of materials sent home to parents in monthly mailings.

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: Robert F. Kennedy Comm HS	DBN: 25Q670
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 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 type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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 Title III program will enhance the current ESL program by providing supplemental instruction targeted specifically at the language acquisition and reading comprehension skills necessary to become proficient in the content areas, and gain English language proficiency. As a result of participating in the program ELL students will become more proficient at using higher thinking skills and other skills needed to be successful in state exams and promote credit accumulation hence improving the graduation rate for all ELLs.

Supplemental instruction sessions in Living Environment, Earth Science and Global Studies (9th and 10th grade) will be held on Saturdays from 9 am to 12 pm. Classes will run for six weekends from November through December and six weekends from April through May . They will be taught by the ESL and content area teachers. The language of instruction will be English.

We will also offer classes in Test Taking Skills and Strategies on 5 Saturdays from January to June. These will also run from 9:00 am to 12:00 pm. They will be taught by content area teachers and the ESL teacher and the language of instruction will be English.

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: Our staff development will focus on assessing the needs of our ELL students and implementing the Common Core Standards in all content areas. We will provide the common planning with the monolingual teachers to address and support the special needs of ELL students in the content area classroom. Monolingual teachers will also receive pd on esl strategies to use in their classroom. We will also utilize the CFN Network Instructional Specialists to provide professional development in the Common Cores Standards and ESL literacy and to assist in curriculum planning in all classrooms.

ELL Literacy Conference

Election Day

Improving Outcomes for Students with Disabilities and English Language Learners (A four part

Part C: Professional Development

workshop)

Workshop 1: Cultural, Linguistic and Academic Needs of ELL/SWDs

Workshop 2: Instructional Strategies for English Learners with Special Needs

Workshop 3: Literacy, Vocabulary and Writing

Workshop 4: Co-Teaching and Collaboration

The mandatory 7.5 (plus) hours of teacher professional development will be facilitated by school administrators, the ESL teachers. The schedule is as follows:

Assessing the needs of our ELL Population

Applying the Common Core Standards to ELL Students

During weekly Departmental Teacher Time (2:00 to 2:37 every Monday), ESL teachers will meet with individual departments throughout the year to assist content area teachers with differentiating instruction for ELLs. The ESL teachers will share strategies learned at their PD sessions and provide subject specific support and resources that meet the needs of each department.

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: ELL Spring Parent Workshop

Parents of current and transitional ELLs will be invited to a Parent Workshop. Topics of discussion to be included are:

Meeting Graduation Requirements and Advanced Regents Diploma Requirements

Helping your Child Attain English Language Proficiency

Using Teacherease to Support your Child Academically

We make an effort to meet the needs of our ELL parents at PTA meetings and events, including New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are well attended, and we will request translators from the Translation Unit both in the fall and spring. We also have staff available to translate for Arabic, Chinese, Korean, French and Spanish speaking parents at other events. All mailings will be sent home with translations.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,200	24 teacher hours per session Fall/Spring Saturday Program: 3.5 hrs x 6 days x 3 tchrs = 63 hours 9 hours prep x 3 tchrs = 27 hours total for fall = 90 hours total for spring = 90 hours Regents Review Saturdays: 3 hrs x 5 days x 3 tchrs = 45 hours
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	none
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	0	none
Educational Software	0	none

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	none
Other	0	none
TOTAL	\$11,200	