



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DR. RONALD E. MCNAIR
DBN (i.e. 01M001): 16K005
Principal: LENA GATES
Principal Email: LGATES@SCHOOLS.NYC.OGV
Superintendent: EVELYN SANTIAGO
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
LENA GATES	*Principal or Designee	
SHAWNDEL STEWART	*UFT Chapter Leader or Designee	
PRINCESS GILLIAM	*PA/PTA President or Designated Co-President	
DARLENE GRAHAM	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
BETTY ARMSTEAD	Member/ STAFF	
ANGULA BUMBURY CAMACHO	Member/ STAFF	
ELLA LONG	Member/ PARENT	
TERRILYN GRAY	Member/ PARENT	
DIANE ANDERSON	Member/ PARENT	
WANDA HUINS	Member/ STAFF	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To increase student reading levels ad evidenced by an increase in student's reading level from September to June.

Comprehensive Needs Assessment

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

Students reading levels declined in grade 4 as evidenced by NYS ELA Assessment data Grades 3-5, School-Wide DRA, Measures of Student Learning Grades 3-5

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Improve teacher pedagogy with the focus on reading strategies, vocabulary development, methods and activities that will elevate reading levels, improve fluency rates, increase comprehension, develop critical thinking skills and increase student reading materials to include more informational and non-fiction texts for students in grades K-5

2. Improve student achievement with the focus on reading strategies, vocabulary development, methods and activities that will elevate reading levels, improve fluency rates, increase comprehension, develop critical thinking skills and increase student reading materials to include more informational and non-fiction texts for students in grades

3. Key personnel and other resources used to implement each strategy/activity

1. All teachers, administrators
2. All teachers, administrators.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly
2. Weekly

5. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programs for students will be implemented with Title I funds to include all students. Title I set aside funds assist us in acquiring the tools and resources needed to make their transition from temporary housing smoother by providing families with supplies and resources. Most educational consultant such as Learning Gardens, NUA, Leader In Me. Provide training and professional development to the teachers as well as direct instruction to the students. It aides in providing multi-strategic process to aide all students in their various modalities of learning.

2. Evidence of such programs will include but not be limited to:

- Student Monthly Assessments, Student Weekly Assessments, Benchmarks
- Monthly Collection of Exemplars
- Student Reading Logs
- Library Circulation
- Field Trips
- Teacher Leadership Binders
- Student Leadership Binders
- Measures of Student Learning
- Formal and Informal Observations- Danielson Framework
- Agendas/Minutes/Observations of Inquiry Team Meetings
- Attendance Sheets from Saturday Academy and After-school Program

- Weekly Progress Reports
- Classroom library inventory lists

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution. Parents attend student Led Conferences. Parents attend monthly school demo-lessons.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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

Annual Goal #2

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

Student levels on school-wide monthly assessments will increase based on the number of teachers receiving consistent observations linked with immediate teacher feedback that will focus on instruction, inquiry and data analysis to improve instruction.

Comprehensive Needs Assessment

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

- Feedback from observations from administrators was not fully developed. Danielson teacher observation method has been set-up to provide teacher with feedback to drive instruction. Grade Meetings, Teacher Team and peer observations will be scheduled and implemented to provide feedback and monitoring of teacher progress. Teacher Leadership binders will demonstrate evidence of improvement based on Teacher Evaluations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Student levels on school-wide monthly assessments will increase based on the number of teachers receiving consistent observations linked with immediate teacher feedback that will focus on instruction, inquiry and data analysis to improve instruction

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, Administrators.

2. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Monthly, through Staff conferences and grade meetings to introduce the new system of evaluation and rubrics. Teachers will create critical attributes aligned to the rubrics associated with the Danielson Framework. Meetings with teachers to discuss growth and next steps. Consistent weekly grade meetings to unpack the common core learning standards and New ELA and Math Curriculum. Weekly inter-class visitations. Monthly Inter-school inter-visitations. Peer weekly meetings. Monthly PD articles to assist with implementation of CCLS. Monitor Teachers to assist new inexperienced teachers. Creation of Curriculum Specialist to assist with training of new WLA and Math Program. Distributing Leadership to work with small groups of teachers.*

3. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

4. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Programs for students will be implemented with Title I funds to include all students. Title I set aside funds assist us in acquiring the tools and resources needed to make their transition from temporary housing smoother by providing families with supplies and resources. Most educational consultant such as Learning Gardens, NUA, Leader In Me and Cookshop Program. Provide training and professional development to the teachers as well as direct instruction to the students. It aides in providing multi-strategic process to aide all students in their various modalities of learning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- School Leadership team activities to incorporate more student centered activities that will include parents in all phases; planning, organization and execution.
- Saturday Parent Workshops on the common core
- Adelaide Sandford information sessions on the common core. (Outside parent meetings)
- Parent Teas, Workshops, Classroom Collaborations Monthly classroom demo lessons, Common Core Lessons

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Student levels on the state math assessment will increase based on the increase of academic intervention strategies and instruction based on the common core standards for students in grades K-5 as evidenced by improvement on end of unit assessments from September 2013 – June 2014.

Comprehensive Needs Assessment

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

- Students math scores in grade 4 was significantly lower than those of students in grades 3 and 5

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will attend training to instruct children to use mathematic exemplars
2. New math program. Go Math- Supplemented by State Math program
3. Saturday Academy to assist with identified challenges so that all students needing additional support receive it.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, K -5
2. All teachers K – 5
3. Selected teachers, grades 3 - 5

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assessments of exemplars will be collected and monitored monthly
2. Common Core Standards will be addressed in staff conferences and Grade meetings will assist teachers in planning for student activity so that Go Math is

implemented appropriately
3. Student work will be analyzed monthly
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Attendance Sheet from Grade Meetings
2. Monthly Exemplars
3. End of the Year Progress Reports

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution. • Saturday Parent Workshops on the common core • Adelaide Sanford information sessions on the common core. • Parent Teas, Workshops, Classroom Collaborations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution. • Saturday Parent Workshops on the Common Core Learning Standards • Adelaide Sanford information sessions on the common core. Parent Teas, Workshops, Classroom Collaborations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Parent involvement will increase based on the increase of parent activities and structured programs geared toward student achievement as evidenced by attendance taken at parent activities.

Comprehensive Needs Assessment

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

- Learning Environment Survey indicated that communication from school to home needed improvement.
- Low turnout in Parent Teacher Conferences

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Parent Suggestion Box/surveys will be placed in the lobby
2. Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.
3. Saturday Parent Workshops on the Common Core Learning Standards
4. Parent Newsletter and Parent Calendars will be given monthly
5. Teacher leaders will hold workshops once a month
6. Parent awards given at monthly meetings
7. Hold monthly conferences with Learning Leaders
8. Teacher/Staff participation in PTA program
9. Tri-Annual Student Led Conferences and Parent Teas
10. Parents invited to monthly class demonstrations

11. Key personnel and other resources used to implement each strategy/activity

1. Administrators
2. Administrators, selected teachers
3. Administrators, selected teachers
4. All teachers
5. All teachers
6. Administrators, selected teachers
7. Administrators, selected teachers
8. Administrators, selected teachers
9. Administrators, selected teachers
10. All teachers

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Surveys, suggestions monitored weekly
2. Monthly
3. Three times/year
4. Monthly
5. Monthly
6. Monthly
7. Monthly
8. Three times/year
9. Three times/year
10. Monthly

12. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

7. September 2013 – June 2014
8. September 2013 – June 2014
9. September 2013 – June 2014
10. September 2013 – June 2014

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

School-based surveys

N.Y.C. School survey

Attendance sheets from meetings and activities

Increase in school/parent activities

Increase Learning Leaders participation

Volunteer Program attendance increase

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.
 - Saturday Parent Workshops on the Common Core Learning Standards
 - Adelaide Sandford information sessions on the common core.
- Parent Teas, Workshops, Classroom Collaborations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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

Annual Goal #5

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

- To improve the attendance rate of students in grades Pre-K through 5 with emphasis on students in grades Pre-K, 1 and students in temporary housing resulting in a 2% increase in attendance.

Comprehensive Needs Assessment

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

- The attendance percentage for 2012-2013 was 91%. The attendance percentage for 2013-2014 will increase to 93% based on concentrated efforts to improve the attendance of the early childhood students and temporary housing students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop a new attendance committee.
2. Monitoring of students below 95% daily
3. Letters, phone calls, and post cards sent upon absences
4. Parent workshops to encourage attendance
5. Teacher workshops to discuss importance of student attendance/assist in increasing building capacity
6. Celebrations will be developed for all students that highlight weekly attendance.
7. Hall displays for 100% attendance will be developed.
8. Parent recognitions will take place on the day before school holidays
9. Class recognitions for 100% attendance on school intercom
10. Attendance newsletter

B. Key personnel and other resources used to implement each strategy/activity

1. Selected teachers, Administrators
2. Selected teachers, Administrators
3. Selected teachers, Administrators
4. Selected teachers, Administrators
5. Selected teachers, Administrators
6. Selected teachers, Administrators
7. Selected teachers, Administrators
8. Selected teachers, Administrators
9. Selected teachers, Administrators
10. Selected teachers, Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monitor attendance on a weekly basis.
2. Monitor attendance on a weekly basis.
3. Monthly check-ins.
4. Monthly check-ins.
5. Monthly check-ins.
6. Monthly check-ins.
7. Monthly check-ins.
8. Four times each year.
9. Monthly check-ins.
10. Monthly check-ins.

D. Timeline for implementation and completion including start and end dates

1. September 2013 - June 2014.
2. September 2013 - June 2014.
3. September 2013 - June 2014.
4. September 2013 - June 2014.
5. September 2013 - June 2014.
6. September 2013 - June 2014.
7. September 2013 - June 2014.
8. September 2013 - June 2014.
9. September 2013 - June 2014.
10. September 2013 - June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No programmatic details and resources needed

2. No programmatic details and resources needed
3. Tax levy funds used to purchase note cards and postage.
4. No programmatic details and resources needed
5. No programmatic details and resources needed
6. No programmatic details and resources needed
7. No programmatic details and resources needed
8. No programmatic details and resources needed
9. No programmatic details and resources needed
10. No programmatic details and resources needed

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Attendance Assemblies,
- Parent recognitions will take place on the day before school holidays
- Class recognitions for 100% attendance on school intercom
- Attendance newsletter

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
AIDP funding & Parental & Community Organizations								

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	SETTS, NUA, RTI, Bundles, Expeditionary Learning, Robinhood Library Technology program Innovations (k-2)	1:1, small group, AIS students	During the school day, Saturdays, afterschool
Mathematics	SETSS, Exemplars, Go Math – RTI program Robotics	1:1, small group, whole class	During the school day. afterschool, Saturdays
Science	In class FOSS programming, Robotics	Small group, whole class	During the school day, afterschool, Saturdays
Social Studies	In Class City Wide Trade Book Program	Classroom setting, Field trips, technology sources	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETTS, Counseling, ACS referrals.	1:1, small group, parent sessions	During the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Creating of team/teacher leaders for the various instructional programs for the school.
National Urban Alliance = Teacher Leaders
Leader In Me – Lighthouse Team
Math Network Instructional Focus- Upper Grade & Lower Grade Teacher Leaders
ELA Network Instructional Focus – Lower Grade teacher leads
CITY COLLEGE Engineering Program – Teacher Group

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teaching staff turns-keys information during their grade meetings. Teachers share 5 common preparatory periods each week. Staff is encouraged to attend professional development sessions as well as confer to determine the needs and implementation strategies to utilize with our students.
Library Program- Student Council, After-school
Inter-class, Intra-school interventions
City College Teachers Leaders- Travel throughout the US training teachers
Mentor teachers assigned to untenured teachers
Science & Math ongoing network PD
Grade Leader Weekly Meetings

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
For students in temporary housing (STH), funds are used to purchase supplies, school uniforms and books.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Career and College Readiness begins in Pre-Kindergarten and continues through grade five. The curriculum in the content areas is aligned to the Standards, therefore the transition from Pre-K to Elementary is seamless.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Grade Teams and Grade Leaders meet monthly with Administration. Vertical and horizontal meetings facilitate dialogue and decision making regarding appropriate assessment measures

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 005
School Name Dr. Ronald E. McNair		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lena Gates	Assistant Principal Kesha Townsel
Coach type here	Coach type here
ESL Teacher Wendy Ashton	Guidance Counselor Rene Branch
Teacher/Subject Area Janice Porter/ELA	Parent Ella Long
Teacher/Subject Area Shawndell Stewart/Science	Parent Coordinator Odolph Wright
Related Service Provider Eveline Milford	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	311	Total number of ELLs	29	ELLs as share of total student population (%)	9.32%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	2	2	1	1	1								8
SELECT ONE														0
Total	1	2	2	1	1	1	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20		1	9						29
Total	20	0	1	9	0	0	0	0	0	29

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		3	1	6	1								13
Chinese			2											2
Russian														0
Bengali														0
Urdu														0
Arabic	3	3			2	2								10
Haitian				1										1
French		1	1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	5	5	6	2	8	3	0	0	0	0	0	0	0	29

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	2	2	1	1									10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1		3	1	5	1								11
Advanced (A)		3	1		2	2								8
Total	5	5	6	2	8	3	0	0	0	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8				8
5	3				3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	7		2						9
5	2		1						3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				1				3
8									0
NYSAA Bilingual (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Public School 5 is currently using DRA-2 as an assessment tool to assess the early literacy development of our ELLs. The data gathered from DRA-2 will allow us to determine what skills need to be retaught and differentiated so our ELLs will receive the adequate instruction needed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on the LAB-R and the NYSESLAT reveals that our ELLs are more proficient in listening and speaking as opposed to reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Paste response to questions here:
4. For each program, answer the following:
 - a. 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?ELLs are faring better in proficency on speaking and listening modalities of test given in English across the grades. Teachers and school leaders are using the ELL Periodic Assessments results as a tool to guide instruction for Reading Workshop. The school is learning from the Periodic Assessments that ELLs need vocabulary development in oder to comprehend story based questions. The native language is used to make comparisons as a means to build the vocabulary of our ELLs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our School uses data from universal screeners for baseline assessments, formative assessments and ongoing progress monitoring tools such as DRA, NYSESLAT and running records to guide instruction within the RtI framework for grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
When considering instuctional decisions to ensure a child's second language development vocabulary development is a priority. Also making connections from text to their every day life helps the second language learner in their language development.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Based on the NYSESLAT data we look at our AYP to evalute the success of our programs for ELLs. Our Average Yearly Progress will guide us in determining if our program has been successful in moving our ELLs forward.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration the Home Language Survey given to each parent who informs the pupil personnel secretary that their child's native language is not English. The HLIS is administered informally by the pupil personnel secretary. The next step is the formal assessment which is administered by a certified ESL teacher who is the teacher of the ESL program.
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.
Our parent coordinator plans a parent orientation within the first two months of the school year whereby the parents of ELLs can become informed of the ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Our ESL teacher works collaboratively with our parents of ELLs to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and stored securely by making contact with parents over the phone or in person to ensure the forms are returned in a timely manner.
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.
Parents of ELLs are informed orally during the Parent Orientation that their child is being placed in an ESL instructional Program. An interpreter is used to inform parents of the ESL program in their native language if necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
ELLs are administered the NYSESLAT in four modalities on four different days during a four or five day process. The listening, reading and writing are administered by grade level. The speaking modality is administered to each ELL individually usually prior to the administering of the listening, reading and writing.
6. 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.) 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](#)
After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choice has always been the Free-Standing ESL Program. Five out of every five parents of ELLs have selected the ESL Program as their first choice. The ESL Program at our school has been in alignment with parent request through the past few years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? Instruction is delivered through a pull-out model in various groups depending on their level of proficiency and grade level. Collaboration between the classroom teacher and the ESL teacher is done bi-weekly to foster a more enriched learning environment for ELLs.
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)?

The staff that work with our ELLs ensure that the mandated number of instructional minutes is provided according to proficiency levels in ESL by providing two periods of ELA instruction and at least one period a day of ESL. With a combination of 90 minutes for ELA instruction and at least 45 minutes for ESL instruction a day ELLs are receiving 135 minutes combined for reading and writing daily.
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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered during ESL instruction through content based texts that are vocabulary and print rich to foster language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the ESL Program ELLs can be evaluated in their native languages for the NYS math and NYS ELA through a translator of their native tongue.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through the periodic assessments ELLs receive evaluation in listening, reading and writing. The ESL teacher evaluates the ELLs on a regular basis in the speaking modality during instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Through rigorous academic instruction our ELLs who have been serviced for 4 to 6 years and our long-term ELLs build on their language development. For our newcomers we have small group instruction and pair them with an ELL who have been receiving over a year of service. For ELLs that are SIFE we have extended day instruction to meet their deficiencies. Extended day and our after school programs are open for helping our ELL subgroups to receive differentiated instruction.
7. 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?

We use language leveled readers, digital programs, photo cards and big books for ELL-SWDs as part of our instructional

strategies to provide access to academic content areas and accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment we use interactive worktext that enables scaffolded support that helps address a variety of intervention needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

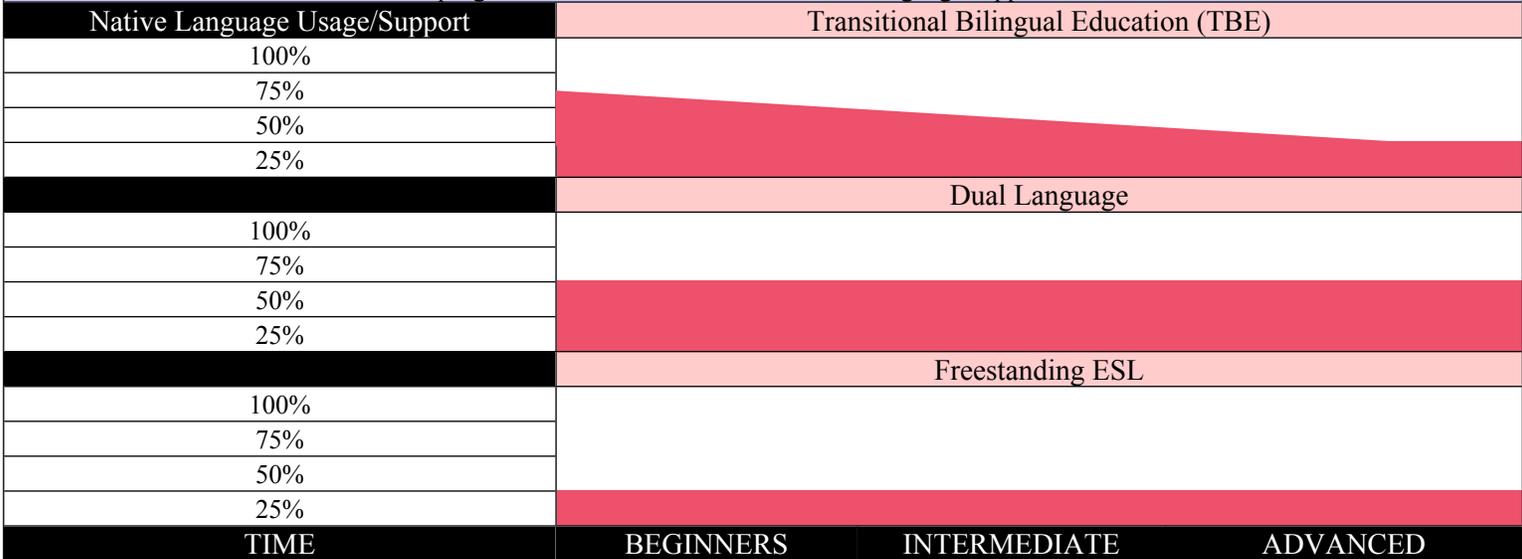
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
Our targeted intervention programs for ELLs in ELA, math and other content areas is the use of our extended day program which enables the ELLs to receive instruction based on where they are in terms of their language proficiency.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program offers our students engaging read aloud text and audio text for our emerging readers to help foster content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
For this school year McGraw-Hill's Wonders program for Reading and Writing Workshop will be considered for implementation for our ELLs for small group instruction.
12. What programs/services for ELLs will be discontinued and why?
No programs or services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are included and afforded equal access to all school programs in our building. The parent has access to enroll their child in the after school Family Dynamics program which is held in our building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Audio materials, use of technology in the computer lab are used to differentiate ELL support for Beginning, Intermediate and Advanced levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered in ESL through rich text that incorporates vocabulary of the native language and diverse cultural content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our Reading and Writing Workshops are incorporated with age appropriate materials such as exciting literature and informational texts. Libraries are filled with grade leveled text to correspond to ELL's grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
At the moment there are no activities that assist newly enrolled ELLs before the beginning of the school year however we will consider implementing such activities. For new ELLs who enroll throughout the school year we have a school band, a chorus and a robotics team.
18. What language electives are offered to ELLs?
Presently there are no language electives offered to our ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Within the school building professional development is offered montly for ELL personnel. Or ELL personnell is also a part of workshops that gear to language development through the Common Core Learning Standards on a monthly basis outside of the building which is at least 7.5 hours. Staff members of ELLs who are transitioning from elementary to middle school are supported by our Guidance Counselor to help assist them with this process and facilitate a smoother transition.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Our parents of ELLs are involved in our annual Multicultural Day and International Food Tasting Day where we celebrate our school's diversity. We evaluate the needs of our parents based on the annual Parent Survey and then assess how we can meet their needs better than we are currently doing. We aslo have bake sales where the parents bake or purchase items on sale so we can build a sense of community among our parents.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Dr. Ronald E. McNair

School DBN: 005

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lena Gates	Principal		1/14/13
Kesha Townsel	Assistant Principal		1/14/13
Odolph Wright	Parent Coordinator		1/14/13
Wendy Ashton	ESL Teacher		1/14/13
Ella Long	Parent		1/14/13
J. Porter/ELA	Teacher/Subject Area		1/13/13
S. Stewart/Science	Teacher/Subject Area		1/13/13
	Coach		1/1/01
	Coach		1/1/01
Renee Branch	Guidance Counselor		1/12/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K005 School Name: Dr. Ronald E. McNair

Cluster: 6 Network: 612

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.

Parents are given Home Language Survey, Program Selection and Parent Survey forms in their native language. On staff there are translators to speak to our non-English speaking parents to ensure they receive poignant information in a timely manner.

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.

The major findings of our school's written translation and oral interpretation needs indicate that our bilingual parents benefit more from oral translation than written translation. These findings were reported to the school community through verbal communication from our administration and staff that communicates directly with our non-English speaking parents.

Part B: Strategies and Activities

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

Written translation services of translated documents are provided by an outside vendor. The procedure for written translation services usually could take up to a week so key documents have to be submitted in a timely fashion to ensure non-English speaking parents receive the information they need.

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

Our school will provide oral interpretation services through in-house school staff or parent volunteers if necessary. If the parent has a volunteer of their choice to provide oral interpretation services we will gladly accept those services.

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>.

The school will provide the parents with translation and interpretation services of any document or information that is student specific. If we are unable to provide translation and interpretation services we will inform the parents of locations where their language services needs can be met.