

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: RONALD MCNAIR-PS/MS 147
DBN (i.e. 01M001): 29Q147
Principal: ANNE COHEN
Principal Email: ACOHEN1@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: DR. JOANNE JOYNER-WELLS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anne Cohen	*Principal or Designee	
Kris Sieminski	*UFT Chapter Leader or Designee	
Pauline Robinson	*PA/PTA President or Designated Co-President	
Tamika Byrd	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	
Barbara Schwartz	Member/ Teacher-SE Elementary	
Lisa Ortiz	Member/ Teacher-Elementary	
Nadlie Scott	Member/ Parent-Middle	
Karine Lawrence	Member/ Parent-Elementary	
Cherise King	Member/ Parent-Elementary	
Latanya Hollis	Member/ Parent-SE Elementary	

**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 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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.

By June 2015, the average percentage of correct answers on the NYC Performance Assessments-ELA will increase from 32% on the 2014 Fall administration to 42%.

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.

Administration and teachers have analyzed the available data in SchoolNet for the Fall 2014 NYC Performance Assessments-ELA Writing for grades K-8. Preliminary analysis indicates that our instructional focus which was generated through the analysis of the NYS Spring ELA assessment remains our school focus. The data shows that our students need more practice in writing to sources, i.e., demonstrating command of evidence from informational/explanatory texts.

The school-wide instructional focus for 2014-2015: "With a continued focus on writing to sources, students will be provided with effective feedback based on the qualities of good writing and the writing process..."

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. Analysis of student performance on Language Arts Writing Standard tasks to identify which traits/skills students misunderstood and hypothesize why; grouping students for instruction impacting the targeted writing trait, include teacher modeling, shared writing, interactive writing as teaching practices as well as scaffolding for students as needed; make adjustments to instructional plans, pacing and delivery based on the baseline data analysis. Through the collaborative analysis of student writing products and the sharing of strategies for improving student writing, teachers will be able to provide constructive feedback students that will improve their writing.

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

1. Administration, teachers

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

1. Review of Fall NYC Performance Assessment data; set goals; provide professional development using assessment data to group students for instruction; use rubric to assess student writing on common grade assessments, analyze data, provide feedback to students, monitor progress of students on targeted traits.

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

1. September 2014-June 2015

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

1. Administer Fall 2014 NYC Performance Assessments, score tests, analyze data, group students for instruction, monitor progress, administer and analyze end of year NYC Performance Assessments-ELA Writing, analyze results.

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).

Provide parent workshops that emphasize the importance of writing and ways that parents can support their child's growth as a writer.

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

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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.

By June 2015, Ronald McNair-PS/MS 147 will implement systems and structures that will increase parent, teacher, student satisfaction on school mini-surveys, and will improve in category Systems for Improvement by 4%.

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 2013-2014 School Survey Report shows that the ratings from parents, teachers, and students in grades 6-8 indicate the school is below the Citywide Satisfaction Average in all categories. All categories need improvement. The Instructional Core will be addressed through monitoring impact of professional development on the instructional core and school culture. Systems for Improvement will be addressed through increased use of tools to monitor progress of groups of students, and school culture will be addressed through structures that increase student voice, and strengthen the home school relationship through effective parent engagement activities.

Category	% Satisfaction
Instructional Core	78%
Systems for Improvement	73%
School Culture	77%

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. Through rigorous instructions we will provide students with literacy experiences grounded in evidence from literary and informational texts and develop student conceptual understanding, procedural fluency, and their ability to apply math skills in context; work collaboratively to create coherent progressions within the standards from grade to grade so student knowledge and skills build on previous learning as foundations for math concepts, (as well as science and social studies), taught in later years. In addition, quality discussion among and between students
2. Work closely with staff, SLT, and parents to communicate a clear vision for PS/MS 147 and high expectations for student achievement in a safe environment; clarify and enhance systems in place to monitor student achievement of the instructional core and improvement of school culture through the dissemination of information using various media; e.g., memos, guidance documents, emails, Morning Notes, school website.

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

1. Administration, teachers, students
2. Administration, teachers, guidance counselor, SLT and parents

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

1. Unit plans and lesson plans are regularly reviewed to ascertain the level of rigor of embedded in the unit/lesson activities on the Depth of Knowledge scale. Informal and formal observations evaluate the implementation of instructional shifts needed to meet the demands of common core learning standards; analysis of checks for understanding within the lessons, common assessments at various times within the unit, and grade-level benchmark assessments, including Fountas and Pinnell instructional and independent reading levels for all students to measure impact of pedagogy. Impact will be measured by ratings on observations; movement of students to higher instructional and independent reading levels.
2. Work collaboratively with staff to establish a schedule for teachers to upload current information to the school's website; review website for new content added each month; including school-wide events that focus on college and career readiness, anti-bullying, and student achievement; and parent workshops that support parents as they support their child. Impact will be measured by number of visits to the school website, and mini-surveys taken online and/or on paper. Maintain binder of paper communication disseminated during the school year. Analyze survey results and use the data to improve established systems. Publish the results of mini-surveys and share the data with the School Leadership Team, (SLT). Implementation of Student Council for students in grades 3-8; implementation of focus groups for students in grades K-2. Impact will be measured by mini surveys.

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

- 1. September 2014-June 2015
- 2. September 2014-June 2015

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

- 1. Provide common preparation period and content area scope and sequences for all curriculum areas. Conduct formal and informal observations to ascertain level implementation of instructional shifts, assess levels of rigor, quality questioning and discussion by teacher and students; clear, well-structured instruction for all students with constructive feedback to students; collaborative analysis of data, collaborative development of unit/lesson plans; and
- 2. Re-establish student council structure and establish meeting dates and work with students to address their agenda; generate content for the school website and maintenance of school communication binder; increase college and career readiness experiences for all students; re-boot Parent Institute; and the continued sharing of data with the SLT and parents.

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).

Share curriculum and scope and sequences; encourage parents to develop a Parent Page on the school website; provide additional opportunities for parents to see student learning; provide timely workshops that will support parent as they support their child's academic and social emotional growth. Use of Parent Engagement Tuesday's to cultivate strong productive home-school relationships

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	x	Title III	Set Aside	Grants
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.

By June 2015, the average school-wide student attendance rate will increase from 93.9% to 95%.

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.

Review of ATS attendance data shows that we have approximately 100 students in grades PK-8 who are flagged for chronic absenteeism. These students will be our target group with our focus centered on reducing school-wide chronic absenteeism, thereby increasing school-wide attendance, and student achievement.

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.

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

- Attendance committee members will analyze ATS attendance data to identify the chronically absent students and formalize an action plan for improving the attendance of the target subgroup.
- Administration will provide professional learning experiences for teachers around the impact of student attendance within the context of teacher evaluation, school quality, and student achievement and will share strategies for teachers that will promote improved attendance throughout the curriculum.
- Engage in parent outreach to ascertain reasons for student absent and specific ways to support improved student attendance, in addition to parent training to emphasize the adverse effects of absenteeism and ways the schools and families can work together to improve student attendance..
- Establish school success mentors for small groups of students to provide support for students' efforts to improve attendance.

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

- Administrators, guidance counselor, parent coordinator
- Administrators, teacher leaders
- Administrators, teachers, guidance counselor, parent coordinator
- Administrators, teachers, guidance counselor, parent coordinator, Learning Leaders volunteers

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

- To focus school-wide attendance improvement efforts, the attendance committee will use 2013-2014 attendance data to establish a baseline; the attendance committee will develop an action plan to address chronic absenteeism of the target group.
- After professional learning experiences and sharing strategies, administrators will use eight components from Danielson's FFT to evaluate how the teacher encourages good attendance, prevents absences, and provides continuity of instruction when students do miss school.
- School staff will communicate with parents of chronically absent students, provide possible support; continued communication with parents to share progress toward student attendance goals and need to change strategies if necessary.
- Organize academic success mentors, match mentors with students, meet with academic success mentors twice a month to share student attendance data, share effective intervention strategies, determine next steps, and reflect upon the mentoring experience thus far.

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

- September 2014-June 2015
- December 2015-June 2015
- September 2014-June 2015
- January 2015-June 2015

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

- Generate ATS reports for the Attendance Committee, schedule Attendance Committee meeting twice a month, develop and implement an attendance improvement plan.
- Share attendance data with teachers; provide whole faculty attendance data and small group professional development for teachers of chronically absent students.
- Meet with students and parents of chronically absent students, share attendance information regarding the importance of attendance, establish attendance goals, monitor progress towards goals, determine next steps, acknowledge parent contributions to child's/student's improvement of attendance goals.]
- Share attendance goals and strategies for students with the academic success mentor; meet with academic success mentor to monitor progress.

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).

The school will provide parent workshops and parent conferences in non-judgmental environments that are intended to provide support as well as strategies for attendance improvement. Parents will be acknowledged and celebrated for their efforts. Parents will also be provided opportunities for training to become a school volunteer and/or a school leader.

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

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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.

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.

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.

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

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

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

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

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

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).

Budget and Resource Alignment

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

	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 #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.

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.

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.

➤ Strategies/activities that encompass the needs of identified subgroups

1.

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

➤

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

➤

➤ Timeline for implementation and completion including start and end dates

➤

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

▪

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).

Budget and Resource Alignment

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

	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.

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	Guided reading, shared writing, direct instruction in literacy skills by the AIS provider and through reading and writing software.	Small group and one-to-one	During the school day and Saturday
Mathematics	Direct instruction in missing or weak skills by the AIS provider and through math software.	Small group and one-to-one	During the school day and Saturdays
Science	Scaffold instruction for current units of study, providing multiple entry points to struggling students to ensure access to science curriculum	Small group and one-to-one	During the school day
Social Studies	Scaffold instruction for current units of study; provide multiple entry points to struggling students to ensure access to Social Studies curriculum.	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group or individual at-risk counseling	Small group or individual	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 *TAS 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.

Before hiring a candidate, the CFN Network HR Director is notified of candidate selection and the HR Director verifies NYS certification, and begins the hiring process. The Principal, informed by data from the BEDS reports, works closely with the HR Director to ensure teacher licenses and teaching assignments are aligned.

The following strategies are used to recruit, retain, and support highly qualified teachers:

- Work closely with CFN HR Director to staff vacancies
- Use Central Office Talent and Recruitment Pre-Screened Candidates Lists
- Participate in Central Office Hiring Fairs to interview and recruit qualified staff
- Interview HQT candidates from the Open Market Transfer System and the Absent Teacher Reserve Pool
- Establish a rigorous interview protocol that includes criteria for the selection of new staff, including a demonstration lesson interviews, and verification of NYS certification/licensing, and feedback from students participating in the demonstration lesson.
- Centralize teacher resources including a professional development library to promote instructional shifts to meet NYS Common Core Learning Standards, (CCLS), deepen our understanding of Danielson's Framework for Teaching, and Advance, the teacher evaluation and development system.
- Provide NYS CCLS-aligned curriculum/scope and sequence for content areas
- Provide professional learning opportunities to support the school's instruction focus and the instructional shifts
- Provides mentors for new teachers
- Differentiate PD based on data from observation cycles and teacher self-selected areas of development around the 8 contractual components from Danielson's Framework for Teaching.
- Support teacher PD self-selection
- Develop teacher leaders/experts to further the pedagogical work needed to improve student achievement\
- Carefully match teacher talents to school needs.
- Develop and continually develop teacher leads in literacy and mathematics.

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).

Our comprehensive professional development program is designed to provide all staff with the training, resources, and support needed to meet 2014-2015 CIE, and the 2014-2015 Ronald McNair-PS/MS 147 school-wide instructional focus.

Professional development will focus on the following areas:

- Danielson's Framework for Teaching Components
 - 1a-Demonstrating Knowledge of Content and Pedagogy
 - 1e-Designing Coherent Instruction
 - 2a-Creating an Environment of Respect and Rapport
 - 2d-Managing Student Behavior
 - 3b-Using Questioning and Discussion Techniques
 - 3c-Engaging Students in Learning
 - 3d-Using Assessment in Instruction
 - 4e-Growing and Developing Professionally
- Understanding and using Measures of Teaching Practice, (MOTP) and Measures of Student Learning, (MOSL) to increase student achievement.
- Designing CCLS-aligned writing tasks across all subject areas using the Six Traits of Writing and the NYC Performance Assessments Rubrics in Grades K-8

- Monthly professional development for SE teachers and related service providers to increase effectiveness in the design of quality IEPs and to insure teachers and related service providers are in compliance with SE mandates
- Training in using data from ARIS, SchoolNet, and student work to inform grouping decisions for instruction.
- Using of the DOE recommended CCLS-aligned instructional resources: Go Math, Ready Gen, Codex, and CMP3 to increase student achievement.
- CFN Monthly professional development for the following staff: Special Education Liaison, Literacy Liaison, Math Liaison, Principals, Assistant Principals, Guidance Counselor, Social Worker, School Psychologist.
- Staff self-selected professional learning opportunities
- Recess Management training provided for school aides
- Training for Paraprofessionals to increase their effectiveness in supporting student achievement
- Monthly training for the Pre-Kindergarten teacher and paraprofessional

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 *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title 1 School-wide Program school, we qualify for Conceptual Consolidation that allows for funding flexibility to integrate services and programs with the intent of supplementing the entire education program to help all students reach proficiency and advanced levels of achievement.

In addition to coordinating services, we maximize fiscal resources by consolidating the following funding allocations: Tax Levy, Title I, Title III, NYSTL, STH, Temporary Shortfalls to implement strategies and activities, that will help us accomplish 2014-2015 Citywide Instructional Expectations and the school-wide instructional focus.

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.).

The Central manages enrollment for Pre-Kindergarten, PK, and Kindergarten. When we receive notification of student seat offers, we begin our information series that includes Open House events to provide information about our Pre-Kindergarten and Kindergarten programs, expectations for student achievement and academic and personal behaviors that will build a foundation to support college and career readiness work.

Local universal Pre-Kindergarten providers work closely with the CFN and school staff to evaluate students who need early intervention for academic or social emotional needs. The Pre-K social worker works closely with school staff and parents to recommend and provide early intervention services.

The teacher of Pre-Kindergarten, (PK), works collaboratively with teachers of Kindergarten to develop PK CCLS aligned units of study. The teacher of PK implements the school wide instruction focus and monitors progress through the Writing Sampling System, (WSS).

PK students and their parents are invited to PK Open House events, PK Orientation, and parent workshops. All parents are invited and encouraged to attend parent involvement workshops. The PK social worker also works with school staff to provide family events and parent workshops during the school year.

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.

Teachers work collaboratively to select or design assessments from Go Math, CMP3, Ready Gen, and Codex, the DOE's recommended CCLS-aligned instructional materials. Go Math, CMP3, Ready Gen, and Codex were selected through teacher discussion and consensus.

The school's Measures of Student Learning, (MOSL), Committee members were provided guiding documents to make their decisions for assessments to be included in local measures category for 2014-2015 teacher MOSL evaluations

Administrators and MOSL committee members attended professional development sessions. The MOSL committee submitted their recommendations to the Principal and shared their work process and decisions with the staff. Staff members are encouraged to access the Advance website for updates.

During professional learning sessions, teachers work collaboratively to analyze NYC Performance assessment results and use the results to purposely plan to improve instruction. Teachers also analyze student work collaboratively to build an understanding of their students and to provide appropriate interventions to close student achievement gaps and provide enrichment.

--

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)**

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.

Ronald McNair-PS/MS 147 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS/MS 147, 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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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., NYS School Report Card student proficiency levels, School Quality Snapshot, School Quality Guide, 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;

Our school, Ronald McNair-PS/MS 147, 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 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.

DBN: 29Q147

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$281,220.39	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$159,685.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,367,737.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Ronald McNair School	DBN: 29Q147
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental ESL program will be designed to support English Language acquisition skills to support student work with the DOE 2014-2015 instructional expectations for CCLS in Mathematics, i.e., model with Mathematics and /or support students to construct viable arguments and critique the reasoning of others. The program is designed to provide ELLs with two levels of access to the task that are required for the 2014-2015 school year: language access and content access. The program will use research based strategies and techniques to provide explicit instruction to introduce essential vocabulary and language functions.

The program will serve the following sub-groups: ELLs (0-3 years), ELLs (4-6 years) and long term ELLS (completed 6 years) in grades K through 8. There will be a total of 30 ELLs in our program. The Saturday ESL program is scheduled to begin January 2014 and will run until April 2015 from 9:00am until 12:00pm. English will be the language of instruction. One ESL certified teacher and two content teachers (ELA and Math) will provide instruction using various teaching techniques. Some of the teaching strategies that the teachers will be using are the following: interactive lessons with hands-on activities and cooperative learning, intergration of language skills, thinking skills, and content knowledge and providing encouragement of creativity and discovery of new things. Teachers will ensure that they are using BICS to carry on basic conversation, understanding speakers. We will use CALP so that the students succeed in their academic classrooms. This includes problem solving, inferring, analyzing, synthesizing, and predicting. The program will use purchased research-based instructional materials that support the common core focus for 2014-2015. Materials that will be use are as follows: National Geographic Reach for Beginners and low-Intermediate ELLs. This program will assist in learning academic vocabulary, focus on reading and writing strategies and help teachers to have a better selection of reading passages. The program English At Your Command will be used for the high-Intermediate/Advanced ELLs. This program will focus on how to use visual tools and graphic organizers, vocabulary guides for choosing the right words and a highly visual guide to grammar usage. Also, Continentals's New York ELLS will be used to help prepare students for the NYSESLAT in K-8. One certified teacher will provide instruction for the Beginner/low-Intermediate group and the other certified teachers will provide instruction for the high-Intermediate/Advanced group in content areas. The ESL teacher will co-teach 90 minutes with the Beginner/low-Intermediate group then co-teach 90 minutes with the high-Intermediate/Advanced group.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: To assist students in developing proficiency in mathematics and literacy, teachers will continue to receive training in the use of CCLS standards during weekly PD sessions, developing and scoring tasks. The ESL teacher along with an administrator will continue to receive Network training on topics such as: using linguistic frames to improve oral language and building academic language through informational texts. The ESL teacher will use the knowledge of the NYSITELL or NYSESLAT to differentiate the instructions as needed according to their scores. The students will be grouped according to the levels in which they were identified by the respective exams. Beginning, Intermediate and Advanced will be grouped for leveled needed instructions. A pre-test will be given at the beginning of the program and a post test will be administered at the end of the program. Each three to four weeks, the students will be assessed to determine possible growth. Professional Development will be provided for teachers by the Assistant Principal and/or ESL teacher. The professional development will occur on Mondays during the time allocated after school and a half an hour on Saturdays after the program ends. The certified ESL teacher who will be conducting the Saturday Academy will be present for the professional development. Some of the topics that will be addressed are as follows:

- Learn specialized strategies to differentiate instruction for English Language Learners at a variety of proficiency levels
- Understand the affective needs of newcomer ELLs and learn strategies to address their needs
- Develop an understanding of the specific language and literacy needs of a newcomer English Language Learner.

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: Parents will be notified in writing about all Saturday Academy events. The Assistant Principal/Supervisor of the Saturday Academy will translate all documents and will be available for translation assistance during all parent activities. Parent orientation for the Saturday ESL program will be held on Monday December 15, 2014. The teachers who will be running the program will be presenting an overview to the parents that will last approximately one hour. The outside organization HAUP (Haitian American United for Progress) will be present to assist parents with support programs within the community that they may utilize. April 18, 2015 will be set aside for a culminating activity which parents will be invited with their children to participate. This will be facilitated by Assistant Principal and/or ESL teacher. All parent engagement activities will center around helping parents understand the 2014-2015 instructional focus in mathematics and literacy. Some of the topics/dates

Part D: Parental Engagement Activities

that will be addressed:

- Family Math Night (January 22, 2015)
- Parent tour of the school given by the Assistant Principal (January 10, 2015)
- How to help your child with homework assistance? (March 24, 2015)
- HAUP will present adult learning opportunities. (February 7, 2015)
- How is my child doing in school? (February 28, 2015)

We will use the CFN and DOE staff to provide/advise parent engagement activities. Notification of these meetings will be translated into the home languages of the families participating. Translation will be available through staff members who speak the languages of our students as well as parent volunteers.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 147
School Name Ronald McNair		

B. Language Allocation Policy Team Composition [i](#) 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 Anne Cohen	Assistant Principal Marie-Alix Emmanuel
Coach	Coach
ESL Teacher Mandy Fink	Guidance Counselor Julie Mullen
Teacher/Subject Area Marisena Anderson/1st Grade	Parent Lindja Eliezer
Teacher/Subject Area Gia Cheeks/Sp. Ed Teacher	Parent Coordinator Claudine Cox
Related Service Provider LaShaun Smith (Therapist)	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	683	Total number of ELLs	25	ELLs as share of total student population (%)	3.66%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in	0	0	0	0	0	0	1	1	1					3
Pull-out	1	1	1	1	1	1	0	0	0					6
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18		1	5	1		2		1	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	0	1	5	1	0	2	0	1	25
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
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														0
Chinese			1			1	1							3
Russian														0
Bengali														0
Urdu														0
Arabic					1			1						2
Haitian	1	2	3	2	3	2	2	2	3					20
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	4	2	4	3	3	3	3	0	0	0	0	25

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)	2	3	3	1	1		1		2					13
Intermediate(I)			2	1		1	2	1	1					8
Advanced (A)			2		4	5	1	2	1					15
Total	2	3	7	2	5	6	4	3	4	0	0	0	0	36

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2		1		3
4	3	1			4
5	6				6
6	4				4
7	3				3
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	1		1		1				3
4	4								4
5	5	1							6
6	4								4
7	4								4
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		2				4
8									0

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

- 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.
We use Fountas and Pinnell to assess literacy skills and pre-test and post unit tests data gathered from these assessments allows us to assign students to the reading level based on their abilities. The assessments also allows us to evaluate the strength and weaknesses students have in a specific skill and then design our instruction to their needs. We will also use the Early Childhood Assessment in

Fountas and Pinnell and in Organic Math to assess math skills of all students in grade k-2.

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

The state did not report the spring 2013 NYSESLAT in combined modalities.

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 not performing well on tests taken in English because they are not speaking English enough within their home environment. Most of our students are speaking their home language and are not receiving enough academic assistance when at home. Native language tests are not given at PS/MS 147 because we do not have a Bilingual program and the students are not proficient enough in their home language to take such exams. School administrators and teachers are using the ELL Periodic Assessments to help drive and differentiate instruction.

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](#).)

The school works with students on RtI by using the data to help differentiate instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The majority of the ELL population speaks Haitian Creole. The ESL teacher has a classroom library with many Haitian Creole books to help drive intrsuction. Students usually use literature in their native languages if they are not speaking English yet to help students understand concepts. The students also use picture dictionaries to help translate words they are unfamiliar with in the English language. Teachers are aware of their ELL student proficiency levels so they are able to differnentiate instruction.
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?

n/a: At this time we do not have a Dual Language Program offered

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ELL program is evaluated according to the success the students demonstrate on the NYSESLAT exam and the progress they are making in their content classes.

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](#).)
When parents come to the school to register their child, they are given a packet. They fill out the questionnaires and forms and then they are seen by a trained administrator (Ms. Emmanuel) and staff member (Mrs. Fink) who proceeds with an interview with the

parent to guarantee forms are completed accurately. Mrs. Fink, our certified ESL teacher is involved in the registration in order to identify ELL students who will need services. If a parent needs translation of documents a staff member or translation services are used. After registration is over, the Home Language Identification Surveys (HLIS) are reviewed by the ESL teacher (Mrs. Fink). If the HLIS form has two areas at the top where the student speaks a language other than English and at least one at the bottom, the ESL teacher (Mrs. Fink) puts it aside for testing. Before ten days pass, Mrs. Fink administers the LAB-R when necessary to identify possible ELL students. The Spanish LAB is administered by a trained teacher who is fluent in Spanish (Ms. Razik). Once the student is classified as being an ELL the student is placed in the appropriate program based upon the parent selection form. We invite the parents for orientation in their native language.

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.
Parents are sent letters for an invitation to an orientation. This occurs within the first 10 days of the students' enrollment. However, orientation is an on going process throughout the year because we may receive additional ELLs. This orientation is planned so that staff who speak the languages of the students are present to facilitate the orientation, whenever possible. During orientation, the programs are explained to the parent in the language that they are fluent in as well as English. We also use translation DVDs that are prepared especially for this purpose. At this point, the choices of programs are explained to the parents. Among those choices are: Transitional Bilingual, Dual Language and Freestanding ESL. For the most part our parents choose to have their children in the Freestanding ESL program because that is the only program offered at our school and the parent does not want to transfer their child. The Transitional Bilingual is a program in which the child receives instruction in their native language and later can transition to a monolingual program in English. The Dual Language program also offers the possibility for students to receive instruction in a language other than English even if the student's language is not primarily the language being taught. This creates a situation that is favorable for students who already speak the language when they don't speak English yet. The Transitional Bilingual and Dual Language programs are not available at PS/MS 147 at this time because we do not have enough students in two consecutive grades who speak the same language. We do re-evaluate this every year. However, we inform the parents about these programs and their locations.
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 [\[see tool kit\]](#).)
After identifying entitled ESL students, the entitlement letter, continued entitlement letter, parent survey and program selection form are sent to the parents. The distribution of the letters are given to the students (copy is made in the case it is not returned) to bring home or mailed. In the event that the original forms are not returned a second copy is sent out followed by a phone call. If no response is given, the entitled students are placed in the only program that our school offers, the Freestanding ESL program. This all occurs within the first ten days the student is admitted to PS/MS 147. The ESL teacher maintains/keeps all ELL records
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.
At this time we do not have a Bilingual program at PS/MS 147. If the student is identified as an ELL, and the parent selects the Bilingual program on the parent selection form for their child, we inform the parent we could help find a location where the program is offered. Otherwise that student will be placed in the Freestanding ESL program. Parents who choose the ESL Freestanding program as their first choice will be notified with the placement letter that their child has entered the ESL Freestanding program.
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.
All of our ESL students take the NYSESLAT each year to determine their level of proficiency. The exam is administered in the spring of each year. The NYSESLAT is divided into four parts: speaking, listening, reading and writing. The speaking section is the first part of the test and is scored as it is administered. The speaking section is given to each student individually by a trained teacher. The listening, reading and writing sections are administered in small groups based on the grade bands. All make-ups for the NYSESLAT sections are given within the testing window.
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. 
After reviewing the parent survey and program selection of the past few years, it is evident that the trend (99%) is to request a Freestanding ESL program, which if offered in our school. The majority of our population's first language is Haitian Creole. The Haitian population is not large enough to justify a Haitian Creole Dual Language or Bilingual program and none are offered at any of the neighboring schools at this time. If a Spanish speaking student registers at PS/MS 147 the Spanish LAB is administered by a trained teacher who is fluent in Spanish (Ms. Razik). If we are unable to honor parent requests we email the student information to

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 using both push-in and pull-out models in heterogeneous and at times ungraded groups. To meet compliance with instructional levels, instruction is provided to students that are either one grade up or one grade down from each other. Student's levels are our highest or primary concern. We want all the students to be comfortable in their instructional groups and to learn English together. We encourage and suggest to teachers to use lots of pictures to help students who need those supports as they strengthen their English skills. Push-in is offered especially to departmentalized programs at the middle school level and avoid removing students from subject areas that are crucial to their success in middle school. Additional support is given to students at the beginning level to help them succeed.

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)?

All ESL students in our building either receive 360 minutes (beginner/intermediate) or 180 minutes (advanced). Each period is 45 minutes long. The beginner/intermediate students have eight 45 minute blocks per week. The advanced students have four 45 minute blocks per week. The ESL teacher designs the schedule to ensure that all students receive their allotted time.

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.

Students are primarily taught in English. The ESL teacher uses ESL methodologies to ensure understanding and success with content material.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
n/a: At this time we do not have a Bilingual program at PS/MS 147.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that the ELLs are appropriately evaluated in all four modalities by having continued articulation between the monolingual and ESL teacher throughout the year to ensure that ESL methodologies are being used.
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).

The focus when working with SIFE is to close the gap these students have, by assessing their level of knowledge and working to bring them to grade level performance standards. Instruction is focused on extending the students' vocabulary and understanding through the four modalities of listening, speaking, reading and writing in the content areas. In addition to the mandated weekly minutes, SIFE have the opportunity to join our after school program that is designed especially for their needs. When working with newcomers, we build on their prior knowledge while acquiring English as their second language. An important component is assisting these students in understanding the new culture while honoring their cultural identities. When working with the students who have received ESL services for over four year, we focus specifically on those skills they are lacking. By analyzing data from a variety of sources, we are able to indentify the specific standards and skills the students need to improve. Using item analysis we are able to use differentiated instruction to focus on those skills. Long term ELLs are offered extra support through the Title III program and through the extended day program. The Title III program provides instruction in Math, ELA, Social Studies and ESL. The program is monitored by the certified ESL teacher and the adminstrator of ELLs. Former ELLs are also welcomed to attend these programs to help strenghten their skills.

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?
The materials that are provided to classroom teachers to support their ELL-SWD students are laptops and desktops with specialized programs installed and additional books purchased to deepen their knowledge of English. We also have two computer labs that students use on a regular basis. PS/MS 147 also are using grade and age appropriate materials from Ready Gen, Go Math, CMP-3, Code X and Organic Way. All of the programs have components for ELL students.
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?
The ELL-SWDs IEP is followed closely to provide the services they are entitled to and accomplish the goals on the IEP. Through articulation between the liscensed ESL teacher and classroom teacher the planning for the student is collaborately done. The ESL teacher will either push in or pull out based on the ELL-SWDs needs to differentiate instruction.

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
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

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

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

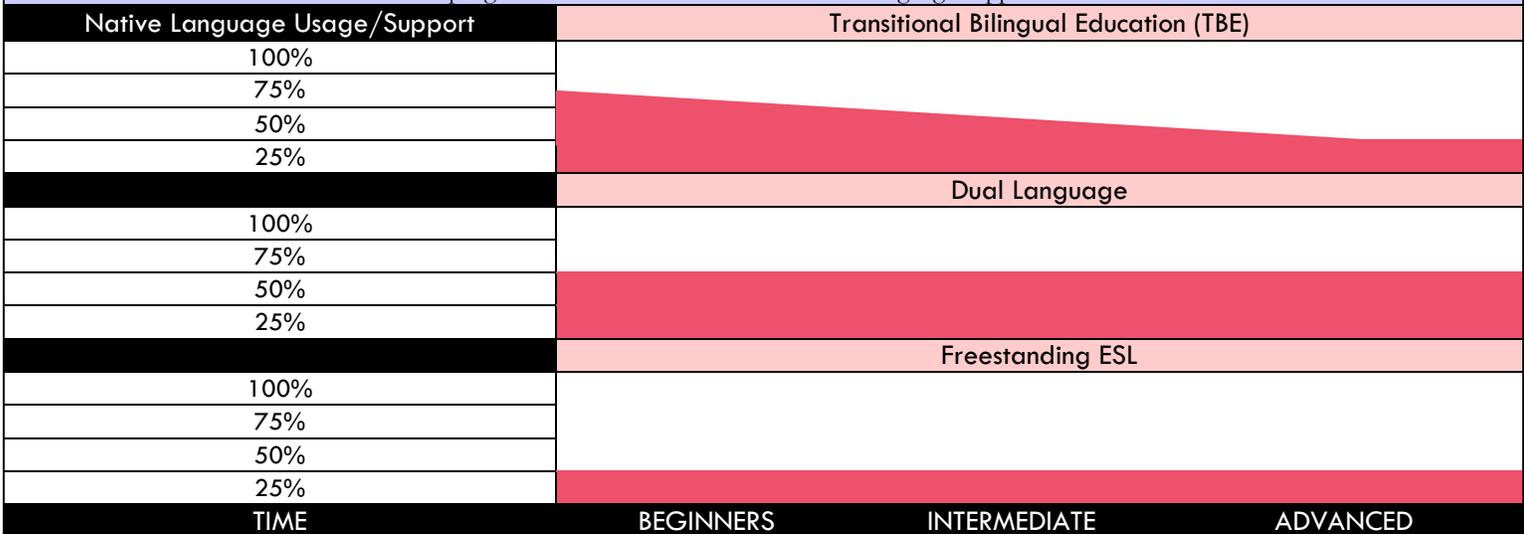
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- PS/MS 147 offers a variety of intervention programs in ELA and Math. All services are provided in English and service the general population as well as the ELL population who may benefit from it. Programs such as extended day, Learning Leaders and RTI are programs that target students who are performing below grade level or are just approaching grade level. ELLs receive extended day services by the ESL teacher using ESL strategies tailored to their specific needs. Other programs such as Afterschool Achievement program in both Math and ELS target those students who are at or above grade level. ELLs that are at or above grade level are welcomed to join those programs as well.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program has been effective using the push in/pull out model to service our ELL population. Since our building is a K-8 school the ESL teacher pushes into the middle school so the students do not miss instruction in their content area classes. The ESL teacher works in a small groups covering the same material being taught by the classroom teacher. The elementary students mostly take part in our pull out ELL program. The groups are determined by grade and proficiency level. We find that this program model allows the school to differentiate instruction and concentrate on areas that our ELL students need to show the greatest improvement in.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering adding a Saturday ESL program for the upcoming school year contingent upon funding. We believe those students, who take advantage of the programs are able to perform better in the classroom and state tests.
12. What programs/services for ELLs will be discontinued and why?
- At this time there are no programs or services that we are considering to discontinue.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are offered all the services that are offered to all monolingual students in the school. We encourage all of our students to participate in all school activities during or after the school day (example:clubs). Parents are sent translations of letters sent in English in order to participate in all activities done within the school. We also use the phone messenger to send recorded messages in the home language whenever necessary. Parents are also encouraged to approach bilingual staff in our school if they do not understand something in English.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use technology to support our ELLs. We have purchased many different programs by Sunburst that focus on Reading, Writing and Math. The ESL program has laptops specifically for the program and the students also have access to the school's computer lab.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL program we offer glossaries in different subject areas, peer tutoring among students, buddy system for many of the newcomers and teachers who are able to speak the home language of the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELL students are included in all school activities that are appropriate for the age and corresponding grade level.
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 registration the ELLs are screened and parent orientation is provided. Once the parent selection is made, instruction begins according to proficiency. The parent coordinator ensures that all activities that the school has throughout the year include the ELLs. The parent coordinator provides notification of activities in the students home language to ensure involvement. As with all students, ELLs who do not meet promotion criteria are eligible for summer school prior to the beginning of the next school year. All ELLs are welcomed to all after school and Saturday programs for extra assistance in subject areas.
18. What language electives are offered to ELLs?
- At the middle school level we offer Spanish as a foreign language. Our 7th and 8th grade ELLs have Spanish daily.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

n/a: We do not have a Dual language program at PS/MS 147 at this time.

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.

Professional development is provided to teachers of ELLs throughout the year. When possible, the ESL teacher attends professional development sessions that are provided through the Office of ELLs. The ESL teacher then turns key to other teachers in the building during extended time (37.5 minutes), faculty conference and teacher team time. At all sessions attendance is taken and records are maintained by school administrators. In addition, the ESL teacher has sessions with the classroom teachers who have ELLs to implement ESL Common Core Learning Standards strategies in their classes to enhance learning. In order for our ELLs to transition from elementary/middle school and from middle school/high school our school guidance counselor Mrs. Mullins is available to provide smooth transitions with the application process and provide career awareness.

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?

Increasing parental involvement is one of our main focuses at PS/MS 147. Parents are updated on a regular basis about their child's progress in school through quarterly student progress reports and three report cards throughout the year. During their visits many they are informed on what assessments were given and how their child has performed. Our communications with our ELL parents and involvement are done through many different ways. Notices are sent out to inform and invite them to take part in school functions. These notices are sent home via the students with a translated version in the language of choice filled out in the HLIS. The parent coordinator Ms. Cox also implemented the use of the school messenger that is able to connect all our ELL parents through phone, text or e-mail in any language.

The needs of the parents are evaluated on a regular basis. At PS/MS 147 we strive to keep the door of communication open. Parent Association meetings are conducted on monthly basis and are used to inform parents about school activities and celebrate student achievement. During those meetings parents are also able to voice their concerns and needs which we then can address. Some of workshops that have been conducted in the past have been: assisting their children with school/homework, completing applications and cooking workshops on how to become a healthy eater.

We connect our ELL parents with the local library and the community centers in the area. HAUP (Haitian United for Progress) offers much support to our ELL parents. We also refer parents to HYPE which is an organization that supports our young men. During ELL orientation we have conversations with the parents about their specific needs and availability to participate in school activities. Once we have an idea who can attend and what they are requesting assistance with we either reach out to the community based organizations or we try to offer the classes ourselves.

In addition, through recent conversations with SLT and PA meeting attendees, we are now aware that several of our Haitian Creole speaking parents desire workshops conducted in their language, i.e., Haitian Creole.

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: PS/MS 147

School DBN: 29Q147

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Cohen	Principal		
Marie-Alix Emmanuel	Assistant Principal		
Claudine Cox	Parent Coordinator		
Mandy Fink	ESL Teacher		
Lindja Eliezer	Parent		
Marisena Anderson	Teacher/Subject Area		
Gia Cheeks	Teacher/Subject Area		
	Coach		
	Coach		
Julie Mullen	Guidance Counselor		
Joan Joyner-Wells	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q147 School Name: The Ronald McNair School

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

Written materials are translated by either a teacher on staff or the assistant principal. The Haitian Creole materials are translated by Mrs. Emmanuel and the Spanish materials are translated by Mrs. Mullen or Mrs. Razik. Other languages are translated using the translations available on the Department of Education website. Other materials such as reports to parents are available through the Department of Education website and are ordered/printed when needed. We work closely with the ESL teacher to ascertain the home languages or preferred language of the parents. We use the UPPG screen in ATS to determine parents' translation needs. Parents are given translated versions of documents simultaneously with English documents.

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.

Most parents find it extremely helpful to have notifications translated into their native language. The general consensus is that they are able to participate in school activities and functions. Whenever possible we provide translation for school activities when parents are present. We also utilize the parents who are bilingual to translate for those that are not. Our school leadership team has both parent and staff members who speak Haitian Creole. These members are our liaisons to our Haitian school community and they work to keep this constituency informed, represented, and comfortable when interacting with school or participating in school activities.

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.

The school will send home all translated notifications at the same time the English versions are sent. Wherever possible, the translated versions are on the back of the English version notifications. Translated services are provided by staff members. If a specific language is spoken, and if a school member of the staff is not proficient in that language an outside source will be contacted to translate documents or to communicate with the parent during a meeting. For example, we can contact the neighborhood organization HAUP (Haitian American United for Progress) to provide us with a translator.

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

Oral interpretation is usually provided when parents attend affairs in the school auditorium and parent teacher conferences. However, this service is utilized as such needs arise within the school community. Mrs. Emmanuel and Mrs. Mullen are in attendance to help out with the translations. We also use bilingual parents and pair them with parents that do not speak English. Bilingual parents from the SLT (School Leadership Team) are often available to provide translation as well.

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 majority of our parents who do not speak English are from Haiti. All notices are provided in Haitian Creole and English. The notices are written on one side in English and the other side in Haitian Creole. We will utilize the translation services whenever necessary or when our staff is not able to provide the service. We use the translated notifications that Department of education provide. PS/MS 147 fulfills the Chancellor's Regulations by providing parents a copy of the Bill of Rights and Responsibilities whose primary language is a covered language by the Department of Education. Also we post in all primary entrance locations that we have interpretation services available. In addition, our school's safety plan will contain procedures to ensure that parents who need language access will reach out to school administrators and should not feel restricted solely due to language barriers.

