



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 95: THE GRAVESEND SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K095

PRINCIPAL: JANET NDZIBAH EMAIL: JNDZIBAH@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DÍMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet Ndzibah	*Principal or Designee	
Georgia Nikoloudakis	*UFT Chapter Leader or Designee	
Christine Schneider	*PA/PTA President or Designated Co-President	
	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	
Judi Barreca	Member/Parent	
Teba Besada	Member/Parent	
Julius Bowens	Member/Parent	
Patricia Hayes	Member/Parent	
Agnese D’Istria	Member/Staff	
Nicole Kaplan	Member/Staff	
Diana Rivera	Member/Staff	
Joanne Sasto	Member/Staff	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 25%, 68 out of the 273, English Language Learners and Students with Disabilities in grades 1-8, will achieve one year progress in Independent Reading Levels, as determined by Teacher's College Independent Reading Level Benchmarks.

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.

Currently 6% of our English Language Learners and Students with Disabilities in grades K - 8, are reading at or above grade level, as measured by Teacher's College Running Records.

Instructional strategies/activities

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

A and B.

- **All Kindergarten students, including our ELLs and SWD, as well as our 1st grade ICT and 1st and 2nd grade Self Contained students are receiving Foundations instruction daily, by their classroom teacher and ESL teacher, to increase letter sound recognition and decoding skills.**
- **1st grade targeted students, inclusive of our ELLs and SWD are receiving additional guided reading instruction three times a week, by an AIS provider.**
- **Targeted Students with Disabilities, in grades 2 – 8, are receiving Wilson instruction 4 times a week, to improve decoding and fluency.**
- **Targeted students in grades 2 and 3 are receiving AIS services utilizing the Leveled Literacy Intervention Program.**
- **All English Language Learners and Students with Disabilities have been targeted for Extended Day Instruction, two days a week for 50 minute sessions, utilizing Good Habits, Great Readers Guided Reading Program (grade 1) and Best Practices in Reading (grades 2-8).**

- This year we have adopted the Teacher’s College Reading and Writing Units of Study. This includes onsite staff developers to model best practices and strategies for meeting the needs of all of our students. Specialized data and ESL training days were also purchased to focus on Running Record data and meeting the needs of our ELL students.
- Teachers of lab sites go to TC for monthly trainings. They turnkey the information to their grade.
- ESL staff receives regularly scheduled PD from ESL consultant and TC consultant focusing on ESL instructional strategies.
- Assessment Pro, Teacher’s College assessment data system, will be utilized to monitor progress and help to create small groups for differentiated instruction
- Phase I initiative allows us to program creatively to meet the needs of our Students with Disabilities.
- Afterschool and Saturday programs will be implemented targeting our English Language Learners and Students with Disabilities.

C.

- Professional Development and inquiry periods are used to analyze student work and assessments to inform our teaching, revise our curriculum maps, and tailor our instruction to meet the individual needs of our students.
- Core Inquiry Team is representative of all grades . Core inquiry meetings are used to analyze assessments and continuously revise curriculum based on findings.
- Teachers of all grades use Inquiry team to design and analyze tasks using the DOK matrix.
- Teachers also serve as members of the School Leadership Team where student data and specific programs are discussed.

D.

- All instructional strategies and activities utilized to achieve our goal are yearlong programs. Careful monitoring of student progress is ongoing, and will dictate the success of the programs. Changes to groupings and targeted students will be modified throughout the school year as we examine our most current data.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We will continue our weekly parent workshops, geared towards our ELL parent community. During these workshops, we will provide parents with language acquisition techniques, as well as teaching parents various literacy games and activities to reinforce decoding and reading skills at home. These activities will be made at each workshop for parents to take home and use with their children.
- Our Parent Coordinator will provide regularly scheduled workshops affording parents the opportunity to utilize ARIS and echalk, which will keep them informed of their child’s current data and provide parents with instructional tips/strategies they can use with their children at home.
- Family Fun Nights, Writer’s Celebrations, Dance/Music/Art/Theater exhibitions will be scheduled throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Various professional development opportunities have been programmed into our school day to support all teachers.

- **3 Teacher’s College Staff Developers are scheduled to work with all teachers, K - 8**
- **Additional staff development days will be provided by Teacher’s College Staff Developers to support teachers in analyzing student’s running records, tailoring instruction to meet the students individual needs, as well as incorporating ESL strategies into their instruction**
- **Network support staff will provide regularly scheduled PD for our Special Education teachers in the area of planning and differentiation**
- **All professional development is designed with the needs of our teachers and students in mind**
- **Regularly scheduled common preparation periods and weekly Inquiry meetings afford support and collaboration for our teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **NIA – provides afterschool support for students in the area of homework help, recreational activities, and character building**
 - **CHAMPS – NYC initiative that promotes physical activity and emotional support for our middle school students**
 - **STUDIO IN A SCHOOL – Art & Healthy Living Program – Art and nutrition program offered to our 4th graders to promote healthy eating habits**
 - **BOY SCOUTS OF AMERICA – Promote character development and good citizenship**
- ** These programs will incorporate non fiction literature and real world experiences to nurture the “whole child”**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **Title I, Title III, and Tax Levy monies will provide funding to support this goal**

- ✓ TEACHER'S COLLEGE PROFESSIONAL DEVELOPMENT - \$ 47,460
- ✓ 3 ESL TEACHER SALARIES - \$ 219,081
- ✓ 2 AIS TEACHER SALARIES \$ 172,431
- ✓ TITLE III ESL SATURDAY ACADEMY \$ 22,104
- ✓ AFTERSCHOOL ACADEMY \$ 43,776
- ✓ 2 INSTRUCTIONAL COACHES SALARIES \$ 197,758

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

The percentage of students meeting and exceeding standards in English Language Arts in grades 3-8, including ESL and SWD, will increase by 3% as measured by the 2012 New York State ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Our school has been identified as a school in need of improvement by the state for our Students with Disabilities and English as a Second Language subgroups**
- **Only 39% of our 3-8 grade students scored at or above grade level on the NYS 2011 ELA exam**
- **Only 11% of our Students with Disabilities scored at or above grade level on the NYS 2011 ELA exam**
- **Only 10% of our ESL students scored at or above grade level on the NYS 2011 ELA exam**

Instructional strategies/activities

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

A and B.

- **All Kindergarten students, including our ELLs and SWD, as well as our 1st grade ICT and 1st and 2nd grade Self Contained students are receiving Foundations instruction daily, by their classroom teacher and ESL teacher, to increase letter sound recognition and decoding skills.**
- **1st grade targeted students, inclusive of our ELLs and SWD are receiving additional guided reading instruction three times a week, by an AIS provider.**
- **Targeted Students with Disabilities, in grades 2 – 8 are receiving Wilson instruction 4 times a week, to improve decoding and fluency.**
- **Targeted students in grades 2 and 3 are receiving AIS services utilizing the Leveled Literacy Intervention Program.**
- **All English Language Learners and Students with Disabilities have been targeted for Extended Day Instruction, two days a week for 50 minute sessions, utilizing Good Habits, Great Readers Guided Reading Program (grade 1) and Best Practices in Reading (grades 2-8).**
- **This year we have adopted the Teacher’s College Reading and Writing Units of Study. This includes onsite staff developers to model best practices and strategies for meeting the needs of all of our students. Specialized data and ESL training days were also purchased to focus on Running Record data and meeting the needs of our ELL students.**
- **Teachers of lab sites go to TC for monthly trainings. They turnkey the information to their grade.**
- **ESL staff receives regularly scheduled PD from ESL consultant and TC consultant focusing on ESL instructional strategies**
- **Assessment Pro, Teacher’s College assessment data system, will be utilized to monitor progress and help to create small groups for differentiated instruction**
- **Phase I initiative allows us to program creatively to meet the needs of our Students with Disabilities**
- **Afterschool and Saturday programs will be implemented targeting our English Language Learners and Students with Disabilities**

C.

- **Professional Development and inquiry periods are used to analyze student work and assessments to inform our teaching, revise our curriculum maps, and tailor our instruction to meet the individual needs of our students.**
- **Teachers of all grades use Inquiry team to design and analyze tasks using the DOK matrix.**
- **Teachers also serve as members of the School Leadership Team where student data and specific programs are discussed.**

D.

- **All instructional strategies and activities utilized to achieve our goal are yearlong programs. Careful monitoring of student progress is ongoing, and will dictate the success of the programs. Changes to groupings and targeted students will be modified throughout the school year as we examine our most current data.**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- **We will continue our weekly parent workshops, geared towards our ELL parent community. During these workshops, we will provide parents with language acquisition techniques, as well as teaching parents various literacy games and activities to reinforce decoding and reading skills at home. These activities will be made at each workshop for parents to take home and use with their children.**
- **Our Parent Coordinator will provide regularly scheduled workshops affording parents the opportunity to utilize ARIS and echalk, which will keep them informed of their child's current data and provide parents with instructional tips/strategies they can use with their children at home.**
- **Family Fun Nights, Writer's Celebrations, Dance/Music/Art/Theater exhibitions will be scheduled throughout the year.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Various professional development opportunities have been programmed into our school day to support teachers.

- **3 Teacher's College Staff Developers are scheduled to work with all teachers, K – 8.**
- **Additional staff development days will be provided by Teacher's College Staff Developers to support teachers in analyzing student's running records, tailoring instruction to meet the students individual needs, as well as incorporating ESL strategies into their instruction.**
- **Network support staff will provide regularly scheduled PD for our Special Education teachers in the area of planning and differentiation.**
- **All professional development is designed with the needs of our teachers and students in mind.**

- **Regularly scheduled common preparation periods and weekly Inquiry meetings afford support and collaboration for our teaching staff.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **NIA – provides afterschool support for students in the area of homework help, recreational activities, and character building**
- **CHAMPS – NYC initiative that promotes physical activity and emotional support for our middle school students**
- **STUDIO IN A SCHOOL – Art & Healthy Living Program – Art and nutrition program offered to our 4th graders to promote healthy eating habits**
- **BOY SCOUTS OF AMERICA – Promote character development and good citizenship**
- ** **These programs will incorporate non fiction literature and real world experiences to nurture the “whole child”**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I, Title III, and Tax Levy monies will provide funding to support this goal**
- ✓ TEACHER’S COLLEGE PROFESSIONAL DEVELOPMENT - \$ 47,460
- ✓ 3 ESL TEACHER SALARIES - \$ 219,081
- ✓ 2 AIS TEACHER SALARIES \$ 172,431
- ✓ TITLE III ESL SATURDAY ACADEMY \$ 22,104
- ✓ AFTERSCHOOL ACADEMY \$ 43,776
- ✓ 2 INSTRUCTIONAL COACHES SALARIES \$ 197,758

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

The percentage of students meeting and exceeding standards in Mathematics in grades 3-8 will increase by 3%, as measured by the 2012 New York State Mathematics exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Only 57% of our 3-8 grade students scored at or above grade level on the NYS 2011 Math exam**
- **Only 29% of our Students with Disabilities scored at or above grade level on the NYS 2011 Math exam**
- **Only 37% of our ESL students scored at or above grade level on the NYS 2011 Math exam**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Student work/assessments in Everyday Math (k-5) and Impact Math (6-8) will be monitored closely to plan differentiated instruction**
- **Regularly scheduled professional development delivered by network support staff and supervisors in the area of Mathematics and aligning Everyday and Impact Math with CCSS**
- **ACUITY and ARIS data in the area of Mathematics will be used to plan targeted instruction**
- **AIS personnel in Mathematics will deliver targeted instruction for at risk students**
- **Teachers of all grades use Inquiry team to design and analyze Math tasks using the DOK matrix.**
- **Use of Math exemplars to deepen student learning**
- **School wide problem solving skills and strategies incorporated into daily Math lessons**
- **A core Mathematics team representing all grades meets regularly with supervisors to discuss best practices, analyze assessments, and be part of the decision making process in regards to Math related issues. The team will turnkey all information to their respective grades**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **We will continue our weekly parent workshops, geared towards our ELL parent community. During these workshops, we will provide parents with language acquisition techniques, as well as teaching parents various math games and activities to reinforce problem solving skills at home. These activities will be made at each workshop for parents to take home and use with their children.**
- **Our Parent Coordinator will provide regularly scheduled workshops affording parents the opportunity to utilize ARIS and echalk, which will keep them informed of their child's current data and provide parents with instructional tips/strategies they can use with their children at home.**
- **Family Fun Nights, Writer's Celebrations, Dance/Music/Art/Theater exhibitions will be scheduled throughout the year.**
- **Math Curriculum Night will engage parents in fun math activities they can replicate at home to increase their children's problem solving skills.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Various professional development opportunities have been programmed into our school day to support all teachers.

- **Network support staff will provide regularly scheduled PD for our Math teachers in the area of planning and differentiation.**
- **All professional development is designed with the needs of our teachers and students in mind.**
- **Regularly scheduled common preparation periods and weekly Inquiry meetings afford support and collaboration for our teaching staff.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **NIA – provides afterschool support for students in the area of homework help, recreational activities, and character building**
- **CHAMPS – NYC initiative that promotes physical activity and emotional support for our middle school students**

- **STUDIO IN A SCHOOL – Art & Healthy Living Program – Art and nutrition program offered to our 4th graders to promote healthy eating habits**
- **BOY SCOUTS OF AMERICA – Promote character development and good citizenship**

**** These programs will incorporate non fiction literature and real world experiences to nurture the “whole child”**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **Title I, Title III, and Tax Levy monies will provide funding to support this goal**

- ✓ 2 AIS TEACHER SALARIES \$ 157,391
- ✓ AFTERSCHOOL ACADEMY \$ 43,776

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	120	0	N/A	N/A				
1	83	1	N/A	N/A		1	3	1
2	85	24	N/A	N/A		1		
3	76	29	N/A	N/A				
4	75	24					1	
5	72	21						
6	43	16				1	1	1
7	44	10				1	2	
8	42	11						
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Our ELA AIS consists of Foundations, Wilson, LLI, Best Practices in Reading, and Guided Reading instruction. Targeted students are provided with small group instruction using these programs both during the school day and 2- 50 minute extended day sessions.
Mathematics	Our Math AIS is delivered through small group instruction driven by data. The providers supplement the Everyday Math and Impact Math programs by focusing on problem solving techniques as well as skill driven lessons based on individual and/or group need.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	The guidance counselor meets with children based on their IEP instructions as well as on an as needed basis. One counselor meets with the mandated students in small group as well as individual based on the regulations of their IEP. Our other School Based Support Team provides services for at-risk and crisis situations as they arise. Both the counselor and the SBST also provide service to any child whose parent may request such a service on an informal basis.
At-risk Services provided by the School Psychologist	The school psychologist provides services as needed. The psychologist provides services in a 1 to 1 setting. They also provide services for the evaluation process.

At-risk Services provided by the Social Worker	The school social worker provides services as needed. The social worker provides services in a 1 to 1 and small group setting as needed. They also provide services for the evaluation process and for crisis intervention.
At-risk Health-related Services	We provide health related services as per 504's

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

\$47,460 of our Title I funding is being utilized for Professional Development of teachers. Specific Professional Development will come from...

- Partnership with Teacher's College (TC)
- Teacher's College support staff for literacy instruction
- Teachers go to TC for calendar days, where tailored training for ELL and SWD strategies are presented
- Two sessions of Professional Development with Teacher's College Data coach and two sessions with Teacher's college ESL coach, will provide training for teachers in all grades to align instruction and common core standards with data trends, as well as providing appropriate entry points for learning for our ELLs and SWD
- Calendar days purchased for Teacher's College all focusing on meeting the needs of our English Language Learners and Students with Disabilities.
- Weekly Inquiry meetings are used to analyze student work and assessments to inform teaching and revise curriculum to tailor instruction in the form of creating differentiated groups and DOK tasks. There will be a specific focus on differentiating for our ELLs, as well as our SWD. Core Inquiry members, which consist of representatives from every grade, will run these meetings
- ESL coordinator meets weekly with 3 full time ESL pedagogues to discuss research based ESL strategies, analyze NYSESLAT and other data, and plan for instruction by infusing these strategies into the Teacher's College Reading and Writing units.
- Professional Development in skills and strategies for NYSESLAT and test sophistication for those teachers working in the Afterschool and Saturday ELL programs
- Training from a representative from Camp Can Do, an ESL program we are planning to use for our Saturday ESL program, will provide a training in using the program effectively

Additional Professional Development and Support from network and other resources:

- Focused support and professional development for special education and ESL teachers by network support specialists.
 - Monthly Professional Development Sessions for special education teachers to work on planning modifying curriculum with network support specialist.
 - Weekly SESIS central support staff working to coach and plan with self contained special education teachers.
 - Network ESL workshops for ESL teachers and classroom teachers
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teacher mentors will be assigned to new teachers to help and support instructional best practices and classroom maintenance procedures
 - Mentors will be assigned according to license areas.
 - Teacher mentoring will also be done for struggling teachers with the coach, network support staff, and administrative team

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - On December 7, 2011 the school sent home a letter notifying the parents of the SINI status of PS/IS 95.
 - We will be conducting a parent meeting on December 19, 2011, to discuss the implications and action plan for the school, based on our SINI status.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C.GROLL/NEAL OPROMALLA	District 21	Borough Brooklyn	School Number 095
School Name THE GRAVESEND			

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

Principal JANET NDZIBAH	Assistant Principal ANGELA TEUTSCHMAN
Coach ANTOINETTE DIPIETRO	Coach JOSEPHINE COHEN
ESL Teacher BEVERLY CARLOZZI	Guidance Counselor PHILIP KASS
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider DANIELLE TARTAGLIA/Speech	Other JOANN TOTO/Data Specialist
Network Leader NEAL OPROMALLA	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	965	Total Number of ELLs	184	ELLs as share of total student population (%)	19.07%
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Part II: ELL Identification Process

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

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

For all students that enter our school as first time entrants into the NYC school system, we follow the following protocol:

- When parents of these students come up to register, they are asked if they are registering in a NYC school for the first time. If they are, they are given the HLIS(Home Language Identification Survey) to complete. This survey asks for information regarding which language the student uses mostly at home, information about any former schooling, and parents' preferred language for communication with the school. These surveys are always available in various languages. The new registrant waits with their parent in our multi-purpose room where they are greeted by one of our ESL pedagogue(ESL teachers), who will conduct an informal interview with the parent and child. The pedagogue will also assist in the completion of the HLIS. Interpreters, consisting of various staff members who speak Asian, Albanian, Russian, and Spanish are available to assist when necessary in this interview process. These interpreters are paraprofessionals and have been trained in house in the interview process. We also keep the translation unit's phone number readily available should we need to use it for a parent we cannot provide translation for in-house. The ESL pedagogue who conducts the interview makes a determination on the survey as to whether the LAB-R, the asesment which will be used to determine ELL eligibility, is to be administered to that student. The pedagogue will put a code, whether No for English or the appropriate language, in the alpha code box. The HLIS is completed, signed by the parent, and given to the Pupil Account Secretary to enter the information into ATS.
- The secretary will give all HLIS of students to be tested with LAB-R to ESL pedagogue.
- The LAB-R is administered by the school's ESL providers within 10 days of school admittance. Our three ESL providers who test the students are Beverly Carlozzi, Eke Izakson, and Larisa Yevtushenko. For Spanish speaking students, the Spanish Lab is administered to any student testing into ESL. This test is administered by our Spanish speaking ESL teacher, Elke Izakson. The test gives an indication of what level the student is at in their native Spanish language. For the older ELL's taking the Spanish Lab, we get an idea of their literacy level in their native language. The LAB-R is hand scored using the cut off scores from the NYS memo so we can determine who is ESL eligible, and can begin providing services to them immediately. The LAB-R results are analyzed to determine proficiency levels.
- Letters in the various native languages go out inviting parents of our newly admitted ELL's to a very important parent orientation presentation. At this meeting, the principal, ESL coordinator, parent coordinator, and ESL providers will provide information which will ensure that parents understand the three ESL program choices available to them (TBE, DL, Freestanding ESL). They will be given brochures in their native language, and will have the opportunity to watch a DVD in their native language, explaining the three ESL choices to them. Interpreters of various languages are available at this meeting. After parents are well informed on all choices, they will be asked to fill out a selection form, indicating their programs of choice in their preferred order. The parents can fill out the form at that time or take it home to reflect on their decision. The parents then return the forms to the parent coordinator or ESL providers. A checklist is kept by the ESL teachers to ensure return of all forms. If any of the parents do not return this choice form, there would be follow up phone calls made from the ESL providers and/or parent coordinator. We make every attempt to get every parent of our new ELL's who could not make this meeting to come to our school at their earliest convenience to learn about the choices available to them and have an opportunity to view the DVD.

- When all selection forms are returned, the ESL teachers, along with administration, tally and analyze the results.
- This procedure, namely the initial interview process and the parent orientation, is ongoing throughout the school year so all parents new to the school system are offered the same opportunity to understand all ESL choices, and decide which would be best for their child.
- Placement letters will be distributed to all new ELL's informing the parents of the program their child was placed in. We make a copy of all letters sent out to our ESL parents and keep a running check list to ensure all ELLs- former, continued and newly eligible ELLs get the appropriate letters. This list and all letters are prepared by Josephine Cohen, ESL coordinator.
- * Every Spring, ESL providers and other trained staff administer the Listening, Speaking, Reading and Writing components of the NYSESLAT exam under state approved testing conditions to every ESL student. The L, S, & R sections get sent out to be scored and the Writing gets scored in house by ESL teachers and other trained pedagogues. For students who did not reach proficiency as per the NYSESLAT, continued entitlement letters in appropriate native languages are given out to their parents explaining that they will be continuing to receive ESL services. Students who score out, as per the NYSESLAT, are given Non Entitlement/Transition letters. We run the RLAT and RMSR reports to get NYSESLAT proficiency results.
- * After LAB-R results and date administered are put on HLIS, the original is placed in the student's cumulative folder and a copy is kept in the ESL coordinator's office.

Upon analyzing the last few years of parent survey results, the majority of parents choose freestanding ESL. There are some parents that opt for the TBE or DL, and we supply them with information from the schools both in and out of district that offer these classes. This year, in particular, our parent survey choice results are as follows:

1ST CHOICE SELECTIONS

GRADE	CHOSE ESL	CHOSE DUAL LANGUAGE	CHOSE BILINGUAL
KINDERGARTEN	22	1	1
1st GRADE	1	0	0
2ND GRADE	1	0	0
3RD GRADE	1	0	0
4TH GRADE	1	0	0
5TH GRADE	1	0	0
6TH GRADE	1	0	0
7TH GRADE	0	0	0
8TH GRADE	0	0	0

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9● 10● 11● 12●
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This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	2	2	2	2	2	2	2					20
Total	3	3	2	2	2	2	2	2	2	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	124	Special Education	18
SIFE		ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	124		9	46		5	14		4	184
Total	124	0	9	46	0	5	14	0	4	184

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

C. Home Language Breakdown and ELL Programs

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

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
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
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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	15	13	13	10	16	9	13	5	3					97
Chinese	7	5	13	6	10	6		2	4					53
Russian	1		1	1			1		1					5
Bengali														0
Urdu	1		1	2			1		1					6
Arabic								1						1
Haitian														0
French														0
Korean			1											1
Punjabi														0
Polish				1										1
Albanian														0
Other	1	2	2	4	3	4	3	1						20
TOTAL	25	20	31	24	29	19	18	9	9	0	0	0	0	184

Part IV: ELL Programming

A. Programming and Scheduling Information

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

With the exception of our gifted and talented classes, all of our classrooms are heterogeneously grouped. That translates to mixed ESL proficiency levels in many of the classrooms. This year's Freestanding ESL program consists of primarily a push in model for grades Kindergarten and grade 1, with a blended model(push in and pull out) for grades 2-8. The push in model helps to reduce class size, so small group instruction can be effective. In this model, the ESL teacher will assist her designated students in grasping the concepts being taught by the classroom teacher, with the support of ESL strategies. Foundations and guided reading is being used by the ESL provider in

A. Programming and Scheduling Information

grades K and 1. The ESL providers are familiar with and utilize grade specific curriculum maps. In addition, they articulate regularly with classroom teachers for other pertinent information regarding their ESL students. Grades 2,3, & 4 is primarily pull out where ESL provider conducts minilesons, strategy/skill groups and guided reading based on student need determined by various sources of data.

We created primarily a push in schedule for ELLs of grades 5-8 that would allow them to receive support in all core areas. This is done by having the ESL provider scheduled to work with their designated students during periods when different core subjects are being taught. In this way, if students are serviced in their room or being pulled out at that time, they will be receiving support in the understanding of that particular lesson/skill. Since all teachers of the same grade are following the same curriculum map and/or scope and sequence for content areas, we can pull out students from the same grade and ensure that they will not be missing what is going on in their individual classrooms.

All ELL's are serviced by licensed pedagogues who focus on standards driven instruction delivered through ESL methodologies. Early grades use Foundations and guided reading. ESL providers of grades 2-8 use guided reading, follow Teacher's College Units of Study, and use components of Rigby's On Our Way to English to deliver instruction. The four components of language acquisition - Listening, Speaking, Reading, and Writing are incorporated into all ESL instruction.

We have 3 licensed ESL teachers that provide the mandated instructional minutes as per CR Part 154. We schedule these providers to grade clusters as follows: We have one teacher working with Kindergarten and first grades. A second provider works with grades 2,3, and 4, and our third provider works with grades 5,6,7, & 8. This ensures that all of our ELL's receive their mandated minutes.

Our Balanced Literacy workshop model ensures that students are taught at their instructional level. This allows for individualized and differentiated instruction. Our teachers utilize TCRWP, running records, NYSESLAT results, interim and informal assessments to inform instruction for all ELL's. ESL teachers are being trained in Teacher's College and are following TC Units of Study.

The focus with newcomers (0-3 years of service) is the BICS(Basic Interpersonal Communication Skills). Beginner and Intermediate students receive 360 minutes weekly of ESL instruction as mandated. These students have exposure to the English language using a variety of strategies including visuals, repetition, graphic organizers appropriate for various skills/strategies and Total Physical Response (TPR). Two specific strategies utilized are the CALLA and CALPS (Cognitive Academic Language Proficiency Skills). These along with other strategies are used to develop natural English language acquisition.

For students who are long term ELL's, their performance is analyzed by their classroom teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue to receive services. They also participate in extended

day programs which supplement the core curriculum and our mandated ESL program. We will use our Title III money to give our long term ELL's additional opportunities to acquire the English language, as well as expose them to test sophistication strategies to better prepare them to meet performance standards as measured by city and state standardized exams. Long term ELLs are also required to stay for Extended Day services where Best Practices in Reading is used exposing them to paired text and reading strategies help them navigate the text. For ELL students who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies. In our school, we do not have any SIFE students. In the event that we get SIFE students, we would ensure they receive AIS services and supports to provide them with rigorous instruction, reading skills and language development. We also do not have a NLA/Bilingual program.

For students who have reached proficiency, they may transition into a reading AIS program, if that evaluation is made. These ELL's will also continue to receive testing accommodations for two years after reaching proficiency. This ensures that they receive transitional support after regular ESL services are no longer provided. All ELL's in our building are afforded equal access to all our school programs. They will take part in all afterschool programs including NIA, Champs (afterschool physical education program), and any other arts-based program our budget allows us to bring in. During the school day, they are scheduled for art, music, dance, and or theater.

We have many instructional materials available to support ELL's. We currently have five laptop carts, as well as two fully equipped computer labs. This helps us to integrate technology into instruction for our ELL's. Our ELL's have access to Study Island and Raz Kids, both on line programs which allow students to practice literacy skills on their levels.

In addition, all classrooms have leveled libraries to individual instruction. Our resource room has leveled guided reading books for teachers to use with their students. This ensures that our ELL students are taught reading at their instructional level. Many classrooms utilize

listening centers, so our ELL students are exposed to fluency and repetition. We also have audio tapes of stories in different languages that

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

and specific intervention programs.

The grade level materials used are the Teacher's College Units of Study for the ELL's specific grade in Reading and Writing. In addition

B. Programming and Scheduling Information--Continued

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

We have focused intervention programs for our at risk students, including our ELL's if they are deemed at risk based on their assessments. Our Kindergarten at risk students are using Foundations, a program which focuses heavily on letter-sound relationships and phonemic awareness. First and second grade at risk students, including our at risk ELLs, are using Leveled Literacy Intervention. This is a program that uses a systematic approach to teaching phonemic awareness, comprehension skills, and also has a writing component. This program is also designed to expand vocabulary and develop oral language. This is especially important for our beginning ELL's. Our ELLs in grades 1&2 are being taught reading skills using Guided Reading with Good Habits/Great Readers as a professional guide. Our ELL's in grades K-5 are also using Words Their Way, a phonics based program which enforces phonemic awareness skills. At risk ELL's in grades 4 and 5 are using Soar to Success, a program which uses both fiction and non fiction texts to enforce both phonics and comprehension skills.

ELL students from grades 6-8 are taught Reading skills/strategies in small groups. Our ESL students receive extra instruction in our extended day program where grades K and 1 work on word work and grades 2-8 use Best Practices in Reading. We also provide our ELL's that are at risk in Math with AIS support services.

Our ELL's are exposed to a variety of instructional materials and methodologies to support them. Trade books, math manipulatives, hands on science instruction, and use of technology for research and presentations, provide ongoing differentiated support.

We provide native language support by providing bilingual glossaries for our students to use in their content area study. Also, two of our ESL providers are bilingual and will speak to their serviced students in their native language, if necessary.

Our ELL's that reach proficiency continue to be supported by being provided with two years of testing accommodations, including extended time and separate location. Also, they may continue to receive any of the aforementioned AIS programs.

Many of our ELL's are exposed to Reader's Theater, which uses drama to promote literacy skills.

All of our services support and resources correspond to our ELL's age and grade levels.

New ELLs are provided with a buddy in the class which will assist them in getting around the school building and helping them in the classroom. Both Chinese and Spanish are offered to our ELLs as language classes depending on their grade level.

Title III and Immigration Funds are allowing us to create a Saturday ESL program from January to May in which all ELLs will be invited to participate. It will be a weekly 3 hour session where ELLs will be exposed to language development. Grades K - 5 will be using a program called Camp Can D. This innovative program is created specifically for ELLs. It reinforces language development and assesses progress through a pre and post test. It has standards based learning resources, teaching tools, and student centered and content based lessons and activities. Grades 6-8 will have direct instruction in reading and writing through standards based lessons aligned with the Common Core.

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

- heritage classes
- foreign language (LOTE) classes

D. Professional Development and Support for School Staff

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

All of our staff members receive professional development from Teacher's College, administration, literacy coach, ESL coordinator, and the network.

Teachers view model lessons in which they are exposed to methodologies and strategies which help to foster language acquisition for our students. We have a monthly Professional Development calendar for all staff members. ESL teachers attend grade meetings weekly with the

teachers of the grades they service. Each month has a different focus, giving all teachers support in various areas.

Incorporating ESL strategies in the classrooms will be infused in our regular PD. In addition, our weekly Inquiry Team meetings focus on using Depths of Knowledge (DOK) to differentiate our assessment tasks and looking closely at our student's work to inform our instruction.

All teachers of ELLs will continue to receive training in the Common Core State Standards and specific ELL PD from Literacy Support.

All staff members are encouraged to use the ESL resources available through the DOE site.

Since we are a Pre-K -8 school, we offer all of our students support in transitioning from elementary to middle school, as well as middle to high school. For our ESL students, we make sure that all letters sent home regarding the application process are available in appropriate languages. We also have both a curriculum orientation and meetings for parents offering information about these important transitions. There are always interpreters available at all these meetings.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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In addition, The Office of Family Engagement forwards information to our parent coordinator on wonderful cultural workshops and opportunities in our community and city for our ELL parents. Our parent coordinator then sends the information out to the parents, encouraging them to take advantage and attend.

Every parent in our school was invited up to the school to meet their child's teacher and have an opportunity to hear what the curriculum for the year would be. In addition, through regular monthly parent meetings delivered by both the principal and PTA, parents are provided a forum to articulate concerns and can offer suggestions for workshops they would find useful. This is a wonderful opportunity to evaluate

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All parents will continue to be offered the opportunity to be part of The Urban Advantage Program where they will be able to go on trips with their children to learn about methods of scientific investigation. These trips to museums and zoos provide our parents with cultural appreciation.

All of these parental involvement activities come out of the wants and needs of the parents as indicated through conversations and informal surveys at meetings and the parent portion of the Learning Environmental Survey.

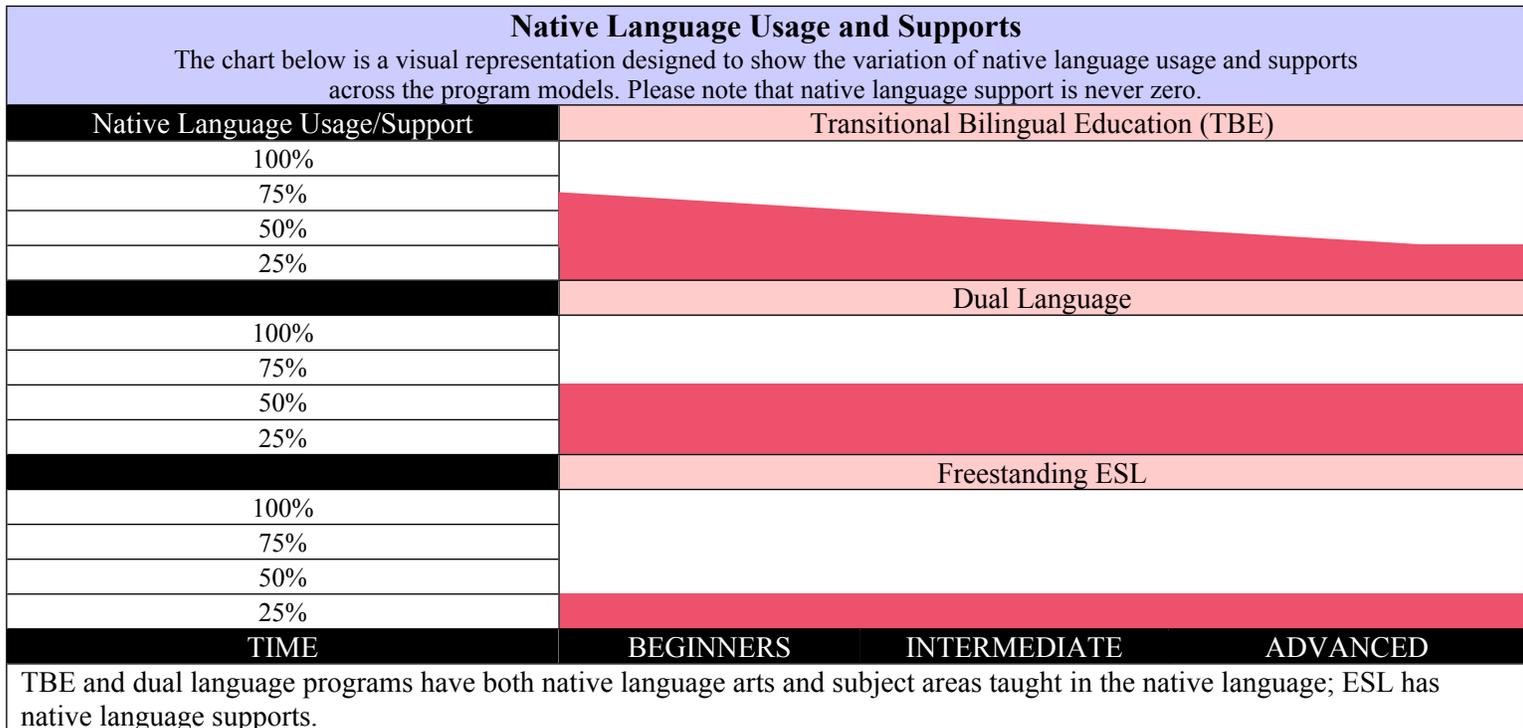
In the past, we have had many workshops for parents through Community Based Organizations in the areas of Art, including Ballroom Dancing and quilt making. We hope to continue that this year through grant opportunities.

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

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

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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C. Schools with Dual Language Programs

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

N/A

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.

We feel that the use of Teacher's College Units of Study in Reading and Writing, along with the ongoing training for ELL teachers in analyzing data and Reading and Writing strategies will benefit our ESL population. We are proud of the outreach we are providing for parents of ELLs and are hopeful that it will translate into academic success for our ELLs.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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teachers of the grades they service. Each month has a different focus, giving all teachers support in various areas.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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to continue are the weekly ELL (English Language Learners) parent workshops, which have been running for about 7 years now. These weekly workshops came about as a result of the high population of non English speaking parents, and is run by one of our teachers and our parent coordinator, both whom are bilingual. At these workshops, parents get training in learning the English language, both grammatical and functional. They will also create academic games which they can take home and use with their children, as well as learn useful tips and strategies for helping their children. It has proven to be a worthwhile learning experience for all parents who attend, and we are thrilled to be able to continue this very successful program. Our parent coordinator is also beginning to hold weekly workshops on how to use EChalk, an online tool which keeps our parents informed of all the happenings in our school. We post parent notifications on this site and it instantly translates the information into various languages at the click of a button, which allows us to communicate with our ELL population instantaneously. This also ensures equity to all our ELL parents. The parent coordinator will also provide regular workshops for parents on using ARIS, so parents can be kept abreast of their child's academic progress. Speakers from various community outreach programs are scheduled to come to our school to inform our parents on topics including asthma, stress management, internet safety, and parenting skills. These workshops are scheduled throughout the year. Our ELL parents will continue to take part in multicultural celebrations at our school, as well as various celebrations we have throughout the school year. Parents are invited up periodically to celebrate their children's academic achievements and to appreciate their work in the Arts. We are planning a Literacy and Mathematics family night, as well as a 2nd annual Family Fun night which offers all our parents an opportunity to exercise, become informed of good health tips, while all the while bonding with their children.

In addition, The Office of Family Engagement forwards information to our parent coordinator on wonderful cultural workshops and opportunities in our community and city for our ELL parents. Our parent coordinator then sends the information out to the parents, encouraging them to take advantage and attend.

Every parent in our school was invited up to the school to meet their child's teacher and have an opportunity to hear what the curriculum for the year would be. In addition, through regular monthly parent meetings delivered by both the principal and PTA, parents are provided a forum to articulate concerns and can offer suggestions for workshops they would find useful. This is a wonderful opportunity to evaluate the needs and concerns of our parents.

All parents will continue to be offered the opportunity to be part of The Urban Advantage Program where they will be able to go on trips with their children to learn about methods of scientific investigation. These trips to museums and zoos provide our parents with cultural appreciation.

All of these parental involvement activities come out of the wants and needs of the parents as indicated through conversations and informal surveys at meetings and the parent portion of the Learning Environmental Survey.

In the past, we have had many workshops for parents through Community Based Organizations in the areas of Art, including Ballroom Dancing and quilt making. We hope to continue that this year through grant opportunities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	13	7	2	4	4	3		2					43
Intermediate(I)	3	6	12	14	9	6	7	6	4					67
Advanced (A)	14	1	12	8	16	9	8	3	3					74
Total	25	20	31	24	29	19	18	9	9	0	0	0	0	184

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1				1	1		1				
	I	9	6			5	3	7	3	1				
	A	10	17	10	8	3	9	11	5	3				
	P		5	16	21	15	3	6	1	8				
READING/ WRITING	B	13	4	1	3	3	2	3	1	1				
	I	4	8	14	9	4	5	11	1	3				
	A	1	10	8	17	10	8	5	6	2				
	P	1	7	2		6	1	6	1	7				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	13	7		32
4	8	12	2		22
5	12	10	1		23
6	11	5			16
7	1	7			8
8	3	8	1		12
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		8	2	14	1	1		33
4	3		12	2	3			2	22
5	3		12	2	4	1	2		24
6	6		5	1	2	2	1		17
7	1		4		1		2	1	9
8	2		4	1	6				13
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	12		3		2		22
8	3	1	5		4		0		13
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

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.

We feel that the use of Teacher's College Units of Study in Reading and Writing, along with the ongoing training for ELL teachers in analyzing data and Reading and Writing strategies will benefit our ESL population. We are proud of the outreach we are providing for parents of ELLs and are hopeful that it will translate into academic success for our ELLs.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Ndzibah	Principal		11/1/11
Angela Teutschman	Assistant Principal		11/1/11
Miriam Roman	Parent Coordinator		11/1/11
Beverly Carlozzi	ESL Teacher		11/1/11
	Parent		11/1/11
	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
Antoinett DiPietro	Coach		11/1/11
Josephine Cohen	Coach		11/1/11
Philip Kass	Guidance Counselor		11/1/11
Neal Opromalla	Network Leader		11/1/11
Joann Toto	Other <u>DATA SPECIALIST</u>		11/1/11
Danielle Tartaglia	Other <u>Speech/Related serv</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21k095** School Name: **THE GRAVESEND SCHOOL**

Cluster: **4** Network: **409**

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

Part A: Needs Assessment Findings

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

We conducted our assessment of oral and written translation needs by both using our ELL demographics data, as well as surveying parents to find out what language they would prefer to receive information from the school in. This information is indicated on page 2 of the Home Language Identification Survey (HLIS) which every parent is mandated to complete upon school registration. We also ask our classroom teachers to report which materials they felt would be beneficial to have translated into various languages represented in their classroom community.

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.

Findings for written translation needs indicate: Teachers felt that any notices sent home should be translated into the students' native languages. A large percentage of our ELL parents' responses also reveal that they would like all notices sent home to be in their native languages.

Findings for Oral interpretation: Parents would like an interpreter primarily for communicating with their child's teacher, especially at Parent Teacher afternoon/evening Conferences. In addition, they would like interpreters at PTA and other school meetings, as well as parent workshops.

The principal shared these findings to staff at a faculty conference and to the parents at PTA meetings. The findings were also shared at SLT meetings where the entire school community is represented.

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.

This year, we have implemented echalk as a tool for our school website. This tool allows parents to instantly translate all important letters distributed to the students. We post all letters that get backpacked, including our school calendar, flyers for parent workshops, newsletters, and other important school information. Our parent coordinator is currently holding weekly parent workshops to teach our parent community how to access and navigate echalk. We also utilize The Translation and Interpretation services provided by the DOE. We have a protocol in place where items to be translated are given to our parent coordinator in a timely manner so she can send it to the service.

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.

We are very fortunate to have a large bilingual staff that assist the school in our interpretation efforts. Staff members who speak Spanish, Chinese, Italian, Arabic, Russian, and Albanian assist in oral interpretation when needed including registering new students, Parent Teacher Conferences, and any other parent need. In addition, our School Messenger system enables parents to hear messages in several languages and continues to help improve communication with the parents of our large ELL population.

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>.

As per Section VII of Chancellor's Regulations A-663, we provide our parents with a copy of the Bill of Rights and Responsibilities, which explains their rights regarding translation and interpretation services.

There are posted signs in our front lobby in each of the covered languages indicating the availability of interpretation services.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: THE GRAVESEND SCHOOL	DBN: 21K095
Cluster Leader: CHRISTOPHER GROLL	Network Leader: NEAL OPROMALLA
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 185
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are creating a supplemental ESL Saturday Academy program which will target all of our ELL population from grades K-8. It will run for 15 weeks starting on January 5, 2012 and ending on April 15. The program will be instructed by our ESL and Common Branch teachers and will run from 9:00 - 12:00 on Saturday mornings. The language of instruction will be English and there will be a class for each grade K,1,2,3,4,5, and one class comprised of our 6-8 ELLs(they have fewer students). We are purchasing and will be using a research based program called Camp Can Do created by Santillana. This program helps students acquire the English language through content driven lessons and standards based learning resources. All four areas of language acquisition(listening, speaking, reading, and writing) will be incorporated in each lesson.

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: Professional Development will be delivered by the program administrator, ELL Coordinator(Josephine Cohen), and Teacher's College consultant(Emily Deliddo). All 7 teachers involved in this program will receive regularly scheduled Professional Development throughout the duration of this program. Training will consist of ESL research based strategies, effective use of The Camp Can Do Program, and using data , specifically focusing on results of the NYSESLAT and running records, to inform and plan for instruction in our Saturday program.

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: We plan on having Mrs. Anella-Defiore, a staff member that works with ELL parents during the schoolday, deliver ELL parent workshops for four - 3 hour sessions that will run during the program timeline. Specific Saturday dates will be based on a parent survey indicating which

Part D: Parental Engagement Activities

dates would be best for them. This survey will be given out at the beginning of the program. Parents will be notified of the dates of these workshops both through backpacked flyers (in native languages) as well as posted on our school website which will have the translated letters. At these workshops, parents will create literacy "games" that they can take home and use with their children further enforcing language skills.

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		