



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE GIL HODGES SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22/k/193

PRINCIPAL: FRANK A. CIMINO **EMAIL:** FCIMINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

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
Frank A. Cimino	*Principal or Designee	
Christine Sam/Yelena Siwinski	*UFT Chapter Leader or Designee	
Terri Cadet-Donald	*PA/PTA President or Designated Co-President	
Pam Fuschetto	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Annabell Corales	Member/Assistant Principal	
Deborah Sisane	Member/Teacher	
Lisa Schatz	Member/Teacher	
Lori Sblano	Member/Math Coach	
Sheron Kelawan	Member/Parent	
Suzette Lopez	Member/Parent	
Ray Sitorus	Member/Parent	

Denord Rerrie	Member/Parent	
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Katherine Levine	Member/Parent	
Nadine Santiago	Member/Parent	

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.

Continuing with our focus on the CCLS in Writing, by June 2012 we expect 70% of our students in grades 3-5 will show progress of one writing level from an administered pretest in September 2011 to a Posttest administered in June 2012 in the area of informational writing.

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.

Every month, the principal collects writing samples from kindergarten through the fifth grade after they have been taken through the Writing Process, had a rubric applied and graded, along with comments and analysis from the classroom teacher that address that month's particular genre. Through analysis of these results, we realized that our informational writing was very weak across all grades. We instituted a change agent, writing an information piece on a scientific concept for our science fair in lieu of creating a scientific experiment. A specific rubric was developed for the written research (which used our research method, Read/Close/Think/Write, which decreased dramatically the amount of plagiarism) and for the oral –sharing of the report. Based on the success of this writing task (coupled with the pre-assessment we gave in writing in December and compared to the results of the post assessment given in May that addressed informational writing) we saw the growth and more importantly the need to revisit this goal and challenge our students to meet this goal.

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.

We utilized the CCLS for Writing as our guide. Non-fiction text is to encompass 50% of the materials read and responded to in writing by our children. By analyzing the students' written work on a monthly basis, every month, and analyzing how they address writing informational texts such as research-based topics (that relate to the children's curriculum in social studies and science), we came to the conclusion that we needed to address this goal with an earlier approach in the school year (last year we addressed informational writing in January/February). We decided to tie in this year's instructional expectations utilizing the Task Bundles that were provided by the NYCDOE as a springboard for this year's informational writing. In addition, three grades will be creating their own informational task bundles after some staff members were trained by Dr. Tony Stead and his research-based strategy called "Reading and Analyzing Non-Fiction" (RAN strategy).

All classroom teachers, kindergarten through fifth grade, are involved in administering the instructional task bundles (or their own as in grades 2, 3, and 4) that will address non-fiction/informational writing. The units of study will be fully implemented as outlined in the lesson plans that support informational writing and that are part of the "RAN" strategy. In addition, our method of "Read/Close/Think/Write" strategy is taught through an interactive modeling unit of study on a topic in social studies that relates to the curriculum on the grade. Using this interactive modeling strategy will help teach the children how to organize their ideas, choose their resources and topic of interest, focus on the parts of informational writing (that includes a dynamic introduction, a body of details supported with facts, and a coherent conclusion that ties the report together. The children will also learn from the interactive modeling how to develop a glossary, table of contents, and an index.

The teachers chose the pre assessment/post assessment nonfiction piece that would be used as the comparison piece to analyze the growth and progress of each child. In addition, the teachers had the choice of using the instructional tasks bundles provided by the DOE or to create their own. Three grades chose the task bundles designed by the DOE and three grades created their own (on NYC) that reflected their grade social studies curriculum.

The timeline for implementation of the informational writing task is the fall semester. The teachers who chose to create their own task bundle were given four additional weeks to carry out the tasks. Everyone was on board with the implementation of the task bundles.

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 alert parents about the ELA Instructional task bundles and why this activity is so important vis-à-vis College and Career Ready preparation. In addition, as we go forward with our goal to improve informational writing, we will hold several parent nighttime and daytime workshops given by teachers and our Parent Coordinator to help parents understand the task of writing a research report for the Science Fair. During these three parent workshops, parents will be given specific information on how to help their child research and write and present an oral report. The parents will be taught our method of "Read/Close/Think/Write" method of taking notes on a topic. Parents, along with the students, will receive the specific rubric that will be used to grade the report and also alert the parents (and students) what is needed to attain a Level 4, the goal we want all of our students to strive towards. A series of letters will be sent home to parents beginning in January, informing them of the steps that are required (timeline that addresses: submitting topic and getting approval; approval of outline; approval of resources and materials; and approval of the first draft followed by the deadline for submission). Parents will be integrally involved in the entire process.

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.
- All staff members are Highly Qualified. All staff members receive professional development over the course of the school year.

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.
- We ensure that our NCLB students (6) and our students in housing programs (1) receive extra services to help them with this goal of writing informational text in general and with the writing of a science-based research project in particular. These students receive additional support, AIS, in a pullout program several times a week. The principal will be writing an additional grant to receive funds for these students as he did last year (last year he received \$10,000 to help the NCLB kids with additional AIS support).

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.
- Since we "Conceptually Consolidate" our funding sources, we use all of our funds (FSF, Title I, Title IIa, and Title III) to pay for teachers' salaries and for our Academic Intervention Service providers who will support this goal in classroom instruction, in pushin/pullout models, and with our extended day program. In addition, materials, supplies, and books are needed to support this goal and these funds are utilized to purchase these items.

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, there will be an increase in the measured progress of our students in grades 4 & 5 in mathematics achievement of 12% of our lowest third functioning students that includes students who are in Special Education or are ELLs as measured by the NYS Mathematics Standardized test.

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.
- We looked at several sources of data to determine the need to address this goal. First, the Accountability and Overview Report clearly indicates that our S.E. students have barely made AYP. (Our Effective AMO was 123 and our Performance Index was 124.) When we look at our Progress Report, we see overall performance dropped 4%; this includes students in all three categories (lowest third, ELLs, and S.E.) When we drill deeper into the Progress Report looking at closing the achievement gap by addressing cohorts, we received no extra credit for our ELLs or S.E. students. In fact when we compared our school results to that of our peer schools and the city schools in general we were anywhere from 4% to 25% below the average and so we received no extra credit. These statistics were “eye openers” and we realized we had to create a specific plan of action that will help us accomplish this goal.

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.
 - 1) First, our focus is on the CCLS in mathematics. As a result, our three-year plan is to convert from EDM to Math in Focus (the Singapore Mathematics Program). This program has been researched and by joint decision of the staff with administration, we chose to make the “changeover” beginning this year with grades 1 and 2. Over the next two years, teachers in grades Pre K, K, 3, 4, and 5 will be trained so that by the school year 2013 – 2014, every teacher will have been trained and every class (and student) will be using the mathematics program that has been geared to the CCLS in mathematics.
 - 2) The Mathematics Workshop Model is utilized in every classroom to ensure that the children are fully engaged (Danielson’s 3.c) and that the critical thinking skills are implemented through thoughtful questioning (Danielson’s 3.b) and with a depth of study that is no longer “a mile wide and an inch deep”.
 - 3) Math centers will be a focal point in every classroom to provide remediation and practice for students who are performing below grade level.
 - 4) Manipulatives are housed in every classroom and every teacher uses the hands-on approach especially in the mini lesson and in follow up activities for those students who are not ready to move on to the semi abstract and abstract thinking.
 - 5) We will also introduce the CCLS in mathematics beginning in the Spring and carry forth in the school year 2012-2013. We will provide workshops and training as staff will turn key the training they receive from our Network specialists. Along with these new standards, we will introduce the task bundles, the instructional expectations, in January to every class so that the teachers can plan collaboratively and implement a timeline whereby these critical thinking challenges can be introduced to the students in their class.
 - 6) Our Math Coach will be available to model, demonstrate, and train staff in the new math program (Math in Focus for grades 1 & 2), and provide support to learning the new CCSS in mathematics and the implementation of our math task bundles that will address the NYC Instructional Expectations,

College and Career Ready (CCR).

- 7) A three day a week AIS provider was hired as a result of our analysis of the Accountability and Overview Report. We saw that our S.E. students as a cohort barely made AYP. We assigned this math specialist to service all of our S.E. students in grades 3-5 in small groups several times a week. In addition, we included some of our ELLs who are also severely delayed based on the results of the NYS Standardized math test and last year's Predictives and ITAs.
- 8) In January, using our Title III funds, we are hiring a certified ESL teacher to push in to two classes three days a week to work with small groups of ELLs to provide the AIS they need to move them in math. This decision was based on analysis of the NYS standardized math test last year and the results of the ITAs and Predictives last year. We will revisit after we administer this year's ITAs and Predictives. Based on analyses of these assessments we may make changes as far as how long this specialist stays in one class or the other. The specialist will push in to our three/four Bridge ESL class and one fifth grade G.E. class that has fifteen ESL students in the class.
 - b) Classroom teachers are key to analyzing the results of all assessments and creating an action plan. Upon consultation with the classroom teachers, the math coach, and the principal, AIS providers were hired to address the weaknesses we analyzed in math. We believe in professional development as a means in training staff to utilize the CCLS in math as well as the new curriculum. We also believe in using our Teacher Teams during collaboration time in Inquiry to work together to analyze the results (Item Analysis in the written response questions) of the standardized test and the ITAs and Predictives. The resources that we provide will certainly include a classroom full of various manipulatives, math center activities, textbooks and work books, and other materials such as flash cards, number lines, rulers, etc.
 - c) In choosing the new curriculum, teachers were given several samples to look over and to meet with a representative from various companies. In consultation with the teachers, Math In Focus was chosen as our new math series. We trained first and second grade teachers during the summer (and paid these teachers per session using FSF) so that they would be prepared to begin instruction on Day 1. Teachers also work in teacher teams analyzing the results of various math assessments that the children were given such as the NYS Mathematics Standardized test, the ITAs, Predictives, and our beginning of the year math assessment. The data derived from these sources helped the teachers to make decisions and recommendations. In addition, the administration also analyzed these results (along with the results of our Accountability and Overview Report) that gave us the necessary data to decide on our plan of action (hiring AIS providers to focus on our ELLs in a pushin mode, and with our S.E. children in a pullout model). We decided that the best way to provide the effective AIS would be for the AIS providers to review lesson plans of the classroom teachers from the previous week and in consultation decide which topics needed to be remediated based on the classroom teacher's assessments. The conversations and collaboration certainly help us narrow our focus to the specific needs of the students who are receiving these additional services.
 - d) Our timeline was immediate implementation of the AIS providers. We utilized FSF money (to address a preponderance of S.E. students and a large group of ELLs) that we generated by not hiring another secretary to replace one who transferred. The funds that we had available allowed us to hire a three-day-a-week AIS provider beginning in October 2011 and running through May 2012. Regarding our Title III Funding (which is devoted to a pushin model; a certified ESL teacher will pushin to our Bridge 3/4 ESL class and a fifth grade class with 15 ELLs), we wrote our plan and had it approved and so we will begin implementation January 2012 and expect this AIS program to continue through May.

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 have evening parent workshops devoted to math using our Title I Parent Involvement money. Our Math Coach will be the presenter and discuss the new Math CCLS. In addition, our math coach working with our parent coordinator will offer several morning workshops that will address the new math program, Math In Focus. We will also have parent workshops that will address the new CCLS in math. Parents will also receive information on the math instructional expectations and task bundles when we roll them out in January and they will have an opportunity to attend an additional parent workshop that will be devoted to these tasks that will be given by our Math Coach and our Parent Coordinator.

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 becomes highly qualified, in order to achieve this goal.

All of our staff members are Highly Qualified and receive professional development over the course of the school year.

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.

We presently have 6 students who transferred to our school under NCLB. We include these students in all of our AIS programs to ensure that they have remedial services to address their specific weaknesses. In addition, the principal will be writing a grant specifically geared to receive funds that will address these children in small group AIS to help the children deepen their knowledge in mathematics.

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.

We are a Conceptually Consolidated school so our FSF and Title I funds are comingled and provide additional services to our students. We have a math coach who models and conducts intervisitations. She presently is teaching a group of fourth ELLs daily math lessons. We also used our Title III funds to hire a certified ESL specialist (January 2012) to pushin to our Bridge ESL 3/4 class and to one fifth grade class (where there are 15 ELLs) to provide remediation and enrichment to our ELLs. Through the Incentive Program for Voluntary Public School Choice (NCLB) we are hoping to secure a grant of \$10,200 that will be used to provide remediation and enrichment to our 6 students (from NCLB) along with four other students in need of assistance or enrichment on the appropriate grade. We utilized our FSF (when a school secretary transferred, we did not hire another secretary to replace her) to hire a math specialist to work with all of our S.E. students in grades 3, 4, and 5.

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.

By June 2012, there will be an improvement in 17% of our primary grade students who score in the lowest third based on the DRA2. We expect that these students will move three reading levels from September 2011 through June 2012 as measured by the DRA2 post assessment.

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.
 - 1) Last year we decided to utilize a school-wide assessment for reading (DRA2) because we did not have one assessment that we could use to study trends and analyze weaknesses and strengths. By instituting this new change, we can track growth and progress monitor over the course of the school year (it will be given three times a year to those struggling students and twice a year to those on and above grade level) that will also allow us to see if the children made any progress or if they fell any significant amount over the summer (did the parent work with the child; did the child continue to read every day and develop the necessary reading skills, etc.) since the children will be assessed in June and then again in September/October.
 - 2) Based on the growth of our students, using F & P levels, we see that many of our students have not been making the progress we expected; this is verified in our primary grades by the number of children who are retained at the end of the school year based on their lack of progress in reading (using three instruments to make this determination: DRA2, F & P levels, and teacher anecdotal records).
 - 3) As we study the results of our students in grade 3 after they take the NYC ELA Standardized test, we see that the results are not what we expect as well. Our ELLs and S.E. students invariably score quite low. Our G. E. students' score in Level 2 indicates that many students are performing below grade level (we had only 64% of students on grade level). If we progress monitor and provide a more rigorous primary grade instruction in ELA, by the time the children enter grade 3, the % of students in Level 3 should dramatically rise from a low of 64%.
 - 4) As we look to the CCLS in reading (and literacy since writing is a critical component in literacy) we realized that we need to ensure that 50% of the reading material presented to our primary grade children should be non-fiction, which is much more challenging and requires a more analytical slant to reading. When we analyze our literacy block, especially during guided, independent and shared reading, we found that the teachers were not presenting 50% of the material geared to non-fiction texts.

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) 1) Using DRA2 as our mainstay assessment tool (in conjunction with Fountas & Pinnell) we know we are assessing our students accurately and that we can gauge the actual reading level for each child.
 - 2) Addressing the CCLS in reading will certainly help us to meet the goal of providing nonfiction text to our students in at least 50% of the instructional block in literacy.
 - 3) Providing professional development to staff that addresses our focus on nonfiction informational texts will help to expose all students to more nonfiction texts.
 - 4) Rolling out the instructional expectations in literacy that tie in with our focus on informational writing (and research) will address all of our cohorts.

5) Continuing our study and creation of reading and writing rubrics will focus our attention on nonfiction and enhance critical thinking skills and ensure reading is rigorous and challenging.

6) Balanced Literacy Components: nonfiction text will be utilized in Read Alouds, Shared Reading, Independent Reading, and in Guided Reading groups; the goal is to present nonfiction 50% of the time for each methodology.

7) We will formulate our plan to address RTI by June 2012. In this plan, we will ensure that Tier I students receive the instruction that will help keep them progressing at their independent rate (keeping in place all of our differentiation strategies in each classroom). We will develop Tier II strategies that will assist the ten percent of students in each class who are at risk that will involve additional one to one instruction with the classroom teacher (i.e. during independent reading, conferencing one to one during the writers' workshop, and in additional learning center activities in literacy). Our Tier III strategies will include additional assistance through a pullout model with an AIS specialist as well as during an after school program, our extended day program, whereby these students will be in small groups of no more than two students who will be working directly with one teacher.

b) 1) All classroom teachers and paraprofessionals (in certain classrooms) will address nonfiction reading in 50% of their lessons especially during the Balanced Literacy Block (that may include all of the components such as Read Aloud, Shared Reading, Independent Reading, and Guided Reading).

2) AIS providers who pullout or pushin will also ensure that 50% of their remedial materials will address nonfiction text.

3) Introducing the CCLS in reading and the instructional expectations task bundle will foster reading in the nonfiction arena while addressing research skills and writing an informational text.

4) Professional development sessions and teacher team meetings will focus on the implementation of using nonfiction text in the task bundles as well as in the daily literacy block.

c) In the past we used ECLAS II; staff wanted to eliminate this assessment for primary grades. We then changed to DIBELS and used the hand held devices to assess and progress monitor. After several years, the monitors were breaking down and staff felt that the progress monitoring was taking away from instructional time. There was consensus with the administration on this point. We discussed the importance of finding a schoolwide assessment that would allow for the data to be loaded to ARIS (so that parents of primary grade children could track their children's progress). We agreed upon using DRA 2. DRA2 also tied in with our Balanced Reading program as we used Fountas & Pinnell reading levels (the scores were interchangeable and easily extrapolated).

d) The timeline that we implemented began last year as far as using the DRA2 to assess the children. The assessments were done in June and we now have completed the DRA 2 for the beginning of this school year. Comparisons and groupings are being made to address the needs of the children. We have come to consensus that 50% of all texts in reading (and writing) must be in the nonfiction genre. WE, as teacher team representatives, formulated a calendar of writing genres that address the fiction and nonfiction genres in the percentages that we agreed upon, 50% for each. Our Response to Intervention plan (RTI) will be completed by June 2012 as mandated. The plan will be a plan that is created by staff alongside administration to ensure its viability and effectiveness in each classroom.

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.
 - 1) During Curriculum Conferences, Parents' Association meetings, and Parent Teacher Conferences, parents are made aware of the need to address nonfiction reading and writing. Through letters home to parents, we alert them to the importance of having their child read nonfiction genres. We present Parent Workshops devoted to nonfiction reading and writing whereby we introduce the instructional expectations for informative writing and explain how nonfiction ties in with this genre. We also present the entire Science Fair unit to parents that involves research, reading nonfiction material, and writing a report using nonfiction text. In the early primary grades, the teacher takes the lead and guides the children through each step. The classroom teacher communicates with the parents as well as to what they can do at home to help their child with the research project. The parent coordinator will hold early childhood reading workshops with one of our literacy personnel and give ideas to parents on how they can motivate and provide materials for their child at home (i.e. visit the local library, use of the Internet, etc.)

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.

All staff members are Highly Qualified and participate in many professional development sessions over the course of the year.

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.

We have 6 students who qualify under NCLB to transfer to our school. We utilize our funding sources to ensure that these children receive AIS during the school day to assist them in this goal of progressing and reading nonfiction texts. We plan to write another grant whereby we could receive \$10,200 to help us focus one of our goals on nonfiction reading and address the deficiency we have noticed based on our assessments.

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.
 - 1) We are a Conceptually Consolidated school and so all funds are comingled to ensure that we address the needs of all of our cohorts with a special emphasis on our ELLS, S.E., and lowest third performing students. Having the DRA 2 and Fountas & Pinnell reading levels as raw data can serve our purpose of identifying our primary students who should receive additional remedial services during the school day.
 - 2) Our Title III plan is permitting us to hire a pushin certified ESL teacher to work with our ELLs in need of remediation in literacy (and math).

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			N/A	N/A				
1			N/A	N/A			1	
2			N/A	N/A		2	1	
3	15	9	N/A	N/A			3	
4	10	17	1	12			2	
5	15	18	9	9		1	2	
6								
7								
8								
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
<p>ELA:</p> <ol style="list-style-type: none"> 1) Pullout 2) Extended Day 3) Title III 4) NCLB 	<ol style="list-style-type: none"> 1) Licensed Reading teacher pulls out identified students for remedial reading Monday through Friday for a period of thirty minutes. Assessments used to identify these students at risk are their results on the DRA 2, Standardized ELA test, and teacher judgments based on reading pre-assessments and guided reading levels (Fountas & Pinnell). Students are taken in groups of 5 students on the same reading level. Skill strategies are focused on within the remedial guided reading period. Nonfiction and fiction texts are used as well as a basal reading series to provide a different type of resource. AIS provider confers with classroom teacher on a weekly basis; biweekly assessments are given to monitor progress; a final review of progress made will determine if student continues with this intervention or if child has progressed enough to be “graduated” and then replaced with another struggling student. This final determination will be done after twelve weeks. 2) The extended day program runs every Monday and Tuesday for fifty minutes. At-risk children have been identified using the DRA 2, the ELA standardized test, the reading and writing pre assessments given in September, and the child’s current Fountas & Pinnell reading level (and of course the results of the ITAs and Predictives for the upper grades). Each teacher is assigned five students to provide the literacy intervention during this session. The students would receive a guided reading lesson using the F & P reading materials that support our literacy program. Fiction and nonfiction genres will be addressed over the course of the entire school year. 3) The Title III program begins in January and ends in May; it runs Monday through Wednesday and is a pushin program. An ESL certified teacher is hired for the three days to pushin to our ESL self-contained 3/4 class and a fifth grade that has fifteen ELLs. Small group and one to one remediation will be the focus. The reading materials will include a basal reader and Fountas & Pinnell and Reading Strategies Skills books.

	<p>4) We have six NCLB students who are identified for this intervention. It will begin in January and the intervention will be small group, five students on the same reading level, who will meet twice a week for a sixty minute block of remediation with an intervention specialist who will address skill strategy sessions using reading skills workbooks and a basal reader.</p>
<p>Mathematics:</p> <ol style="list-style-type: none"> 1) Pullout 2) Extended Day 3) Title III 4) NCLB 	<ol style="list-style-type: none"> 1) We hired a pullout math specialist to work with S.E. students (and some ELLs) based on the results in our Accountability and Overview Report, which identified our school as just making AYP with this cohort in math. The intervention specialist will work with small groups of students, no more than 5 in a group, and meet with the children three times a week in a pullout mode (Monday through Wednesday). The remediation will be based on the classroom teacher's lesson plans and conversations between the classroom teacher and the intervention specialist so that the children will receive remediation based on the previous week's unit of study. 2) Students who have been identified through our pre assessments in math and the results of the Math Standardized test will be invited to attend. The program is for fifty minutes on Mondays and Tuesdays. The groups of students designated for this remediation is no greater than five students to each teacher (two students per paraprofessional). The material will review specific topics of study that each child is having difficulty with based on classroom observations, notebook assessments, and teacher-made assessments (in addition to the ITAs and Predictives in the upper grades). 3) A certified ESL teacher was hired to begin remediation in January and to last through May. She will be a pushin specialist and work directly in the classroom alongside the ESL teacher in our bridge 3/4 ESL class a fifth grade class that has fifteen ELLs. She will collaborate with the classroom teacher to decide which children and how many in a group or one to one, will receive direct instruction. The classroom assessments and ITAs and Predictives will help determine the unit of study that will be addressed along with the type of manipulatives and strategies that will be employed. 4) We have six children identified as NCLB and are entitled to extra services (once the grant that is being written is approved and the funds are released; as we did last year). These students will be seen in groups of no more than five students and receive remediation twice a week for a period of sixty minutes per day.

<p>Science</p>	<ol style="list-style-type: none"> 1) These students will receive extra remediation during the day in class at a science center once or twice a week. 2) These students will receive extra help with completing a research science project that will address a topic of study. 3) The science teacher will help to remediate these students once a week during the enrichment period of science. 4) During the literacy pullout intervention specialist block, nonfiction science units of study will be addressed as well.
<p>Social Studies</p>	<ol style="list-style-type: none"> 1) The classroom teacher will provide extra remediation during the day at a social studies center once or twice a week. 2) The social studies cluster teacher will also provide remediation during the course of the week during the extra social studies teaching period. 3) During the literacy remediation block with the pullout intervention specialist, nonfiction social studies units of study will also be addressed.
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Our guidance Counselor has a full case load of mandated students. She does not have any time in her program, since she is here three days a week, to address at-risk services.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Our school psychologist presently is seeing three students on an interim basis. These students are seen for a short period of time and then counseling is ended when the services are no longer required. The psychologist is always on call to see students who may need an interim plan of counseling; she confers with the child's parent, classroom teacher, and the principal. The team meets monthly and discusses any issues that need to be resolved as well as cases that have come to a resolution.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The social worker has several students that he is seeing for an extended period of time based on their need to improve academically due to the fact that their behaviors are interfering with their progress. These students will be seen over a longer period of time. The social worker is in contact with the principal, the classroom teacher, and parent at least biweekly. In addition, the social worker also counsels other youngsters that are having minor issues that can be addressed over a shorter period of time (two or three weekly sessions and then a brief follow up to monitor progress).</p>
<p>At-risk Health-related Services</p>	<p>We monitor all cases with our school nurse. Our physical education teachers also work hand in hand with our nurse, the principal, the classroom teachers, and SBST to address issues of health (such as diabetes, asthma, and Sickle Cell Anemia</p>

	<p>among other issues) to ensure that children who have health risks are in school daily and maintaining their progress both academically and health-wise.</p>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

**PS 193
PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, The Gil Hodges 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. PS 193 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;

PS 193'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 PS 193 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational

Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

PS 193 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 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 all parents/guardians, grandparents and foster parents, both men and women to assert leadership roles in the educational pursuits of their child and children.
- 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

PS 193, The Gil Hodges School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **The SLT on June 20, 2011.**

This Parent Involvement Policy was updated **June 20, 2011** by our School Leadership Team.

The final version of this document will be distributed to the school community on **Wednesday, September 14, 2011** and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as part of the final version of our school's CEP and filed along with the Office of Family Engagement and Advocacy.

Required Signatures

SCHOOL PRINCIPAL/DATE

TEACHER

PARENT/GUARDIAN/DATE

STUDENT

**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 Debra Maldonado/Nancy Ramos	District 22	Borough Brooklyn	School Number 193
School Name The Gil Hodges School			

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

Principal Frank A. Cimino	Assistant Principal Annabell Corales
Coach Lori Sblano/Math	Coach None/ELA
ESL Teacher Larisa Beker	Guidance Counselor Patricia Pacheco
Teacher/Subject Area Effie Katehis/first grade	Parent Terri Cadet
Teacher/Subject Area Cynthia McGinty/Fourth grade	Parent Coordinator Kathy Rosenfeld
Related Service Provider Lisa Minichello/Speech	Other Caroline Tornabene/Speech
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	909	Total Number of ELLs	109	ELLs as share of total student population (%)	11.99%
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Part II: ELL Identification Process

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

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

1)The ELL identification process is conducted by a trained pedagogue along with the PAS to ensure that all regulations are followed which is based on the review of the HLIS given out at registration to the parents in their preferred language by our staff members, Ms. Beker (ESL Specialist), a trained pedagogue (Ms. Biton) and our PAS, Ms. Realia. Then the informal interview is conducted by the ESL teacher, Ms. Beker or a trained pedagogue, Ms. Biton. At this point, the HLIS is reviewed by the certified ESL teacher who determines if the child is eligible for the initial formal assessment (LAB-R). As per state law, under CR-Part 154, the LAB-R is administered by the licensed and certified ESL teacher within ten days of initial enrollment. The ESL certified teacher will have a check-off list of all newcomers that will include date of registration and date LAB -R is administered to ensure that the LAB-R is completed within ten days of registration. The following reports, "RDGS" and "RLER" are used to identify students who are eligible to be served and tested annually (NYSESLAT). Based on the results of the NYSESLAT (using "RNMR" report) we determine the specific instructional plan for each ELL student. The NYSESLAT, all four parts, is given yearly to all ELLs following the testing guidelines. We use a double-checking system to make sure all students are tested. The ESL certified teacher, Ms. Beker, and the testing coordinator, Ms. Sblano, create the lists and each check off to ensure that all students take the 4-part exam. All students who are an ELL receive the 4-part assessment as directed either in a pullout situation or during class time (when given in our two self contained ESL classes, kindergarten and bridge 3/4).

2)A parent orientation meeting of newly enrolled ELLs is held at the beginning of each school year within ten days of admission and as new ELLs are admitted throughout the year. The invitation letters, in the parents' home language, to attend the parent orientation sessions, are sent to the parents of students who are entitled to ELL service based on the recorded hand score of the LAB-R. We place the date and time of this ESL parent meeting on our yard-bulletin board as well. An orientation is conducted by the ESL teacher, Ms. Beker, the assistant principal, Ms. Corales, parent coordinator, Ms. Rosenfeld, and the school social worker, Mr. Dunlop. The school schedules parent orientation sessions at times convenient for the parents (morning and in the afternoon). A Powerpoint presentation is made that explains all three programs available in NYC public schools. In addition four computers are set up so that parents may view the Parent connection presentation in their native language. Questions are answered by staff with assistance of translators when needed. We also have parent volunteers who assist at this time as interpreters in various languages to assist with understanding the three choices. The parents are given the parent survey and program selection forms in English and their native language asking them to make a selection based on the information they have received. If a parent(s) opts out of the Free Standing ESL Program and is interested in a TBE/DL program, we make available a listing of the schools that have these programs. If parents were unable to attend all scheduled orientation meetings (am and pm) the parent coordinator, Kathy Rosenfeld, will contact these parents in order to schedule individual meetings where the programs are explained and the parents make their program selection. A record is kept on file in the ESL office. Information that we received is available on the "ELPC" report in ATS.

3) After the LAB-R is administered and analyzed, all parents receive entitlement letters in English and in native language informing them that their child has been placed in a self-contained or pullout/push-in program for the entire school year. Parents of ELLs with continued entitlement based on the NYSESLAT scores are notified in writing that their child will continue to receive ESL services throughout the school year, 2011-2012. The Spring 2011 parent report for each ELL child was attached to the continued entitlement letter. The copies and signed receipts of placement and entitlement letters are kept in the ESL office. The parents of ELLs who have

attained proficiency as measured by LAB-R or NYSESLAT received non-entitlement letters.

4) All placement letters are kept in a central file and dated that is housed in our ESL Office under the supervision of our ESL specialist, Larisa Beker. All parent choices are honored; for those who opt in to free standing ESL, their child is enrolled in the program in our school. For those who opt out, their child is given services in the interim, the parents are assisted with locating schools that offer the TBE/DL program. If parent then decides that choice is not feasible, the child remains in our school in the free standing ESL program. If they have any concerns or questions regarding the ESL program, they may set up an appointment to confer with our ESL certified teachers. In our free standing ESL program, beginners and intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. We use LAB-R and NYSESLAT results and data analysis to group students.

5) The trend is clearly for a free-standing ESL Program. We monitor the number of returned responses every year. For the last ten years or so, out of all the responses we received, the most each year that we received opting out of a free standing ESL program are two responses. Clearly the overwhelming choice by our ESL population is for the free standing ESL program that we provide. Out of 26 newly admitted this school year, 100% returned the program selection forms. 24 of the 26 parents selected the free standing ESL program. The parents who chose the TBE program received a list of bilingual programs in New York City. If the parents choose not to enroll their child in another school for the TBE program, their child will remain in our school and receive ESL services.

6) Our program model is in alignment with parent request and success over the last several years.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	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	1			1	1									3
Push-In														0
Total	1	0	0	1	1	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	96	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	96	0	11	13		7	0			109
Total	96	0	11	13	0	7	0	0	0	109

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
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	10	6	4	3	3								31
Chinese	0	0	0	0	0	0								0
Russian	1	1	4	1	2	0								9
Bengali	1	3	0	0	2	0								6
Urdu	10	5	4	7	5	6								37
Arabic	0	0	2	1	2	1								6
Haitian	3	2	2	1	1	1								10
French	0	1	1	0	3	0								5
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								1
Polish	0	0	0	0	0	0								0

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
Albanian	0	0	1	0	0	0								1
Other	2	0	0	0	1	0								3
TOTAL	22	23	20	14	19	11	0	109						

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?

1) a) We have two self-contained and pushin-pullout models. There are two self-contained ESL classes taught by certified ESL teachers; one in kindergarten and one bridge class 3/4. The other ELLs are serviced with a pushin/pullout model by one ESL certified teacher.

1) b) The self-contained classes travel together and are taught as a class using the workshop model; small groups; differentiated instruction wherever possible. The ELLs who are pulled out are basically grouped homogeneously based on the NYSESLAT (Beginner, Intermediate, and Advanced).

2) The ELLs in a self-contained class receive the number of minutes as mandated. The ESL certified teacher creates a program that is approved by the principal to ensure that all other ELLs receive their mandated time of service over the course of the week; 360 minutes for beginners and intermediate and 180 minutes for advanced students. Instruction is aligned to classroom themes in Literacy, Math, Science, and Social Studies.

3) All instruction is in English. A multi-modality approach is always at the center of instruction. Smart Board technology (along with computers, overhead projectors, and tape recorders) are always used as part of instruction. Manipulatives are encouraged and used in math and science programs. In addition, we have several interactive software programs that the teachers use in consonance with instruction (i.e. Brain Pop, Reading A to Z, Writing A to Z) as well as with differentiated instruction. All ESL methodologies are employed by our fully certified and trained personnel. For newcomers, we use StarFall Phonics program. The instruction utilizes ESL strategies and methodologies to build comprehension, grammatical instruction in speaking and writing, TPR, pictures, realia, bilingual dictionaries, etc. to increase targeted academic vocabulary in content areas.

4) The Spanish LAB-R is administered to all entitled students with the Home Language Code "SP". For the NYSED standardized tests, we

A. Programming and Scheduling Information

order copies in various languages and we make an effort to have a staff member (and if not in this school, we poll other schools who can "lend" us a certified instructor in a foreign language) proctor the exam for the child in his/her native language. If the test is not available, we provide oral translation of the test given by the proctor.

5)a) There are no SIFE students in our school; however we do have an instructional plan in place. For SIFE students they will receive AIS in literacy and math and will be invited to attend our extended day program. In addition, the SIFE students will be placed in a small group to target individual needs based on analysis of the assessments (NYSESLAT and LAB-R). Differentiated instruction is a focus school-wide. We incorporate as many modalities and tools as possible to ensure that students' individual needs are met. Cooperative grouping is one methodology that is used. Based on various assessments (NYSESLAT, Standardized tests, DRA2, teacher-made assessments, Periodic assessments, etc.) grouping is found in all classrooms, ESL classrooms are no different. For our bridge 3/4 class, we have the science teacher teaching fourth grade science as the classroom teacher teaches third grade science so that all students receive the required number of science periods. In this same class, we have our Math Coach teach fourth grade math as the ESL classroom teacher teaches third grade math. Within all settings differentiation is made based on the students' abilities whether they are assigned center activities or interactive software (such as Brain Pop). All ELLs receive the same materials (in addition to the ESL materials that we can provide through FSF) and have access to the same programs as other students such as science, gym, social studies, etc. All ELLs are part of our Academic Intervention Service program. They partake (this will assist our medium - range ELLs of 4-6 years) in our extended day model for additional assistance in reading, writing, and math. Our instructional literacy plan includes the Balanced Literacy approach and for math we focus on the EDM Program but we have introduced the Math In Focus program and we will slowly be introducing this program to each grade over the next three years (right now grades 1 and 2 have been trained and all students in these classes are using this new program). They are also given additional instruction during the day in reading and writing and math. Differentiation of our ESL program is also based on students' results on NYSESLAT. Finally, when Title III takes effect in January 2012, a three-day -a-week certified ESL teacher will push in to our 3/4 bridge class and provide Academic Intervention Services to lower class size as well as to push in to a general education fifth grade class where there are approximately fifteen ELLs in need of additional support and remediation. We group children based on their level so that differentiation can be made in literacy and math (through the ESL methodology of instruction). We hired a part time math specialist to assist ELLs who have been in the program 4-6 years. These ELLs of 4-6 years, receive differentiation remediation with a reading and math teacher in addition to the classroom instruction. For newcomers (1-3 years), the Foundations Program is a basis for differentiation of instruction to help these students gain basic phonics skills. We place them in a self-contained ESL class or a general education class whereby ESL pullout services are given to these students. We also "buddy up" these students with students who speak the same language whenever possible in a general education class and self contained ESL class. Every effort is made to ensure a smooth transition into the new school system socially and academically. These students are grouped by ability for small group ESL instruction. Basic survival English is taught. Bilingual and Picture dictionaries are used to support students' comprehension. We also make available technology programs such as Star Fall, Brain Pop Jr. and Writing A-Z and Reading A-Z. We have no long term ELLs currently in our school, however we have an instructional plan that will meet their needs. This instructional plan includes ESL services either in a self contained ESL class or in a pullout/push in program. We have AIS small group instruction in literacy and math. These long-term ELLs will be mandated to attend the extended day program.

6) Instructional strategies for ELLs, for SWDs, and ELLs-SWD receive the same instruction as our general education population. We are training staff in Universal Design for Learning and so many lessons are modified with technology, manipulatives and address the multi-modality approach. Listening centers are key to group and independent work that addresses our focus on differentiation and independent and cooperative work. We utilize the Balanced Literacy Methodology so we use Fountas and Pinnell to drive reading instruction. We have also addressed the CCLS in literacy and so our "reading library" comprises 50% of non-fiction readers and these materials are used to drive instruction for our ELLs, and ELLs-SWDs. We have our IEP teacher, Richard Aizer, who works hand in hand with our ESL specialist, Larisa Beker, to make sure that all IEP mandates are in place. ESL instruction is provided in small groups with mainstreamed students. Paraprofessionals accompany their assigned students to ESL instruction. Instruction is differentiated based on their IEPs and abilities and special needs. These students also are in our extended day program taught by a licensed ESL teacher. A back-up plan utilizes our Case Manager, Dr. Ariane Schneider, psychologist, to make sure that our ELLs-SWDs are receiving their IEP mandates. All teachers who work with these ELLs-SWDs have copies of the IEPs, this includes related service providers, and they too ensure that all mandates are enforced. Our IEP teacher, Mr. Aizer in consultation with our psychologist-case manager, Dr. Schneider, meets biweekly with the Principal, Frank Cimino, to review IEPs to ensure that ELLs-SWD are receiving their services and that for those bilingual students, they have a bilingual para assigned to meet the mandate of the IEP (since there is no bilingual class in our school). We "share" all of our materials and support systems throughout the grades. Smart Board technology along with interactive software have been found to be very successful as part of daily instruction (mini lessons) and in differentiated instruction (small group and individual learning such as in learning centers using computers, programs, listening centers, etc.) In addition, we use the Simple Solutions Program which helps our ELLs learn the basic

A. Programming and Scheduling Information

writing conventions and many other aspects of the English language. Research and addressing the Writing and Reading CCLS standards has been a big part of our professional development and so the children receive exemplary instruction in these areas.

7) Scheduling is done in consultation with staff members to ensure the least disruption to learning and to maximize the effect on instruction. The ESL teacher, speech teacher, Ms. Tornabene, hearing teacher, Ms. Molina, and SETSS teacher, Mr. Aizer, meet at the beginning of the school year to organize scheduling to be least disruptive to the classroom instruction while meeting the IEP and ESL mandates of these students. The CCLS are addressed and we focus on the time of instruction for all curricular areas to meet the State

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%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8) We target ELL students based on an array of assessments that include NYSESLAT, NYSED Standardized test scores, DRA2, Math Pre assessments, and of course classroom assessments given by the classroom teacher. All of the assessments results are taken into consideration before assigning remediation to ELLs (and for any student in our school; it is the same procedure). The extended day is one program used for targeted assistance. The program is for two days, 50 minutes in length. Students are invited per the classroom teacher. Every child, SWD, ELLs, G.E., and G & T, are all candidates who receive this assistance for both math and literacy (reading and writing; one day each). We have a pullout reading specialist who targets students in need of remediation in grades 3-5; her focus is on reading and writing responses to critical thinking questions. A three day-a-week math teacher will target SWDs and ELLs in a pullout program using FSF. The students targeted are those in grades 3-5 who exhibit an overall weakness in mathematics. In January 2012, a certified ESL teacher will work three days a week to lower class size and work with small targeted groups of ELLs in grades 3 -5. Her focus will be both

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.
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9) For ELLs who reach proficiency, they will still receive remediation support in the extended day program, and in pullout math and reading programs. ELLs receive testing accommodations as per NYC standards and receive remedial support in extended day program.

10) CCLS in writing and reading. We have created writing rubrics for each grade and in each genre. All teachers, ESL included have these rubrics and teach the children how to use them to become better writers. ESL teachers meet with their teacher teams and with other ESL teachers to ensure that the CCLS in literacy are being met with their ELLs and ELLs-SWD students. We want to make sure that our writing calendar coincides with the Instructional Expectations. I am hiring a part time teacher to focus on SWDs and ELLs based on the results of our Accountability and Overview Report. As part of Title III, we will provide AIS pushin services with a certified ESL teacher, Ms. Stritzl, in grades 3, 4, and 5. The instruction will be aligned to the CCLS in literacy and math. Students will work in small groups that are ability-aligned. We are continuing with the Simple Solutions program because it really addresses many concepts of writing (and reading). Our professional development focus is on Danielson's Framework and so we are focused in on honing exemplary intrsuctional practices through a series of "Feedback Loops". We have found these so far to be successful. The principal has already conducted 60 "Feedback loops" to ensure ongoing professional development for all staff including our ESL teachers.

11) At this time we are not disbanding any of our programs for ELLs; we have found all that we have done to be successful.

12) ELLs have equal access to all specialty programs such as gym, science, social studies, art, and after school PA sponsored programs such as band, basketball, and dance. Letters are sent out to parents of children in the appropriate grades where the program is offered (and translated letters are sent home attached to the English version so that ELL parents can read and address the opportunities presented) ELLs participate in all schoolwide programs and specialties such as class plays, Glee Club, and Drum Corps. ELLs have the same access to all remedial programs such as reading, writing, and math. ELLs are involved in all aspects of the school day without any "identification" much the same way as our G & T students and SWDs are integrated into the school in a seamless fashion. In every program, you will find ELLs either by choice (such as joining an after school program or attending the extended day) or by the fact the teacher assigned the ELL for remediation purposes such as for math and literacy and these ELLs receive the support during the day in pullout/push in programs.

13) Smart Board technology is available in half of our classrooms and available to all classrooms since we have Smart Boards on every floor. We provide teacher team P.D. to help assist staff with knowledge on how to use this technology. Interactive software is available (Brain Pop, Reading A to Z, RAZ Kids, Writing A to Z, Write to Learn) to all staff members who want to utilize in their classroom (via

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.
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13) Smart Board technology is available in half of our classrooms and available to all classrooms since we have Smart Boards on every floor. We provide teacher team P.D. to help assist staff with knowledge on how to use this technology. Interactive software is available (Brain Pop, Reading A to Z, RAZ Kids, Writing A to Z, Write to Learn) to all staff members who want to utilize in their classroom (via small group or whole class instruction). We do utilize our bilingual paras to assist the students they are assigned to in all avenues of study.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

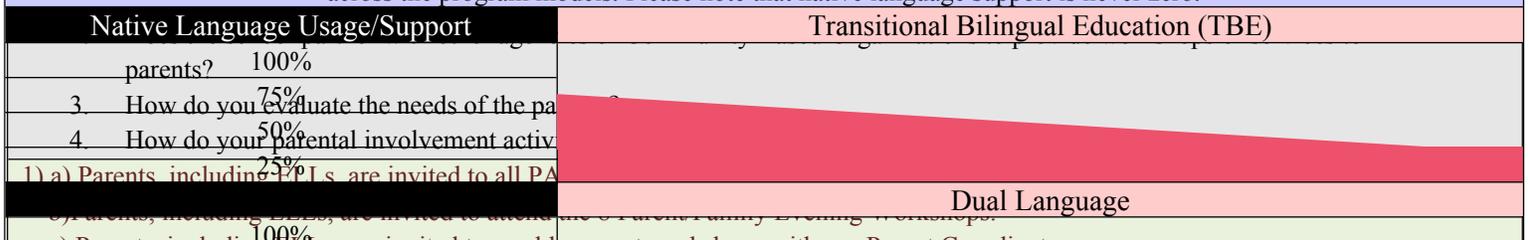
D. Professional Development and Support for School Staff

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

- 1) a) Danielson's Framework for Teaching. This will enhance all instructional practices for staff.
 b) Webb's DOK - to enhance questioning skills especially training staff to ask the "HOT" (Higher Order Thinking") questions.
 c) CCLS - Writing and Reading. Continuing our work on writing rubrics for each genre per grade.
 d) Professional Development Sessions - with Network ESL resources is ongoing for the school year.
- 2) ELLs are invited with parents to "Middle School Night" where they are given information as to the new JHS and have the opportunity to ask questions. The parent coordinator in conjunction with the assistant principal, guidance counselor, and ESL specialist provide parent meetings in addition to "Middle School Night" to help with completion of admission forms, with explanations of various programs; and a description of the various schools that are available. Open House flyers are translated by staff into native languages so that parents are informed and can attend junior high school information sessions.
- 3) Staff is given an opportunity to attend professional development training to enhance their instructional abilities as mandated by the Jose P. decision. All staff, administration, classroom teachers, cluster teachers, special education and related service providers (OT/PT/Speech/Guidance/SBST), parent coordinator and ancillary personnel receive training on how to service ELLs. These sessions vary throughout the year and are given during faculty conferences, grade conferences, professional development days, and during Inquiry sessions. The calendar of dates are:
 - 1) November 8, 2011
 - 2) January 26, 2012
 - 3) February 29, 2012
 - 4) April 25, 2012
 - 5) June 11, 2012
- 4) ESL training for non certified ESL teachers includes the following:
 - a) ESL Standards and Approaches for ESL Instruction
 - b) Levels of English Literacy Development & Language Analysis
 - c) Test Taking Strategies
 - d) ELL Mathematics and Content Area Vocabulary
 - e) Developing Reading & Writing Proficiency
 Attendance sheets and agendas are kept for all training sessions and housed in the ESL office with Ms. Beker.

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.



E. Parental Involvement

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

- 1) a) Parents, including ELLs, are invited to all PA meetings.
b) Parents, including ELLs, are invited to attend the 8 Parent/Family Evening Workshops.
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- 2) No.
- 3) a) Parent Questionnaires from the (Learning Environment Surveys), SLT and from our Parent Coordinator are sent home asking parents to identify areas where they would like workshops. We translate these letters into several native languages. We also use the results and analysis of the Environmental Learning Surveys as our main focus.
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4) The activities that are planned are a direct outcome from parent input and suggestions via the questionnaires and surveys. These included homework help; completing and use of the reading log, and services available to ESL parents and children. Translation services are offered by specific parent volunteers of the PA.

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.
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17. What language electives are offered to ELLs?

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9) For ELLs who reach proficiency, they will still receive remediation support in the extended day program, and in pullout math and reading programs. ELLs receive testing accommodations as per NYC standards and receive remedial support in extended day program.

10) CCLS in writing and reading. We have created writing rubrics for each grade and in each genre. All teachers, ESL included have these rubrics and teach the children how to use them to become better writers. ESL teachers meet with their teacher teams and with other ESL teachers to ensure that the CCLS in literacy are being met with their ELLs and ELLs-SWD students. We want to make sure that our writing calendar coincides with the Instructional Expectations. I am hiring a part time teacher to focus on SWDs and ELLs based on the results of our Accountability and Overview Report. As part of Title III, we will provide AIS pushin services with a certified ESL teacher, Ms. Stritzl, in grades 3, 4, and 5. The instruction will be aligned to the CCLS in literacy and math. Students will work in small groups that are ability-aligned. We are continuing with the Simple Solutions program because it really addresses many concepts of writing (and reading). Our professional development focus is on Danielson's Framework and so we are focused in on honing exemplary intrsuctional practices through a series of "Feedback Loops". We have found these so far to be successful. The principal has already conducted 60 "Feedback loops" to ensure ongoing professional development for all staff including our ESL teachers.

11) At this time we are not disbanding any of our programs for ELLs; we have found all that we have done to be successful.

12) ELLs have equal access to all specialty programs such as gym, science, social studies, art, and after school PA sponsored programs such as band, basketball, and dance. Letters are sent out to parents of children in the appropriate grades where the program is offered (and translated letters are sent home attached to the English version so that ELL parents can read and address the opportunities presented) ELLs participate in all schoolwide programs and specialties such as class plays, Glee Club, and Drum Corps. ELLs have the same access to all remedial programs such as reading, writing, and math. ELLs are involved in all aspects of the school day without any "identification" much the same way as our G & T students and SWDs are integrated into the school in a seamless fashion. In every program, you will find ELLs either by choice (such as joining an after school program or attending the extended day) or by the fact the teacher assigned the ELL for remediation purposes such as for math and literacy and these ELLs receive the support during the day in pullout/push in programs.

13) Smart Board technology is available in half of our classrooms and available to all classrooms since we have Smart Boards on every floor. We provide teacher team P.D. to help assist staff with knowledge on how to use this technology. Interactive software is available (Brain Pop, Reading A to Z, RAZ Kids, Writing A to Z, Write to Learn) to all staff members who want to utilize in their classroom (via

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) a) Danielson's Framework for Teaching. This will enhance all instructional practices for staff.
b) Webb's DOK - to enhance questioning skills especially training staff to ask the "HOT" (Higher Order Thinking") questions.
c) CCLS - Writing and Reading. Continuing our work on writing rubrics for each genre per grade.
d) Professional Development Sessions - with Network ESL resources is ongoing for the school year.

2) ELLs are invited with parents to "Middle School Night" where they are given information as to the new JHS and have the opportunity to ask questions. The parent coordinator in conjunction with the assistant principal, guidance counselor, and ESL specialist provide parent meetings in addition to "Middle School Night" to help with completion of admission forms, with explanations of various programs; and a description of the various schools that are available. Open House flyers are translated by staff into native languages so that parents are informed and can attend junior high school information sessions.

3) Staff is given an opportunity to attend professional development training to enhance their instructional abilities as mandated by the Jose P. decision. All staff, administration, classroom teachers, cluster teachers, special education and related service providers (OT/PT/Speech/Guidance/SBST), parent coordinator and ancillary personnel receive training on how to service ELLs. These sessions vary throughout the year and are given during faculty conferences, grade conferences, professional development days, and during Inquiry sessions. The calendar of dates are:

- 1) November 8, 2011
- 2) January 26, 2012
- 3) February 29, 2012
- 4) April 25, 2012
- 5) June 11, 2012

4) ESL training for non certified ESL teachers includes the following:

- a) ESL Standards and Approaches for ESL Instruction
- b) Levels of English Literacy Development & Language Analysis
- c) Test Taking Strategies
- d) ELL Mathematics and Content Area Vocabulary
- e) Developing Reading & Writing Proficiency

Attendance sheets and agendas are kept for all training sessions and housed in the ESL office with Ms. Beker.

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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?
4. How do your parental involvement activities address the needs of the parents?

- 1) a) Parents, including ELLs, are invited to all PA meetings.
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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)	5	13	3	1	3	3								28
Intermediate(I)	4	8	6	5	10	3								36
Advanced (A)	12	2	11	8	6	6								45
Total	21	23	20	14	19	12	0	0	0	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	2	1	0	2	0	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	4	1	0	2	3	1							
	A	8	15	5	4	8	1							
	P	7	11	13	8	12	6							
READING/ WRITING	B	11	2	0	3	3	0							
	I	7	7	5	6	6	1							
	A	2	11	8	5	6	1							
	P	1	8	5	2	8	6							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	2	0	9
4	7	11	1	0	19
5	1	5	1	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	7	0	5	0	0	0	12
4	4	1	14	1	2	0	0	0	22
5	1	0	3	0	5	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	0	11	1	2	0	21
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1) We use several assessments. First, all of our students are given the DRA2. Then during the school year we use F & P. We reassess with DRA in January and June (to prepare for the next year). Through frequent assessing we are able to progress monitor and make adjustments with instruction and academic intervention services. Our assessments, along with NYSESLAT and LAB-R prove each year that the comprehension and writing are the two areas that are in need of improvement. As a result in the primary grades we have instituted and

Additional Information

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Part VI: LAP Assurances

School Name: <u>PS 193/The Gil Hodges School</u>		School DBN: <u>22K193</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank A. Cimino	Principal		10/15/11
Annabell Corales	Assistant Principal		10/15/11
Kathy Rosenfeld	Parent Coordinator		10/15/11
Larisa Beker	ESL Teacher		10/15/11
Terri Cadet	Parent		10/15/11
Effie Katehis	Teacher/Subject Area		10/15/11
Cynthia McGinty	Teacher/Subject Area		10/15/11
Lori Sblano	Coach		10/15/11
	Coach		1/1/01
Patricia Pacheco	Guidance Counselor		10/15/11
	Network Leader		10/15/11
Lisa Minichello	Other <u>Speech</u>		10/15/11
Caroline Tornabene	Other <u>Speech</u>		10/15/11
	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: 22k193 **School Name:** The Gil Hodges School

Cluster: 5 **Network:** 533

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 have a population of ELL students that comprises about 12% of the school population. In addition, many of our parents speak only native languages and little or no English. We have families who speak at least nine foreign languages. This information was culled from our Language Allocation Policy, cumulative records (HLIS), parents' preferred language forms, and from ATS. As we reviewed our Learning Survey as another one of our tools, the data analysis reveals that about 25% (our parent participation rate of our ELL and non-English speaking parents on the Learning Survey is quite low) of parents request written translation of school notices. We make every effort to provide translation services to our parents using in-house interpreters, such as bilingual paraprofessionals and teachers, bilingual parents and the NYC Office of Translation and Interpretation Unit to assist us in our endeavors. When we send home report cards, which are critical documents that inform parents of their child's strengths, weaknesses, and recommendations, we attach a translated version to ensure full comprehension by the parent. On all communiques sent to parents, we include a boiler plate whereby ELL parents and FELL parents are informed who to call to help receive translation services within our school. As our ELL population increases, the need of written/oral translation and interpretation has increased as well.

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

We believe that we understand the special needs of our ELL and FELL parents and that we are addressing their needs to the fullest extent possible. We know that parental communication and support is critical to the education of every child in our school. The plan (which includes, oral translators in the school, both school staff and parent volunteers; boiler plate message in many languages on all communiques informing parents where they can get the necessary translation, and use of the NYC Office of Translation & Interpretation Unit) that we have in place clearly establishes our desire to meet the needs of non-speaking English parents and to be all inclusive in all school functions. This in fact carries over during our Family Night Workshops where we offer translation services and during Parent Teacher Conferences where we utilize

the NYC Office of Translation and Interpretation, as well as paying per session for bilingual paraprofessionals to return in the evening to serve as translators, and engaging parent volunteers who are bilingual to assist during these crucial conversations between the ELL and FELL parents and the classroom teacher. The data indicates an overwhelming need for oral interpreters during registration, orientation, and in individual parent meetings. These findings were reported to our SLT and these findings are posted in our entry way. In addition to the boiler plate translated version as well as several foreign languages, we have requested the NYC Off. of I. & T. Unit to translate these findings so that ELL and FELL parents are fully aware of the services that are at their disposal (This will go home in a translated letter to parents as well).

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.

On all communiques, a boiler plate will be added that addresses many languages in our school indicating to our non-speaking English parents where they may call to get assistance with translation. In addition, several staff members, teachers and paraprofessionals, are bilingual and they will be translating these letters into the parents' native languages (Spanish, Haitian Creole, Russian, and Mandarin). We will also utilize the services of parent volunteers to assist with written translations where feasible. Finally, we will contact the NYC Office of Translation & Interpretation Unit via fax requesting important matters to be translated as well. We will make every attempt to anticipate the timeliness of all communiques when we request the services of the Office of T & I Unit. We have posted translated signs for our ELL and FELL parents to enable them to move about school to locate the general office, the rest rooms, and availability of translated resources. We will not be utilizing an outside vendor in any of these scenarios. We will tap into our school and community resources as well as those offered to us by the NYCDOE. Through these steps, our ELL and FELL parents will be kept informed of all matters of importance regarding their child in particular as well as the school community at large.

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

Oral translations will include the use of school staff; we have several staff members who speak (Haitian Creole, Russian, Spanish, and Mandarin) a variety of foreign languages that meet the needs of ELL parents. These members of the staff will be available during the school day, every day to assist with oral translations when necessary. In addition, oral translation is provided during registration, orientation and during Parent-Teacher Conferences by our in-house translation team. The team includes teachers and paraprofessionals who will receive per session payment for returning to the school at night to serve as oral translators. We also will utilize our Parents' Association members in all of our endeavors. We have many parents who are bilingual who have offered their services to assist with oral translations when parents may need them to discuss their child's progress with the classroom teacher or to assist newly arrived parents who are registering their child for the first time. Finally, we will utilize the services of bilingual students should all else fail to assist with oral translations (however, the student will not be asked to do any interpretations with conversations that are related to student achievement and/or student conduct, per the Chancellor's Regulation A-663) since the timing is the critical issue. We never want any parent to feel that we did not make every effort to be welcoming as well as accommodating when it comes to face to face discussions (again whether it be for the first time entering our school or for a discussion with the child's teacher). It should be noted that based on our analysis of the needs assessments, we decided to purchase and distribute bilingual dictionaries to all of our ELL students/parents (we do this during our ESL Parent Workshops in addition to the classroom) so that the child along with the parent can have a resource that will aid them in translation both for written communications and in oral conversations. Furthermore, we have bilingual dictionaries in our classrooms to service our ELL and FELL populations.

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

We are fully aware of the Chancellor's Regulations A-663, and in particular Section VII, that pertains to our school's responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. This translated version was indeed sent to all ELL parents in their native language in September when we sent the English version home to students as well. We have many translated signs (and illustrations that assist parents with identifying the fact that the parent may speak only a foreign language) displayed in the general office as well as in our school vestibule upon entry into the building. The signage clearly indicates that there is availability to each ELL and FELL parent that there are interpretation services to ensure that the parent understands all of their rights and privileges as well as the availability of oral translator services to assist with conversations and written translations. Our School Safety Plan also contains procedures for parental notification and assistance should a parent or parents require to be in contact with our administrative offices. As per the Chancellor's Regulation A-663, the data indicates an overwhelming need for written translation during registration, orientation, parent-teacher conferences, parent workshops, and all handouts that are distributed during these special events. Translation is not only provided for ELL parents but for the entire school population that includes our FELL parents. It is important to note that with availability of these services, the parent involvement, understanding, and participation has increased over time.

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 Gil Hodges School	DBN: 22k193
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During the school day
Total # of ELLs to be served: 46
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Many of our ELLs in grades 4 and 5 did not progress to the degree that we expected. On our Progress Report, we did not receive any additional credit because we did not move a large number of students to the top 40%. On the NYSESLAT, many of our students did not score out of the program or become advanced. (On our AOR, our ELLs met all PI %; this was laudatory, but we still feel that we haven't progressed enough with our ELLs in the NYS testing grades, 3, 4, and 5.) We are planning to service students in our ESL 3/4 Bridge class, 21 students and our fifth grade ELLs of which we have 25 students. The children receive services in math and ELA. The duration of the periods will be 35 minutes. Groups of 6 students will be planned (to afford all students in these grades the opportunity to receive the additional services). The services will be given by a licensed ESL teacher who will push into the class and provide direct services to the students. The ESL teacher will use non-fiction text during the reading intervention period in a guided reading setting that will incorporate writing and critical thinking skills. The math instruction will include the materials and manipulatives from our Every Day Math Program. The program will be three days a week beginning January 9, 2012 and end approximately May 16, 2012.

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: We are planning to provide a three-day professional development session over a three-week period for our three certified ESL teachers (and one additional classroom teacher who is currently working under a CB license but is certified in ESL and usually teaches a first grade class mostly comprised of ELLs). The focus is two-fold: Reading and Writing for ELLs. We will provide coverage for our teachers (per diem subs) and invite our Network ELL specialist to provide the training. We anticipate the training to include intervisitations, modeling and "fish bowl" activities. The plan is to meet one day for three consecutive weeks. The first hour each day will be devoted to planning the activities. The second portion of the day will include intervisitations, modeling, and fish bowling. The final 90 minutes will be devoted to debriefing.

Part D: Parental Engagement Activities

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 will have an ESL night whereby ESL parents are invited to learn about the math program in grades 3, 4, and 5. They will learn some strategies to use at home especially with numeracy and math facts. ESL parents attend other family night workshops with their children that address science and writing. We also hold morning workshops with our Parent Coordinator (Kathy Rosenfeld) and our ESL teacher (Larisa Beker) to inform parents of ways to help their child do homework, read, write, and to improve mathematical skills.

Part E: Budget

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

Allocation Amount: \$13636

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 	\$9600/per diem	60 days of direct instruction to ELLs in a push-in Model by a certified ESL teacher.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$900/per diem	6 days of coverage to allow three staff members to confer with ELL specialist, to make intervisitations, and to fish bowl
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3136	Purchase of non-fiction materials; paper; chart paper
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$13636

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	\$13636	\$13636