



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**

PS261

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

15K261

**PRINCIPAL:** ZIPPORIAH MILLS

**EMAIL:**

ZMILLS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA

SKOP

**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
Zipporah Mills	*Principal or Designee	
Nancy O’shea	*UFT Chapter Leader or Designee	
Rick Knutsen	*PA/PTA President or Designated Co-President	
Vicky Ferguson	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jackie Allen Joseph	Member/Assistant Principal	
Sara Cookingham	Member/Assistant Principal	
Pam Jenkins	Member/Chairperson	
Marcy Mattera	Member/Math Coach	
Karen Kaz	Member/Literacy Coach	
Jamie Silberstein	Member/Grade 5 teacher	
	Member/	

## **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

PS261 will strengthen student work by examining and refining curriculum, assessment and classroom instruction. All students in grades Kindergarten through fifth grade will complete a Common Core standards based task in both literacy and math by May 2012. This will be evident by developing teacher made rubrics that are aligned to the Common Core Standards along with samples of student work.

#### **Comprehensive needs assessment**

We have chosen to do tasks based on collaborative group work where students are able to grow ideas from each other. We're looking for student to refine their talking and writing around math so that their solutions are clear and concise. In Literacy, students in grades 3 to 5 will develop an argument based off of two pieces of informational text. Our goal is to have arguments based in clear and concise arguments based on evidence from the text. In literacy, kindergarten through grade two students will use a science and/or social context and respond in drawing and/or writing.

#### **Instructional strategies/activities**

Teachers will meet within each grade weekly in collaborative inquiry groups specifically to look at student work in the areas of literacy and math to notice and name trends in student strengths and weakness. Teachers will align curriculum and assessments with Common Core Standard. During weekly common preps teachers will create one grade wide instructional task in literacy and math. In literacy, students will expected to proficiently write a response to informational text in group activities (PreK-2) and write an opinion or argument based on an analysis of informational text (grades3-5). In math, students will be expected to proficiently model with mathematics in any chosen common core band. During weekly collaborative meetings teachers will share teachers developed tasks and rubrics aligned to the common core standards along with samples of student work.

#### **Strategies to increase parental involvement**

PS261 will hold upper and lower grade town hall meetings 3 times in the academic school year. Both the math and the literacy coaches will hold parent workshops throughout the school year. Every Thursday evening our parent coordinator sends a Thursday newflash through school messenger, communicating any news that is necessary to communicate. We have our network personnel coming to do a series of parent workshops around dissecting the Common Core standard.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Both our math and literacy coaches have scheduled cycles throughout each grade level with each teacher. In addition, both coaches along with administration meet regularly to revisit the curriculum in order to work towards aligning our curriculum with the Common Core standards.

#### **Service and program coordination**

We use both of the instructional coaches and the teacher teams before, during and afterschool in order to work towards completing the tasks.

#### **Budget and resources alignment**

Both instructional coaches are working in cycles throughout each grade. We use in house coverage's to allow coaches and teachers to meet with each other to work on the tasks for both Math and ELA tasks. We have invited members of our network during election day and lunchtime to meet with grade level leaders around developing rubrics to use for the common core tasks.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

PS 261 will improve student performance and progress for struggling students including our economically disadvantaged, English language Learners, and Special Education students. PS 261 will improve the accountable talk in math and literacy by June 2012. Progress will be assessed in multiple measures as evidence by attendance, informal observations, and formal NYS test scores. All students in grades 3-5 in Special education classes, ELL students and the economically disadvantaged will show progress on both the Math and ELA exam (50% of 4<sup>th</sup> and 5<sup>th</sup> grade students will make one years progress in both ELA and Math as evidence by the NYS test scores.

### **Comprehensive needs assessment**

Based on the 2010-2011-progress report PS 261 did not meet Annual Yearly Progress in 3 categories. The 3 categories are English Language Learners, Special Education and the economically disadvantaged. In addition, several of these students overlap throughout all 3 categories and have poor attendance and/or lateness issues. These particular groups of students are receiving double level 1's on both ELA and Math state exam in conjunction with not meeting proficiency on the NYSESLAT.

### **Instructional strategies/activities**

The Administrative team and coaches will meet with all self-contained teachers and ESL teacher weekly to create a yearlong cycle of planning/preparation and instructional observations of teachers working with students daily in the areas of accountable talk. Classroom teachers are in constant contact with the parent coordinator and administration to place phone calls home to those students that are absent and chronically late.

### **Strategies to increase parental involvement**

PS261 will hold upper and lower grade town hall meetings 3 times in the academic school year. Both the math and the literacy coaches will hold parent workshops throughout the school year. Every Thursday evening our parent coordinator sends a Thursday newflash through school messenger, communicating any news that is necessary to communicate. We have our network personnel coming to do a series of parent workshops around dissecting the Common Core standard.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Both our math and literacy coaches have scheduled cycles throughout each grade level with each teacher. In addition, both coaches along with administration meet regularly to revisit the curriculum in order to work towards aligning our curriculum with the Common Core standards. In the future we will focus on trying to hire teachers that ESL certified and or dual certified in ESL, Special Education and/or Bilingual education.

### **Service and program coordination**

We use both of the instructional coaches and the teacher teams before, during and afterschool in order to work towards completing the tasks.

### **Budget and resources alignment**

Both instructional coaches are working in cycles throughout each grade. We use in house coverage's to allow coaches and teachers to meet with each other to work on the tasks for both Math and ELA tasks. We have invited members of our network during election day and lunchtime to meet with grade level leaders around developing rubrics to use for the common core tasks.

### 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**

PS 261 will improve upon communication strategies with parents to further a positive and collaborative school culture conducive to high academic achievement. PS 261 will increase parent participation on the Learning Environment Survey as well as increasing the feeling that school provides them with information about their child's learning outcomes. This will be evident by a 10% increase in parent participation on the survey and increasing from an 8 to a 9 on the survey under the, "communicates expectations" section.

#### **Comprehensive needs assessment**

Based on the data from the 2010-2011 Learning Environment Survey only 49% (326 parents out of roughly 700) participated in the LES. This number falls below the city average and is a decrease from the year before where PS 261 had 55% of the parent body participate. Those parents who participated in the LES overall felt that communication from teacher to parent is not as strong as it could be. The data in the survey reflects that many parents agree that 261 communicates with them but through PTA meetings and word of mouth communication could be better.

#### **Instructional strategies/activities**

Teachers will collaborate in grade level planning meetings to create methods for communication with parents, methods such as; bi weekly notes to parents, class newsletters, meetings, phone calls, emails, class celebrations, and our school website. The administrative team will increase the number of Town hall meetings used to share grade level expectations as well as the Common Core Standards. Both principals and assistant principals will contribute a letter to the monthly PTA newsletter sharing our expectations for each grade level and the Common Core Standards. The instructional coaches with the help of the parent coordinator will conduct parent workshops in English, Spanish and Arabic, which will focus on educational goals and feedback. All teachers will confer with each student bi-weekly and share progress with the student and parent.

#### **Strategies to increase parental involvement**

PS261 will hold upper and lower grade town hall meetings 3 times in the academic school year. Both the math and the literacy coaches will hold parent workshops throughout the school year. Every Thursday evening our parent coordinator sends a Thursday newflash through school messenger, communicating any news that is necessary to communicate. We have our network personnel coming to do a series of parent workshops around dissecting the Common Core standard.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Administration continues to train staff on the value of communication. In addition, we have mandated that all grades put out a grade wide monthly parent newsletter alerting parents of the current units of study and expectations.

#### **Service and program coordination**

We use both of the instructional coaches and the teacher teams to present their work to parents as well as the staff during monthly faculty conferences. Administration has mandated grade wide newsletters to go out to all parents. Also, we have implemented progress reports in twice a year in each grade. This ensures that every parent is aware of how his or her child is doing.

#### **Budget and resources alignment**

Both instructional coaches are working in cycles throughout each grade. We use in house coverage's to allow coaches and teachers to meet with each other to work on the tasks for both Math and ELA tasks. We have invited members of our network during election day and lunchtime to meet with grade level leaders around developing rubrics to use for the common core tasks.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	25	27	N/A	N/A	2	0	0	0
<b>1</b>	33	19	N/A	N/A	3	0	0	0
<b>2</b>	35	24	N/A	N/A	3	0	0	0
<b>3</b>	21	29	N/A	N/A	5	0	0	0
<b>4</b>	17	20	19	22	5	0	0	0
<b>5</b>	18	22	12	17	7	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	Our at-risk students at PS261 are invited to morning jumpstart 3 days a week. The students have been assessed and are grouped throughout the grades according to need. The groups are no larger than 8 students and are serviced three times a week in 40minute sessions. Several of the program\m and strategy used are Reading Reform, Wilson, Handwriting Without Tears, and small strategy group work. The coaches have organized cycles throughout each grade as well as in school inter-visitations.
<b>Mathematics</b>	<p>AIS services are provided as follows:</p> <ul style="list-style-type: none"> <li>• During the school day: Support development of math concepts (TERC investigations) with a focus on numeracy and computation using Context for Learning/Number Strings via push-in model/one-to-one and /or small group instruction</li> <li>• Extended day (before school): Context for Learning/Number Strings one-to-one and/or small group instruction</li> </ul> <p>Coaches are working with every grade in coaching cycles as well as organizing inter-visitations within the school building.</p>
<b>Science</b>	Services are provided in early morning jumpstart as well as small groups within the classroom.
<b>Social Studies</b>	<b>N/a</b>
<b>At-risk Services provided by the Guidance Counselor</b>	Our Guidance Counselor works with students individually and in small groups. Lunch groups are conducted to allow students the chance to socialize with peers. In past years, he coordinated the Peer Mediators program designed to help students mediate disputes between classmates, If funding permits, he will continue that work.

<b>At-risk Services provided by the School Psychologist</b>	<b>N/a</b>
<b>At-risk Services provided by the Social Worker</b>	<b>N/a</b>
<b>At-risk Health-related Services</b>	<b>N/a</b>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 15K261 **School Name:** PS 261 Philip Livingston Elementary School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic                       Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

1. Sunset in 2009-10 of a statistical adjustment for the students with disabilities subgroup that has made it more difficult for this group to demonstrate AYP.
2. Change in grades 3-8 English language arts (ELA) and math testing dates, which requires students to show greater learning has occurred because tests are given later in the school year.
3. Change in the methodology for equating grades 3-8 ELA and math assessments, which eliminate a tendency to overcompensate for the comparable difficulty of tests from one year to the next.
4. Changes to the grades 3-8 ELA and math assessments, making them less predictable.
5. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The Freestanding ESL program will serve approximately 69 ELL students through the push-in and pull-out model. Based on scoring results on the New York State English as a Second Language Achievement Test (NYSESLAT), advanced level students will receive 180 minutes of ESL instruction per week; beginning and intermediate level students will receive 360 minutes of ESL instruction per week. The current freestanding breakdown consists of 25 beginners, 22 intermediate, and 22 advanced students. PS 261 currently has 4 self contained classes that hold 23 ELL students, 7 ELL ICT students and additional ELL students are within our general education classes.

The 26 beginner students along with the one intermediate are being serviced by Evelyn Aleman, our licensed NYS ESL teacher fulfilling all 360 mandated minutes. The model of instruction is both pull out and push in. The push in model is one 50 minute period daily of Reading Reform with 8 ELL students. The remaining students are serviced using a pullout model fulfilling the 360 minutes and placed with teachers during the 37.5 minutes that either hold ESL licenses or have ESL credits. In the pull out model students are using the literacy center, words their way for english language learners, earobics and Rosetta Stone software for all of the Kindergarten through grade 2. With the grades 3-5 students Words Their Way for English Language Learners, Leaptrack and Rosetta Stone. The ELL students are assessed using informal observation, DRA, and TC running records. In addition, several of the programs listed above will generate reports to keep track of student progress as a group and well as individually. The programs will develop and maintain data for school wide use. Testing and assessment tolls that are specific to ELL's will generate reports to show student progress on critical skills and state standards. In our bilingual 12:1 class students are assessed both in English and in Spanish. The use of Spanish leveled literature and technology aids the teacher in an overall accurate assessment. There are 10 students that currently will be assessed using NYSAA

According to RNMR report in ATS, PS261 has 1 SIFE student. An Early Morning Jumpstart group will be provided for this student where he will be grouped with other beginner students working in a differentiated small group. All beginner ELL's will receive their 360 mandated minutes of ESL services along side an additional 37.5 minutes on Tuesday, Wednesday and Thursday mornings with ESL teacher Evelyn Aleman. In addition, we offer an Arabic Lunch and Learn program that is funded by the Global Language Project. This is a full language immersion program offered to both Arabic speakers as well as English speaking students. This program will run throughout the school year two days a week for 50 minutes each day. We have started several Inquiry groups that meet twice weekly focusing on writing for those ELL students that have had 4 to 6 years of service. Our focus on writing was determined by the NYSESLAT data. All of the students in this group are struggling with written communication. Through our inquiry, our hopes are to strength these students written communication to enable them to test out on the NYSESLAT.

All ELL students aside from their mandate will receive an additional 37.5 minutes of small group instruction three days a week. Also, all ELL students are invited to our Saturday Scholars program which is a literacy and language program taught by the staff of the Global Language Project and NYCares cooking program. This program runs in 8 week cyles where a celebration is organized at the end of the eight weeks and allows families to join us in a potluck lunch.

The parent coordinator, Gerald Piper, along with our in house translation will provide notes/letters home in the students home language as well as phone calls using the school messaging system. Gerald Piper will organize parent workshop with both of our coaches as well as middle school workshops for those fifth grade families. Translation is provide in all meetings.

At PS261, our goal is to work towards having our ELL students and students with disabilities in the least restrictive environment. We do this in a few ways. First, if possible, we try and mainstream our students whenever possible. Many times the mainstreaming can be only for a period or two out of the school day. All ELL's and self contained students are joined with another grade level appropriate class during all specials. ( This includes physical education, Art, music, science, and dance).

All staff Professional Development for the academic year 2011-2012 will include 4 full-day session addressing pedagogical and curricular requirements and standards for the ELL population in our school. These PD's will be led by our staff developer, Dorothy Barnhouse. Additionally, in group study meetings across all grade levels, which take place every Monday Morning. These meetings will focus on particular elements of teaching instruction for ELLs. Both our math and literacy coaches Karen Kaz and Marcy Mattera have organized cycles throughout all of our Special Education classes and ICT classes. These classes hold the majority of our ELL population. Our writing ESL inquiry team will share out at our monthly staff meetings. All classroom teachers seek Evelyn Aleman, our ESL teacher for ongoing support in the classroom. We have scheduled middle school meeting where we invite a representative from each District 15 middle school to come and speak to all 5th grade parents regarding the school and what program choices the middle school has to offer. Translation is provided at all meetings. Currently, our ESL teacher is taking all 36 Beginning ESL students and the remaining 33 have been split between qualified ESL/bilingual staff 3 mornings weekly from 8:00am to 8:40am.

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## **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.



**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 <b>Anselmi</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>261</b>
School Name <b>The Philip Livingston School PS 261</b>			

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

Principal <b>Zipporah Mills</b>	Assistant Principal <b>Jackie Allen Joseph</b>
Coach <b>Karen Kaz</b>	Coach <b>Marcy Mattera</b>
ESL Teacher <b>Evelyn Aleman</b>	Guidance Counselor <b>Christina Camaro</b>
Teacher/Subject Area <b>Marissa Torres Gr. 5 ESL Teach</b>	Parent <b>Klara Carames</b>
Teacher/Subject Area <b>Judy Salazar-SETSS Teacher</b>	Parent Coordinator <b>Gerald Piper</b>
Related Service Provider <b>Lindsay Weisinger-Speech Teach</b>	Other <b>Sara Cookingham- AP</b>
Network Leader <b>Alison Sheehan</b>	Other <b>Maria Della Ragione</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>775</b>	Total Number of ELLs	<b>69</b>	ELLs as share of total student population (%)	<b>8.90%</b>
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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. 

P.S. 261 uses the following procedures to identify all new ELLs who are starting school in 2010-11. First, we give parents the HLIS form in their home language. First admits automatically receive the form as they register in the school building with Janet Pappas our Pupil Personnel Secretary. Janet is aware that the forms cannot be handed out without Evelyn Aleman, licensed NYS ESL teacher or Assistant Principal Sara Cookingham is present. At this time, an informal interview is conducted by licensed personnel, Evelyn Aleman or by Sara Cookingham and all school related portions of the survey are completed. If the questionnaire indicates a student speaks a language other than English or a student speaks little or no English, within 10 school days the ESL teacher, Evelyn Aleman will administer the Language Assessment Battery–Revised (LAB-R) or the Spanish LAB-R for Spanish speaking ELL students. These documents are scored by Evelyn Aleman and a copy is made and kept on file in the school. Both Evelyn Aleman and Sara Cookingham will analyze the results of the surveys and will share out with the staff. All documents are kept in the required ESL binder in the main office as well as Evelyn Aleman's ESL room. The ESL teacher, Evelyn Aleman along with Judy Salazar, a licensed ESL teacher but currently our SETSS teacher along with Assistant Principal Sara Cookingham will administer in the spring, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine if the student will continue to receive services for the following school year. This assessment will be administered under all required ELL security measures. All students will be given extended time, and tested in a separate location in a group no larger than 12. Student eligibility is determined by the LAB-R and cross checked with the RLAT report in ATS. All of this is completed within the ten day period.

After administration of the LAB-R, entitlement letters on the school letterhead and in the parent preferred language are sent home to parents informing them that their children are entitled to ESL services as well as an invitation to an orientation. At this point the families are prompted to either call or make an appointment, prior to the orientation, with the school to go over their three choices in their home language. All hispanic families meet with Carmen Perez, our office manager and Spanish translator and Assistant Principal Sara Cookingham. All Arabic families will meet with Thahbah Omar our school aid and Arabic translator along with Assistant Principal Sara Cookingham. During this conversation, parents of newly enrolled ELL students will be invited to an orientation session held a P. S. 261 monthly or as needed. Additionally, parents of newly enrolled ELLs both attend an orientation on curriculum night as well as a number of parent workshops provided by the school. These workshops are translated into their home language using in house translation. At the initial orientation, parents will be provided with information on the Parent Survey and Program Selection forms, the State standards, assessments, school expectations and general program requirements for bilingual education, dual language and free-standing ESL programs via a NYCDOE video presentation, published literature, school data, question and answer formats all provided in their home language.

Based on previous data, 98% of 100 Home Language Surveys, parents are selecting the free-standing ESL program at PS 261. Free standing ESL is a program that is offered at PS 261. The remaining 2% of the surveys indicated either no choice or transitional bilingual education. On the day of the orientation, ESL teacher Evelyn Aleman, meets with the family to make them aware that their choice is not offered at PS261. Evelyn explains that we only offer freestanding ESL at 261 and ensures the family that she will do her best in locating a school that offers their choice.

# 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): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	5	5	5	4	5								27
<b>Total</b>	4	6	6	5	4	5	0	0	0	0	0	0	0	30

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	33
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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			10							0

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	
Dual Language										0
ESL	29	4	21	6	0	7	1	0	5	36
Total	29	4	31	6	0	7	1	0	5	36

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	1											10
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
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>10</b>									

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	4	4	10	10	5	8								41
Chinese					2									2
Russian														0
Bengali														0
Urdu														0
Arabic	0	3	6	5	2	6	7							29
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1		1									3
<b>TOTAL</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>15</b>	<b>10</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

P.S. 261 has both a transitional bilingual program as well as a Freestanding ESL program. The transitional bilingual program consists of one Special Education bilingual K-2 class and one pull-out and push-in ESL program containing sixty-nine students (academic year 2011-2012). Evelyn Aleman is using the push in model and implementing Reading Reform. Evelyn Aleman meets twice weekly with the coteacher and the Reading Reform mentors. Reading Reform consists of 50 minutes daily five days a week. The pull out model is based on their English Proficiency level and beginners and intermediate will receive 360 minutes of ESL instruction. The advanced will receive 180 minutes by Judy Salazar, NYS certified ESL and SETSS teacher. The bilingual program is taught in both Spanish and English, according to the current class profile 8 out of the 10 students are beginners and two are advanced. Bilingual instruction is such that ESL, 25% of the time English is the spoken language by the teacher and para in the classroom and 75% of instruction is in Spanish. Instructional strategies used in the transitional bilingual classroom include, but are not limited to differentiated small groups, visual scaffolds, deriving meaning from text, using language structures in reading and writing, problem solving to develop vocabulary and content knowledge, and applying critical thinking skills in all subject areas. The bilingual teacher, Lucy Lopez works extensively with the ESL teacher, Evelyn Aleman, and is also provided with supports from our network ELL liaison Maria Della Ragione. Ms. Lopez is also encouraged to attend all ELL PD's given by the network and Teachers College. Grade level standards are upheld through instructional modifications such as scribing, the use of the computer/smartboard, voice recorders and adaptations in the small group setting without diminishing curricular material.

The Freestanding ESL program will serve approximately 69 ELL students through the push-in and pull-out model. Based on scoring results on the New York State English as a Second Language Achievement Test (NYSESLAT), advanced level students will receive 180 minutes of ESL instruction per week; beginning and intermediate level students will receive 360 minutes of ESL instruction per week. The current freestanding breakdown consists of 25 beginners, 22 intermediate, and 22 advanced students. PS 261 currently has 4 self contained classes that hold 23 ELL students, 7 ELL ICT students and additional ELL students are within our general education classes.

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## A. Programming and Scheduling Information

reports to keep track of student progress as a group and well as individually. The programs will develop and maintain data for school wide use. Testing and assessment tolls that are specific to ELL's will generate reports to show student progress on critical skills and state standards. In our bilingual 12:1 class students are assessed both in English and in Spanish. The use of Spanish leveled literature and technology aids the teacher in an overall accurate assessment. There are 10 students that currently will be assessed using NYSAA

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### Courses Taught in Languages Other than English ⓘ

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

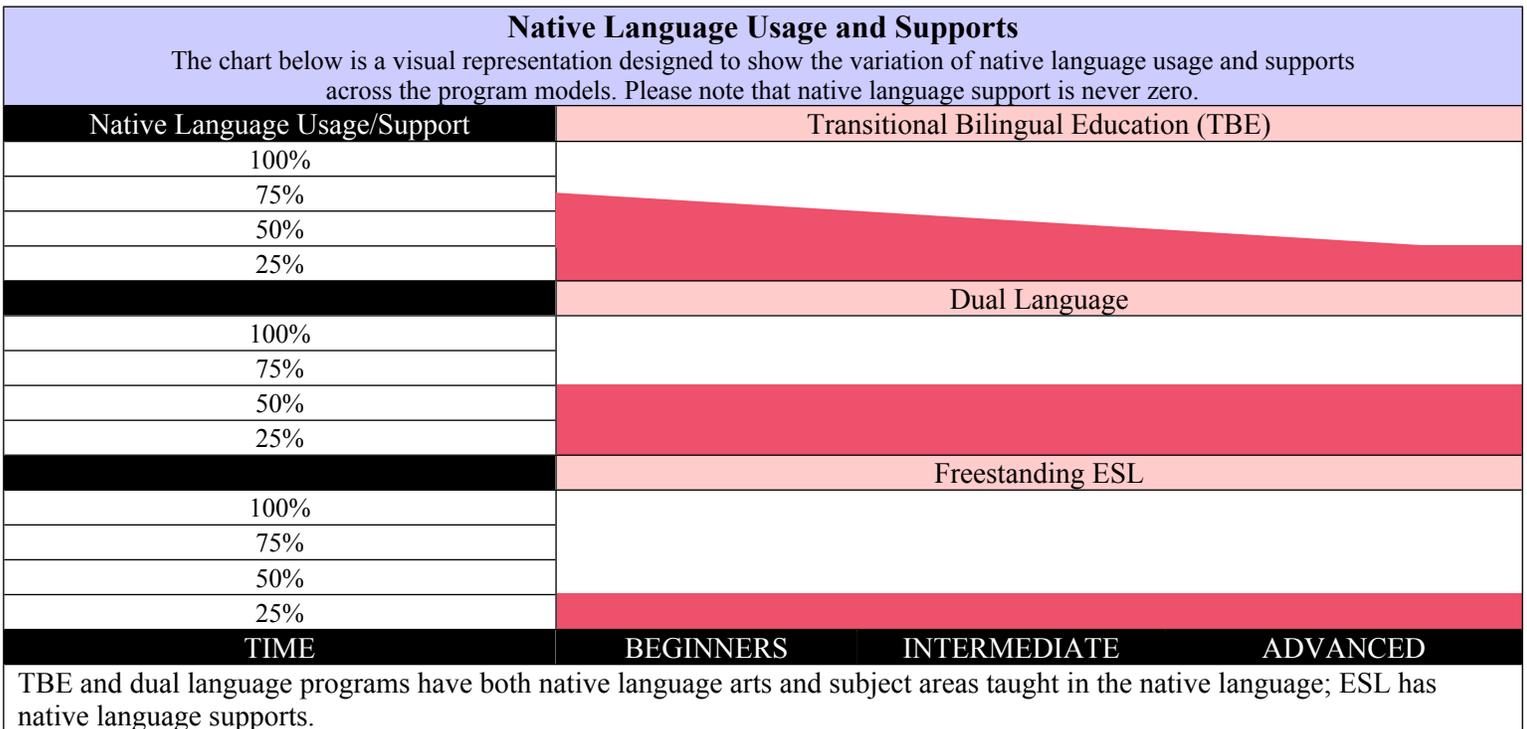
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## 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. All transitional ESL student will be entitled to additional years of testing accomodation for state and local assessments. All of these students will continue to attend Early Morning Jumpstart as well as a monthly check in with Evelyn Aleman, PS261 ESL Teacher. The other interventions that we implement are based on student need, as seen from data, and small group targeted interventions based on this need.

9. Our plan to support our transitional students that have reached proficiency on the NYSESLAT is to ensure that they are receiving their testing modifications for those two years. We also have co-planning time for the ESL teacher to work with the classroom teacher. During this time they are able to communicate about differentiations to help to facilitate continued support for these former ELLs.

10. Our greatest hopes for the coming year is to work closely with our network to continue supporting our ELL students, organize intervisitations between schools and to intensively pursue hiring any new staff with an ESL license and or background. We are currently encouraging staff to enroll in ITI.

11. At this point we are not looking to discontinue any programs.

12. ELLs are afforded equal access to all programs by ensuring that all communication, flyers, letters etc.. for said programs are sent out in the parent preferred language. We do not have programs that require prerequisites, therefore our programs are open to all.

13. The instructional materials that we use to support ELLs are native language books, bilingual dictionaries and glossaries, translation services and technology. We try to implement technology, through word processing and the internet, to facilitate learning and translation of materials for our students.

14. Native language support is delivered.....

15. Required services and support always respond to ELLs' ages and grade levels because we provide intervention in the student grade. We place students according to age, so this ensures they are in the proper grade.

16.

17. We do not have language electives.

## 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)?

## D. Professional Development and Support for School Staff

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

All staff Professional Development for the academic year 2011-2012 will include one full-day session addressing pedagogical and curricular requirements and standards for the ELL population in our school. Additionally, in group study meetings across all grade levels, which take place every Monday Morning. These meetings will focus on particular elements of teaching instruction for ELLs. Both our math and literacy coaches Karen Kaz and Marcy Mattera have organized cycles throughout all of our Special Education classes and ICT classes. These classes hold the majority of our ELL population. Our writing ESL inquiry team will share out at our monthly staff meetings. We have scheduled middle school meeting where we invite a representative from each District 15 middle school to come and speak to all 5<sup>th</sup> grade parents regarding the school and what program choices the middle school has to offer. Translation is provided at all meetings.

In order to maintain the ELL training for all of our staff, including general education and special education teachers, psychologists, secretaries, paraprofessionals, and administration we assess need based on noticings, trends and staff feedback. This year we are going to work with our ELL teachers, bilingual teachers and Network support to design professional development based on this shared communication. The professional development that we design will carry an agenda and certificate of completion. These will be maintained by administration.

## 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?

ELL parents will both attend curriculum night as well as a number of parent workshops at the school. At the workshops, parents will be provided with information on the State standards, assessments, school expectations and general program requirements. We evaluate the need of our parents based on word of mouth, parent request, review of the parent survey and overall departmental "must haves". We have a school website for those who have access to a computer at home. If families do not have technology at home we have designated 3 computers in our parent coordinators office for families to use during the school day. We communicate to families via notes in the backpacks as well as phone calls using the phone messenger system.

# 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)	1	5	7	8	2	3								26
Intermediate(I)	0	1	7	5	3	5								21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	3	2	3	2	4	7								21
Total	4	8	17	15	9	15	0	0	0	0	0	0	0	68

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

## 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.

PS261 provides several curricular and non curricular programs that allow our ELL population to intergrate themselves and their families with our school community. Many of the extracurricular activities support our curriculum and the work we do in each classroom. We have an opera program in the upper grades that focuses on one or two operas each year. They watch they opera during designated class time and then are invited to watch the dress rehearsal at Lincoln Center. We partner with NYCares which has game time groups, Lego Robotics, Saturday programs, literacy club, math games, and several other programs. Also, we have a wonderful PTA who does a great job of incorporating all families in the school.

## Part VI: LAP Assurances

<b>School Name: <u>Philip Livingston</u></b>		<b>School DBN: <u>15K261</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zipporiah Mills	Principal		10/13/11
Sara Cookingham	Assistant Principal		10/13/11
Gerald Piper	Parent Coordinator		10/13/11
Evelyn Aleman	ESL Teacher		10/13/11
Klara Carames	Parent		10/13/11
Marissa Torres	Teacher/Subject Area		10/13/11
Judy Salazar	Teacher/Subject Area		10/13/11
Karen Kaz	Coach		10/13/11
Marcy Mattera	Coach		10/13/11
Christina Camaro	Guidance Counselor		10/13/11
Alison Sheehan	Network Leader		10/13/11
Jackie Allen Joseph	Other <u>Assistant Principal</u>		10/13/11
Thahbah Omar	Other <u>Translator</u>		10/13/11
Carmen Perez	Other <u>Translator</u>		10/13/11
	Other		10/13/11

## 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: <a href="#">PS261</a>	DBN: <a href="#">15K261</a>
Cluster Leader: <a href="#">Corinne Rello Anselmi</a>	Network Leader: <a href="#">Alison Sheehan</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: <a href="#">69</a>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The direct instruction supplemental program will happen in 3 parts one program will take place afterschool Tuesdays, Wednesdays and Thursdays from 3:00PM to 4:30PM. The program will begin Tuesday December 6, 2011 through Thursday May 31, 2012. for a total of 108 hours. There will be one ESL licensed teacher for the program. The program will target ESL students in general education and special education grades 3-5. The after school program will start off with direct instruction using appropriate procedures to assess the knowledge of ELL students. The school has taken on building student portfolio's and our afterschool program will the students will review their assessments and create academic goals in partnership with the teacher. Students will work on their literacy skills with a focus on both reading and writing. The students will use guided reading books, books of poetry, non fiction, fiction

At the end of February the students will shift to a test prep format in preparation for the ELA and NYSESLAT exams.

In addition to an afterschool program there will be a Saturday test prep program for grades 4 and 5 the program will take place for 5 Saturdays in March from 9 AM to 12 PM, using 2 certified ESL teachers who focus on New York State ELA and Math exams.

There will also be a Saturday writing program for ELL students beginning Saturday April 21, 2012 to Saturday June 16, 2012, from 10-12 PM. There will be 1 ESL licensed teacher. The program will focus on improving student writing skills. The students will do family history charts which will be used to complete a non fiction task in writing.

### 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: Beginning in April of 2012 we will run a study group (3:15 -4:15) for 5 teachers 2 of the teacher will be licensed ESL teacher the additional 3 will be special education self contained teacher with 5 or more ELL students in their class the study group will held weekly on Mondays from April 16th through June 13 the teachers will work from the book Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce the teachers will study Moving Toward Authentic Assessment for ELL students week 1, Designing Authentic Assessments for ELL students week 2, Oral Language Assessments for ELL students week 3, Reading Assessments for ELL students week 5, Writing Assessments for ELL students week 6, Content Area Assessments week 7 the

**Part C: Professional Development**

last week teachers will share student portfolios and and create an inquiry questions to be looked at in the fall for ELL students. The study group will be used to help increase and moniter language acquisition for our ELL students.

**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: Our math, reading and administrative staff will conduct monthly workshops the workshops will inform ELL parents of the following topics:

- Test requirements and ELL students
- Supporting ELLs with Math strategies
- Reading to ELL children

The purpose of each of our workshops is to help parents understand how to support student learning and share the schools academic expectations for ELLs. Parent activities will be in house. informational materials for parents of ELLs and refreshments refreshments will be provided during our parent meetings schduled for the second Tuesday of each month beginning in October -March, from 6 - 8 PM. The coaches will be paid per session to conduct parent workshops for ELLs.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	After school program for ELLs December - May - 1 teacher licensed ELL \$ 5,406.48  \$1001.20 Saturday Test Prep for ELLs  \$1001.20 Saturday Writing for ELLs Academy	Direct instruction  After school program 108 x 50.06 = \$ 5,406.48  Saturday Test Prep for ELLs 2 teachers x 5 Sat x 3 hrs x 50.06 = 1,501.80  Saturday Writing for ELLs Academy 1 teacher x 10 Saturdays x 2 hrs = 1,001.20  Total: 7,910
Purchased services		Teacher study group 5 weeks, 1

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$ 1,252	session per week. Group of 5 teachers. one hour per session 5 tchrs x 5 sessions x 1 hrs x 50.06 = \$ 1,252
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,038	Materials purchased will include: <u>NYSESLAT test preparation material are needed to help support those beginner ESL students in what the NYSESLAT looks like. Lastly, lower level guided reading text are needed.</u> Fiction and non fiction guided reading books. Teacher study group books and parent books
Educational Software (Object Code 199)	<u>0</u>	<u>n/a</u>
Travel	<u>0</u>	<u>n/a</u>
Other	<u>0</u>	
<b>TOTAL</b>	<b><u>11,200.00</u></b>	