



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : P.S. 269 THE NOSTRAND SCHOOL

DBN 22K269

PRINCIPAL: JAZMINE SANTIAGO EMAIL: JPAGAN22@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
Jazmine Santiago	*Principal or Designee	
Steven Blum	*UFT Chapter Leader or Designee	
Delroy Hazlewood	*PA/PTA President or Designated Co-President	
Pam Walker	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for</i>	

	<i>high schools)</i>	
	CBO Representative, if applicable	
Juliza Colon	Parent Grade 3	
Cheraldine Rodriguez	Parent Grade 4	
Nancy Brenneisen	Teacher Grade 5	
Debra DeLucia	Secretary English Language Learners	

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

By June 2012, all students in grades 3 to 5 will have engaged in one literacy task aligned to the CCLS.

Comprehensive needs assessment

The school's accountability status in 2011-2012 is Corrective action year two. In 2010-2011, only 1 of 6 student groups made AYP in ELA. After conducting an analysis of student performance data on state ELA assessments, it was determined that 68.6% of students did not meet proficiency on the New York State English Language Arts assessment. It was also determined that only the Hispanic students made Adequate Yearly Progress (AYP) for ELA. As a result, we are focusing on increasing the percentage of students with disabilities, ELL, African American, economically disadvantaged who achieve levels 3 and 4.

Instructional strategies/activities

Activity # 1

Teachers will use the Common Core Standards as a basis to develop rigorous literacy performance based tasks and engage students in these tasks by implementing lessons using the Readers Workshop model.

Target Populations(s): Teachers and paraprofessionals servicing all student subgroups including, students with disabilities, ELL's, African American students and the general education population in grades 3-5.

Responsible Staff Members: Principal, Assistant Principals, Staff Developers (Internal and External), Network Instructional Coach/Data Specialist, classroom teachers and paraprofessionals.

Implementation Timeline: September 2011-June 2012

Activity #2

Principal and network staff will provide professional development to help teachers analyze tasks, align tasks to CCLS, evaluate rubrics and provide students with feedback.

Target Population(s): *all teachers in grades 3-5*

Responsible Staff Members *Principal, Assistant Principals, network curriculum specialist, internal and external staff developers, all 3-5 teachers and AIS providers.*

Implementation Timeline *September 2011 -June 2012*

Activity #3

Opportunities will be provided for teachers to meet weekly in grade meetings and Inquiry meetings to develop rubrics and analyze and triangulate *the data to drive instruction, monitor student progress, and use the inquiry process to improve student outcomes.*

Target Population: *all teachers in grades 3-5*

Responsible Staff Members: *Principal, Network Data Specialist, Assistant Principal, AIS providers, ESL providers, classroom teachers, and paraprofessionals*

Implementation Timeline *September 2011 -June 2012*

Steps for Including teachers in the decision-making process

Teachers will meet in grade-level and cross functional teams to review student data gathered from state, periodic, and informal assessments.

Teachers decided which inquiry team they would join.

Paraprofessionals determined that their participation in inquiry would help increase student performance.

Teachers meet weekly to plan lessons.

Periodic Assessments:

Beginning of year baseline assessment

Middle of year progress monitoring assessment

End of year assessment

Strategies to increase parental involvement

- 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;
- 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;

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.

1. Leadership Opportunities

2. Ongoing Professional Development

- 1) All activities are referenced to student learning;
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development;
- 3) Professional development activities are based on research-validated practices;
- 4) Subject matter mastery for all teachers is a top priority;
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated;
- 6) Professional development activities match the content that is being instructed;
- 7) All professional development activities are fully evaluated;
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum

3. Recruitman Plan

- Forming partnerships with local colleges and universities
- Encourage paraprofessionals and uncertified teachers who are already in classrooms to become fully licensed teachers
- Mentor program for new teachers

Service and program coordination

1. CAMBA/BEACON

- Our character literacy program entitled Whole Self provides a language to positively understand, describe and articulate current struggles or successes, life-style choices, and future goals. It is the language that helps our kids become literate in who they are and how they wish to relate to the greater world around them.
- Global Partners Junior is the global awareness program that connects New York City youth to their peers around

the world on the internet. Students, ages 9 to 12, communicate online using an original curriculum that guides their conversations and activities throughout the school year. Project-based learning and online communication reinforce vital literacy, technology, and critical thinking skills needed for success in today's interconnected world. Global Partners Junior develops interest in diverse cultures, getting our urban youth to think beyond their city blocks. Projects teach students to take pride in their local communities and find innovative ways to make their cities stronger, often applying what they have learned from their international peers. Students engage with one another using a social media platform and create multimedia projects using a variety of technology.

- The AfterSchool KidzLit program is a reading enrichment program designed specifically for use in out-of-school settings, though it is also successful in the classroom. It increases young people's motivation to read and builds their literacy skills. At the same time, it develops core values of helpfulness, fairness, personal responsibility, and respect for others. Leaders use a five-part process in which children hear engaging books read aloud—or read them independently—and make connections to their own lives. They express their feelings and grapple with big ideas through discussion, drama, art, movement, and writing. The program is aligned with the National Council of Teachers of English (NCTE) standards.
- The Resolving Conflict Creatively Program (RCCP) is a well-evaluated, K-8 program in character education and social and emotional learning. It is the nation's largest and longest running school program with a special focus on conflict resolution and intergroup relations. RCCP is characterized by a comprehensive, multi-year strategy for preventing violence and creating caring and peaceable communities of learning that improve school success for all children.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Title I funds– To fund Academic Intervention Service Provider and Staff developer/ Literacy Coach*
- *NYSTL funds to purchase classroom computers for incorporating technology to support differentiated instruction*

- *Title I funds– Provide per session and training rate for teachers attending Professional Development, planning and conducting evening parent workshops*
- *Programming will accommodate weekly grade level planning meetings and inquiry meetings on all grades*
- *Per diem allocation to fund substitute teachers so that teachers can attend Professional Development during the school day, schedule inter-visitation to view effective practice*

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

- By June 2012, all students in grades 3 to 5 will have engaged in one mathematics task aligned to the CCLS.

Comprehensive needs assessment

The school’s accountability status in 2011-2012 is Corrective action year two. In 2010-2011, only 1 of 6 student groups made AYP in Math. After conducting an analysis of student performance data on state Math assessments, it was determined that 57.4% of students did not meet proficiency on the New York State Math assessment. As a result, we have made increasing the percentage of students who are on level 3 and 4 a priority goal for the school year.

Instructional strategies/activities

Activity 1

Teachers will use the Common Core Standards as a basis to develop rigorous math performance based tasks and engage students in these tasks by implementing lessons using the Everyday Mathematics curriculum in the structure of the workshop model.

Target Populations(s):]: Teachers and paraprofessionals servicing all student subgroups including, students with disabilities, ELL’s, African American students and the general education population in grades 3-5.

Responsible Staff Members: *Principal, Assistant Principals, Staff Developers (Internal and External), Network Instructional Coach/Data Specialist, and classroom teachers.*

Implementation Timeline: *September 2011-June 2012*

Activity #2

Principal and network staff will provide professional development to help teachers analyze tasks, align tasks to CCLS, evaluate rubrics and provide students with feedback.

Target Population(s): *all teachers in grades 3-5*

Responsible Staff Members *Principal, Assistant Principals, network curriculum specialist, internal and external staff developers, all 3-5 teachers and AIS providers.*

Implementation Timeline *September 2011 -June 2012*

Activity #3

Opportunities will be provided for teachers to meet weekly in grade meetings and Inquiry meetings to develop rubrics and analyze and triangulate *the data to drive instruction, monitor student progress, and use the inquiry process to improve student outcomes.*

Target Population: *all teachers in grades 3-5*

Responsible Staff Members: *Principal, Network Data Specialist, Assistant Principal, AIS providers, ESL providers, classroom teachers, and paraprofessionals*

Implementation Timeline *September 2011 -June 2012*

Periodic Assessments: Everyday Mathematics end of unit assessment

Strategies to increase parental involvement

- 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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

1. Leadership Opportunities

2. Ongoing Professional Development

- 1) All activities are referenced to student learning;
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development;
- 3) Professional development activities are based on research-validated practices;
- 4) Subject matter mastery for all teachers is a top priority;
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated;
- 6) Professional development activities match the content that is being instructed;

- 7) All professional development activities are fully evaluated;
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum

3. Recruitman Plan

- Forming partnerships with local colleges and universities
- Encourage paraprofessionals and uncertified teachers who are already in classrooms to become fully licensed teachers
- Mentor program for new teachers

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.
- CAMBA Beacon program at PS 269 is participating in this year's NY Academy of Sciences (NYAS) STEM Afterschool Mentoring Program. The program trains post doctorate and graduate student members from NYAS' Science Alliance program to facilitate math and science curricula, and mentor 4th through 8th grade students attending DYCD funded afterschool programs. Curricula topics are genetics, space science, earth science, birds and math. Some mentors are also trained on LEGO Mindstorms NXT to support afterschool programs participating in FIRST LEGO Robotics competition. Mentors are scientists in training from academic institutions located throughout NYC. Mentors volunteer their time and also attend a 6-hour workshop on strategies for working with youth and approaches for teaching science and math in informal learning environments.
- The AfterSchool KidzMath program (grades K–2 and 3–6) is a mathematics enrichment program designed specifically for out-of-school settings, though it is also successful in the classroom. It uses cooperative games and storybook-based activities to promote mathematical understanding and social development. Children develop mathematical skills, gain confidence in their mathematical abilities, increase their enjoyment of mathematics, and improve their ability to work with others. The program, which is aligned with the National Council of Teachers of Mathematics Standards, offers considerable support for after-school staff.
- The Resolving Conflict Creatively Program (RCCP) is a well-evaluated, K-8 program in character education and social and emotional learning. It is the nation's largest and longest running school program with a special focus on conflict resolution and intergroup relations. RCCP is characterized by a comprehensive, multi-year strategy for preventing violence and creating

caring and peaceable communities of learning that improve school success for all children.

- After-School Science PLUS is an inquiry-based science program for after-school centers attended by kids ages 6-14. Funded through a grant from the National Science Foundation Program for Gender Equity, and others, After-School Science PLUS is designed to help TASC and other after-school programs do the following:
 - Get kids involved in inquiry-based science activities that are fun to do, and help develop higher-order thinking
 - Use science as a vehicle to promote literacy
 - Provide positive role models of scientists from diverse racial/ethnic and gender groups
 - Present ideas about careers in science, math, and technology
 - Dispel stereotypes about who can do science
 - Help students to see science as part of their everyday experiences.

After-School Science PLUS works with after-school staff members to build on the concept that group leaders already know more science than they realize. Staff training reinforces confidence in their scientific abilities and interests.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

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- *NYSTL funds to purchase classroom computers for incorporating technology into the curriculum*
- *Title I funds– Provide per session and training rate for teachers attending Professional Development, planning and conducting evening parent workshops*
- *Programming will accommodate weekly grade level planning meetings and inquiry meetings on all grades*
- *Per diem allocation to fund substitute teachers so that teachers can attend Professional Development during the school day, schedule inter-visitation to view effective practice*

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

*By June 2012, Students with Disabilities (SWD) and Limited English Proficient subgroup will demonstrate progress towards achieving state standards as **measured** by a 5% increase in the number of students scoring at Levels 2, 3 & 4 on the NYS ELA and Math assessment.*

Comprehensive needs assessment

The school's accountability status in 2011-2012 is Corrective action year two. In 2010-2011, Students with Disabilities and ELL's did not make AYP in ELA and Math. Their performance index was significantly lower than EAMO. As a result, we are focusing on increasing the percentage of students with disabilities and ELL's who achieve at levels 3 and 4.

Instructional strategies/activities

Activity #1

Professional Development will be given on the following topics: Using Universal Design for Learning (UDL) in curriculum development in order to give all students, including Students with disabilities and English language learners, an equal opportunity to learn; Curriculum Mapping using Backward Design; Creating Standards based performance tasks and exposing students to the higher levels in Webb's Depth of Knowledge (DOK); Triangulation of data in order to inform differentiated instruction; Teacher teams using protocols to look at student work; Blooms Taxonomy and planning higher order thinking questions; SESIS training for all teachers; and small group instruction.

- *Responsible Staff Members: Principal, Assistant Principal, Staff Developers (internal and external, including support from Network Curriculum Specialists), Data Specialist and Classroom Teachers.*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

Targeted ELA and Mathematics Academic Intervention Services for Students with Disabilities and English Language Learners.

- *Target Population(s): Teams of Teachers working with SWD's and ELL's who perform at levels 1 and 2.*

- *Responsible Staff Members: AIS Teacher, SETTS Teacher, IEP Teacher, Staff Developer, Network Support, Data Specialist and Classroom Teachers.*
- *Implementation Timeline: September 2011-June 2012*

Activity #3

Developing curriculum maps that incorporate UDL principles of learning using Backward Design structure/format.

- *Target Population(s): Teachers in grades 3, 4 and 5, IEP teacher, Math and Science Cluster*
- *Responsible Staff Members: Principal, Teachers, IEP Teacher, Math and Science Cluster Teacher, Staff Developer, Network Support, Data Specialist and Classroom Teachers.*
- *Implementation Timeline: September 2011-June 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level teams to triangulate data and plan targeted instruction in Math with students in small groups. Data will be used to plan differentiated activities for all students.*
- *Teachers in grades 3, 4 and 5 meet to engage in curriculum mapping using the Everyday Mathematics program.*

Strategies to increase parental involvement

- 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;

- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

4. Leadership Opportunities

5. Ongoing Professional Development

- 1) All activities are referenced to student learning;
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development;
- 3) Professional development activities are based on research-validated practices;
- 4) Subject matter mastery for all teachers is a top priority;
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated;
- 6) Professional development activities match the content that is being instructed;
- 7) All professional development activities are fully evaluated;
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum

6. Recruitman Plan

- Forming partnerships with local colleges and universities
- Encourage paraprofessionals and uncertified teachers who are already in classrooms to become fully licensed teachers
- Mentor program for new teachers

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.
- CAMBA Beacon program at PS 269 is participating in this year’s NY Academy of Sciences (NYAS) STEM Afterschool Mentoring Program. The program trains post doctorate and graduate student members from NYAS’ Science Alliance program

to facilitate math and science curricula, and mentor 4th through 8th grade students attending DYCD funded afterschool programs. Curricula topics are genetics, space science, earth science, birds and math. Some mentors are also trained on LEGO Mindstorms NXT to support afterschool programs participating in FIRST LEGO Robotics competition. Mentors are scientists in training from academic institutions located throughout NYC. Mentors volunteer their time and also attend a 6-hour workshop on strategies for working with youth and approaches for teaching science and math in informal learning environments.

- The AfterSchool KidzMath program (grades K–2 and 3–6) is a mathematics enrichment program designed specifically for out-of-school settings, though it is also successful in the classroom. It uses cooperative games and storybook-based activities to promote mathematical understanding and social development. Children develop mathematical skills, gain confidence in their mathematical abilities, increase their enjoyment of mathematics, and improve their ability to work with others. The program, which is aligned with the National Council of Teachers of Mathematics Standards, offers considerable support for after-school staff.
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- After-School Science PLUS is an inquiry-based science program for after-school centers attended by kids ages 6-14. Funded through a grant from the National Science Foundation Program for Gender Equity, and others, After-School Science PLUS is designed to help TASC and other after-school programs do the following:
 - Get kids involved in inquiry-based science activities that are fun to do, and help develop higher-order thinking
 - Use science as a vehicle to promote literacy
 - Provide positive role models of scientists from diverse racial/ethnic and gender groups
 - Present ideas about careers in science, math, and technology
 - Dispel stereotypes about who can do science
 - Help students to see science as part of their everyday experiences.

After-School Science PLUS works with after-school staff members to build on the concept that group leaders already know more science than they realize. Staff training reinforces confidence in their scientific abilities and interests.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Title I funds– To fund Academic Intervention Service Provider and Staff developer/ Literacy Coach*
- *NYSTL funds to purchase classroom computers and laptops for curriculum mapping purposes*
- *Title I funds– Provide per session and training rate for teachers attending Professional Development, planning and conducting evening parent workshops*
- *Programming will accommodate curriculum planning meetings*
- *Per diem allocation to fund substitute teachers so that teachers can attend Professional Development during the school day, schedule inter-visitation to view effective practice*

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				
2			N/A	N/A				

3	66	66	N/A	N/A	20	5		
4	73	80	73	73	5	8		
5	70	82	70	70	5	8		
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
ELA	Currently in PS 269, we are using a number of strategies to work with our students, ie. Wilson Reading Program, Great Leaps, Voyager and the Intervention Program of Story Town. Based on Inquiry work, teachers are implementing the strategies needed using Options Reading Comprehension series. These programs are implemented during Mandated Tutoring to a small group of students. Mandated Tutoring is Monday – Wednesday for 37.5

	minutes. Classroom teachers are using the intervention program to Story Town as part of their differentiated instruction during the Literacy Block for Guided Reading.
Mathematics	Currently at PS 269, students who are in need of math AIS receive support during Mandated Tutoring and daytime small group sessions. During Mandated Tutoring, teachers are implementing strategies based on their Inquiry work.
Science	In science, the curriculum includes modifications and materials to support below level students. This is built into the science lessons.
Social Studies	In social studies, the curriculum includes modifications, differentiation and materials to support below level students. This is built into the social studies lessons.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	Lazare - Participating in conflict resolution; Building emotional intelligence; Crisis Intervention; Initiating and maintaining behavior agreements/contracts; Building capacity for reflective thinking;
At-risk Services provided by the Social Worker	Discuss inappropriate behaviors and consequences. Call parents to advise them of their children's inappropriate behaviors and measures the school can/will take.
At-risk Health-related Services	<p>-The role of a Speech Pathologist in a school is to assess, diagnose, treat and help prevent related speech, language cognitive-communication, voice and fluency disorders. SLP's develop an Individualized Education Plan to use the child's strengths to remediate his/her weaknesses. Collaboration amongst classroom teachers, SBST and other service providers support the planning, implementation and progress of our students. Speech and language skills are remediated on an individual or on a small group basis, as per IEP mandate. Records on the initial evaluation, progress and discharge of students are kept.</p> <p>-Occupational Therapy focuses on remediation/restoration/development of skills</p>

	<p>required for student optimal school functioning. Occupational Therapy IEP goals address the specific areas of attention/focus, following directions, working collaboratively, sustained effort, cooperation, problem solving, working independently, fine motor control, UE strengthening, proper sitting posture, visual perceptual/motor limitations, cognitive perceptual difficulties, organizational skills, sensory issues and all areas of activities of daily living.</p>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress

Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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: 22K269 **School Name:** The Nostrand School

Phase: Improvement Year 2

Category: Comprehensive

Intervention: Not Required for 2011-2012

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

1. Area of school improvement identification: **3-8 ELA: All SWD, Black, LEP, ED**

According to the ESCA report, only half of the teachers interviewed reported modifying the curriculum for students with disabilities. Interviews and observations indicated that teachers are using limited instructional strategies in their classrooms. Almost half of the IEP's reviewed for K269 failed to specify instructional accommodations to be used by students with disabilities to access the general education curriculum. In addition, the professional development described was related to the SESIS system and IEPs. The ESCA report also indicated that there was a need for professional development focused on strategies for effectively instructing ELLs and that collaboration often occurs informally, rather than through structured collaborative opportunities provided by the school. The SQR also emphasized a need to develop systems and structures to evaluate the progress made toward meeting goals and formalize interim checks so that necessary adjustments can be made. It was also recommended in the SQR that the school utilize the observation process to identify a common lens for evaluating teaching practices and identifying next steps for professional growth. Finally, the SQR indicted that the school needed to improve refining and ensure that all goals include both long- and short-term, measureable outcomes to monitor student progress effectively.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to support improved achievement for all SWDs, Black, LEP, ELLs, and ED students all teachers will receive individualized as well as school-wide professional development. Professional development will be provided to ensure specificity in writing IEPs to include instructional accommodations to be used by students with disabilities to access the general education curriculum. ESL and classroom teachers will receive professional development focused on strategies for effectively instructing ELLs. Principal and assistant principal will ensure these strategies are embedded into teaching practices through classroom observations. The school will provide opportunities for structured collaboration through the school program and through the use of GoogleDocs. The instructional cabinet will develop theories of action for school initiatives and include interim checks in order to evaluate the progress made toward meeting goals and make any adjustments if needed. This year the principal and assistant principal will focus on increasing the rigor of instruction in all classrooms by conducting a minimum of six feedback cycles per teacher focused on the Danielson Framework for Teaching aligned to the selected DOE competencies articulating clear expectations through the use of a rubric. Next steps will be identified for each teacher in order to facilitate professional growth. In addition, teachers will expose students to performance tasks aligned to the CCLS and will participate in collaborative inquiry teams focused on developing student proficiency in the Common Core State Standards for Reading, Writing, and Math. Teachers in each class will utilize the Comprehensive Student Assessment Form to monitor student progress effectively.

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. The 10 percent of the Title 1 funds for professional development will be used to fund the salary of the school staff developer. The staff developer will support teachers by providing individualized professional development. In addition, the staff developer will support the schools initiatives stated above in Part A, question 2.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers will be matched to a mentor. Mentors will meet with teachers a minimum of two periods each work to provide instructional support. Support will be documented on the Mentor Tracking System.

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.

- Annual Title 1 Parent Involvement Meeting
- Parent Notification Letters
- PA meetings
- School Monthly Event Calendar
- All notifications will be translated
- Translator will attend meetings if necessary

**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 Jose Ruiz	District 22	Borough Brooklyn	School Number 269
School Name P. S. 269			

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

Principal Jazmine Santiago	Assistant Principal Glendolyn Coppin
Coach Junie Charlot	Coach Hiawatha Brower
ESL Teacher Sandra Gelfman	Guidance Counselor Sonia Christie
Teacher/Subject Area Christine Kenny	Parent Evis John
Teacher/Subject Area Eileen Cappucci	Parent Coordinator Desiree Oakley
Related Service Provider Abbe Levin	Other type here
Network Leader Wendy Karp	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	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	24
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	571	Total Number of ELLs	68	ELLs as share of total student population (%)	11.91%
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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. 

Paste response to questions 1-6 here

1. The ESL Program at P.S. 269 is a Free Standing Multicultural Program consisting of children in grades three through five. The children originate from Haiti, Dominican Republic, Mexico, Guinea in West Africa, Pakistan, Bagladesh, Yemen, and the U.S. Please note that this school does not have kindergarten, grade 1 or grade 2. We are a feeder school of nearby P.S. 361 which is a K-2 school. P.S. 269 serves only Grades 3 through Five which is checked off on Part III: ELL Demographicson this report.

INITIAL IDENTIFICATION OF STUDENTS: 1) New children are identified as ELLs by reviewing the responses by parents on the Home Language Identification Survey. 2) This includes interviewing the parent in English or in their native language when necessary. 3) The Licensed ESL Teacher then administers the LAB R . The ESL teacher assists the parents during regisration and requests one of our translators if necessary to assist the parent with the forms and to interview them. Children who score below the cut score are placed in regular and classes and begin ESL services within ten days of their intitial enrollment. They are administered the LAB R within 10 days of their initial enrollment as well. The ESL children are tested annually with the NYSESLAT to montor progress in the English language for speaking, listening, reading and writing skills. The ESL Teacher, Ms. Sandra Gelfman oversees and reviews the Home Language Surveys. In addition, Ms. Gelfman, our ESL Teacher who is a Licensed ESL Teacher conducts the initial interview. If necessary she calls upon one of our translators for assistance. The Spanish LAB R is also administered when necessary by our Bilingual SAPIS worker along with the ESL teacher who oversees the exam.

2. PROGRAM INFORMATION/PARENT CHOICES: Parents of new ELLs are invited to attend an Orientation Meeting with a Translator present. The Parent Family Guide is distributed in the target language of the parent. The video is shown to the parents in their language. A translator along with the ESL Teacher provide the parents with the three choices available to them for their child. The Transitional Bilingual Program, The Dual Language Program, and the Free Standing ESL Program are all presented to the parents. The ESL Program available at P.S. 269 is described as well as the materials and methodologies used to help their child acquire English. Parents are encouraged to ask questions about how their child will learn English. The Parent Oriention is facilitated by our ESL Teacher, and our Literacy Coach who is Bilingual in Haitian Creole. Our Principal also attends the Orientation and is on hand for questions and answers.

Parents who cannot attend the orientation are met with privately at their convenience so that they can understand the choices available for their child. The trend has been in the past and remains today for the parents to select the ESL Free Standing Program. In the past and now the parents appear anxious for their child to learn English and have selected this option. This year we had one parent who did select a Haitian Bilingual Program in another school. We help all of the parents who have requests by directing them to the nearest school that has the program they are interested in.

3. Entitlement Letters: The licensed ESL Teacher at P.S. 269 is responsible for evaluating the ELL's by administering the NYSESLAT annually, and distributes all letters to parents advising them of the child's initial eligibility, placement, and continued eligibility. Parents are also notified if their child is no longer eligible for ESL services. All letters are distributed in English and in the language of the parent.

Copies of all Parent Entitlement letters, Placement Letters, Non Entitlemnt Letters, Continued Entitlemnt Letters as well as Parent

Surveys and Selection Forms are all kept on hand. The ESL Teacher at P.S. 269 takes it upon herself to personally meet with all new families of our new ELL's to explain how she can help their child adjust in a new environment. The ESL Teacher initially sets up a non speaking child with a buddy in the class that he or she is placed in to help translate everyday situations.

The results of the NYSESLAT are carefully monitored by the ESL Teacher for progress, and the teachers are notified of the Level of their proficiency levels. These results help us to identify the modality that the individual student shows weakness in as well as their strengths. The performance data is used to meet the programmatic needs and helps us also to plan for instructional mandates that are required by New York State Guidelines. The ESL Teacher oversees and identifies the individual needs of each student. She also articulates with the classroom teacher of the children for instructional planning. The goal is that each child in the ESL Free Standing Program will be able to participate in the classroom that they are placed in and acquire the necessary English skills so that they can participate in their own class.

4. After the Parents complete the Parent Survey the children are placed in the ESL Free Standing Program. The Beginners will receive 360 minutes of ESL instruction weekly. The Parents receive Placement Letters in their language explaining the placement.

5. This year we have had 10 new students. Eight are from Haiti and two are from Yemen. One Haitian child was discharged and went to a Bilingual Program in another school. All of the remaining 8 parents signed Parent Selection Surveys indicating that they wanted ESL only and not Bilingual. One Haitian parent requested a Bilingual Class which we were not able to offer. We recommended another school but it seems that they have not made the switch. Last year we had 12 new admits and those parents as well chose the ESL only program. Therefore the trend in recent years has been the selection of ESL only at this school. The remaining children in our program were here last year and received Continuing Entitlement Letters. There also are many third grade children from our feeder school P.S. 361 which serves grades K-2. They also have received Continued Entitlement Letters in their languages. Copies of all letters are maintained in our school and kept up to date by our ESL Teacher.

6. We can therefore conclude that all, with the exception of one of the Parental Requests are aligned within our school's ESL program with the exception of one child whose parents did request a bilingual class.

We have made a recommendation, however it appears that he did not transfer the child. We will follow up on their decision.

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 <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	10
SIFE	17	ELLs receiving service 4-6 years	9	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										0
Dual Language										0
ESL	58	17	8	9	0	2	1			68
Total	58	17	8	9	0	2	1	0	0	68

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														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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				5	5	2								12
Chinese														0
Russian														0
Bengali					1									1
Urdu					1	1								2
Arabic				1	1	1								3
Haitian				20	15	14								49
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	0	0	26	24	18	0	68						

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. PROGRAM DELIVERY - ES Instruction is a Free Stranding Program. Children are placed in regular classes and are pulled out of their classes to receive instruction according to their proficiency level. The ESL Teacher picks up the children from their class and returns them. The program is conducted entirely in English.

2. MANDATED INSTRUCTIONAL MINTUTES - Beginners and Intermediate students receive 360 minutes which is 8 periods of instruction weekly. Advanced children receive 180 minutes which is 4 periods of ESL weekly. P.S. 269 implements a Free Standing ESL Pull Out Program in accordance with CR Part 154 and Title III Guidelines. Our ELL Teacher is New York City and State Certified. Instruction is tailored to comply with NYS and city performance standards.

DIFFERENTIATED INSTRUCTION: All students are provided with differentiated instruction to meet or exceed city and state learning performance standards. Instruction is delivered and matched to student levels and individual needs. The children are grouped according to their levels. The Beginners are grouped with the Intermediates and the Advanced are grouped separately according to the mandates of instructional time required by New York State mandates. Students receive instruction that complements the themes and curriculum of their current grade level. The instuction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary.

A. Programming and Scheduling Information

In the Third Grade we are using Moving Into English by Harcourt. These are materials we received as a supplement to our Reading First Program. It includes explicit and systematic instruction in the five essential components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension). This program is based on literature, themes, phonics, vocabulary, and listening to stories on CD's and tapes. There are also writing activities incorporated into the stories. We also use Moving Into English with our Beginners. Shared Reading is also used across the three grades. This year as well as last year we expanded vocabulary development through use of figurative language, as well as deconstruction and reconstruction of sentences. These skills are drawn from a variety of books, genres, fables and poetry. This work is based on the research of Lilly Wong Fillmore. The ESL Teacher uses idioms, metaphors, and similes to help the children understand the use of Figurative Language that is found in Literature. This year across the three grades the ESL teacher plans to expand themes and reading non fiction books for information.

One of the goals is to combine content areas such as Science and Social Studies using the appropriate books and libraries that are specifically developed for the needs of the students in the ESL Program. There are books for all levels including beginners and that has proved to be very beneficial last year and we hope to expand this process this coming year. Graphic Organizers are used to aid in retention of thoughts and help summarize what the children learn. These are also be used for writing sentences and serve as a tool for summarizing information as the children learn.

ELL's with special needs receive instruction according to their own individual IEP, and they are included in the same program as the rest of the children. All of identified ELL's are also offered Supplemental Services either through tutoring in the mornings, as well as an Extended Day Program that we are in the process of planning for 2012. Graphic Organizers, Story Webs, Venn Diagrams are also used as tools to help in comprehension of reading and to help in writing of sentences, book reports and essays.

3. The children receive ESL instruction according to the required mandates. Beginners and Intermediate Students receive 360 minutes of ESL instruction weekly, advanced students receive 180 minutes of ESL instruction weekly. In addition a content area is taught along with ESL Methodology such as Science, Social Studies as well as Math incorporating ESL strategies into the lesson.

4. Our new Spanish children are administered the LAB R in Spanish which helps us understand how literate they are in their first language. However at this time there does not seem to be an exam to assess the Haitian Children in their literacy. We have some books in Haitian Creole and the ESL Teacher sees if they can read them. One of the problems or drawbacks is that we don't always know the level of education that some of our children have had in their previous country. We offer all of our ELL children translated versions of the content area exams as well as glossaries to assist them.

5. Instruction is tailored to meet the needs of the groups proficiency levels. The Beginners spend more time developing oral and listening skills through tapes, and CD's. The Intermediate and Advanced children are given books or writing activities that are tailored to meet their goals. Their weaknesses and strengths are identified by the data on the NYSESLAT. The ESL Teacher will plan lessons that will cater to their needs as well as their strengths. Once the Beginners progress they also will participate in the same work as the intermediates. The goals of the program are to move up a modality from year to year and eventually become proficient in English. The main goal is for the child to be able to participate in their classwork at grade level. Another goal is for the Beginners to be able to speak and participate in classwork.

During ESL instruction the ESL Teacher will use Graphic Organizers, Story Webs, Venn Diagrams to help organize students thoughts from reading which will also be used as a preparation for writing sentences and eventually essays as well as book reports. A big idea or a big question will be used so that at the end of the lesson they can summarize what they learned. Print rich books of various genres are used to engage and motivate the children.

A. SIFES - will use tapes, CD's and receive small group instruction. Their greatest needs will be identified by the ESL Teacher in collaboration with the classroom teacher. Then a plan will be created to offer AIS in the greatest subject need. The SIFES will also attend morning tutoring as well as the Extended Day Program planned for the coming year in Feb. 2012.

B. The majority of our students are here less than three years so we therefore offer the same plan. We invited them to tutoring in the morning, Extended Day Program, as well as access to AIS, Math or/and Wilson Reading Program. Each child is accessed to their needs.

C. The children that are here 4-6 years will also receive tutoring, Extended Day Program, AIS, and Wilson Reading Program if necessary.

D. Long Term ELLs will receive the same services as the above. If necessary some of these children who are at risk will be referred for an evaluation. It is possible that they are Long Term ELLs not because of the language and that would require an evaluation process to be initiated either by the ESL Teacher or Classroom Teacher. We have one ELL who has completed 6 years of service. Part of this is because she is a Hold Over. She is receiving Academic Intervention Services. We will also monitor to see if she needs to be referred.

6. Teachers of SWD who are also ELLs will use a varied approach and materials to suit the needs of the child based on their IEPs. During ESL

instruction that students will learn the same lessons that the other children learn. The use of age appropriate materials and engaging high

A. Programming and Scheduling Information

interest materials will be utilized including non fiction content areas such as Science and Social Studies incorporating ESL methodologies into the lessons. Tapes and CDs will also be used to accelerate language development. The teachers involved will be familiar with the individual IEPs to address the learning needs of each child in the group. Graphic Organizers will also be used to assist the children with their thoughts for reading and writing. This will include story webs and venn diagrams which will aid in writing and act as an aid to summarize information learned.

7. THE ELLs or SWD's will have a smaller group setting in accordance with their IEP. In some cases a Bilingual Para also accompanies the student to ESL. The para is able to assist the child and is a connection between the teacher and student in a positive manner. All

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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 offer tutoring to all of our ELL students in ELA, Math, and Writing three mornings a week from 8:00 A.M. through 8:37 A.M. We also have a tutoring group for beginners in the morning using Native Language in Haitian Creole this year by our Literacy Coach who speaks Haitian Creole. The ESL Teacher also has a group of beginners as well. The remainder of the students receive tutoring with regular teachers to help them with their grade work. We are also planning on offering an Extended Day Title III program which will commence in February 2012 and end the first week of April 2012. There will be 4 groups, one class for each grade and a bridge class for Beginners who arrived this year. A licensed ESL Teacher will oversee the program as well as teach the Beginners Group. We will purchase test prep materials for the ELA, NYSESLAT Materials as well as Math Test Preparation materials to help those children with their grade work. This will be scheduled for Mondays through Thursdays from 3:00 P.M. and end at 4:30 P.M. We are in the process of planning this program at this time.

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. Our plan to continue transitional support for the Former Limited ELLs is to offer them additional time on their exams as well as include them in tutoring and invite them to our Extended Day Program. We will also offer an additional location for them to take their exams. The FLEPs will receive test accommodations for up to 2 years since they become proficient. The ESL Teacher will also articulate with the FLEP's teachers to see how they are doing in their classes.

10. We plan to offer Wilson Reading as a form of AIS to our children that need help in learning how to read. We also will increase our Professional Development Plan for classroom teachers who have ELLs in their classrooms to address the needs of our increasing population of English Language Learners. We are also planning on purchasing Let's Talk About It Kit by Mondo for our Beginners. We are also planning on purchasing theme based CDs series by Evan Moor- Look, Listen and Speak. These CDs provide basic theme based vocabulary lessons for our Beginners. Some of these CDs will be given to classroom teachers to use with their beginners. There are also activity books that accompany these CDs that we are looking into ordering. During the instructional time the ESL Teacher will plan lessons built around themes and children will be expected to speak and write about what they learn. The ESL Library will continue to be expanded upon by subject matter. Fiction and Non Fiction will be read and compared. Children will also learn the differences between facts and opinions. In addition they will learn how to express their own opinion. They will also learn how to locate facts in informational text, as well as recall details.

11. None of our programs are planning to be discontinued at this time.

12. All ELLs are invited and encouraged to attend all of the programs that the schools offers for everyone. The ELLs are invited to the Tutoring Program, and there will be a specific Extended Day Program carefully planned for them beginning in Feb. 2012 as mentioned in number 8 above. Additionally all ELL's are invited to participate in the CAMBA After School Program.

13. The following Intervention Programs are implemented for the ELLs in our school:

Wilson Reading Program

Special Education Services

Title I School Wide Programs (SWP) Reading/Math

Leap Frog

AIS Services including small group instruction for Math

Computer Technology - The ELLs learn how to use Computers in their classrooms

as well as in the Computer Room with their class. Their needs are addressed by

specific programs tailored for speaking, and reading.

B. Programming and Scheduling Information--Continued

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Leap Frog

AIS Services including small group instruction for Math

Computer Technology - The ELLs learn how to use Computers in their classrooms as well as in the Computer Room with their class. Their needs are addressed by specific programs tailored for speaking, and reading.

14. Native Language is only used during the tutoring group in the morning for some of our

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. All of the teachers who have ELLs in their classes will attend Professional Development Workshops offered by NYC Doe's Office of ELL.

to help them plan instruction for their students. Additionally the ESL Teacher will attend workshops offered by the city and other agencies and turnkey the contents to the staff at Grade Meetings. The ESL Teacher will also attend workshops offered by our Network and turnkey their contents as well. Also specific workshops will be facilitated by our ESL Teacher during Grade Workshops on specific topics such as:

- Strategies for ELLs
- Tips "How to Include Beginners in Your Classroom "
- Non Fiction for ELLs
- Adapting Material for ELLs and SIFES Tips and Tools
- Compliance and Date General Rules for ELLs, Tests, Promotional Concerns
- Data for ELLs/Assessment

The ESL Teacher will provide on-going sustained professional development to the staff. Some of it is individualized, and those teachers who have ELLs in their classes will receive support and materials. The ESL Teacher will speak at Grade Meetings as per CR Part 154 and keep the staff informed of any ongoing news and events related to the educational and compliance issues relating to ELL's.

The ESL Teacher is scheduled to attend the NYC DOE Conference on 11/8/11 "From Theory To Practice" English Language Learners and The Common Core Standards". She will turnkey the summary of this workshop at future Grade Workshops.

2. All staff including teachers, and the parent coordinator are supported by the Administration with regard to the transition of ELLs as they move from one school level to another. For example, our FLEPs (Former Limited English Proficient) children still receive extra time and a separate location to take their content exams for up to two years since they were LEPs. Additionally should any ESL child have any problems with any situation whether social or academic issues they are referred to our Guidance Counselor. Our Guidance Counselor will determine if the child needs our Social Worker, who is a Haitian Creole Social Worker. Our Guidance Counselor is here to serve all of our students including children that are ELL's.

3. The following personnel are involved in receiving professional development per Jose P. 7.5 hours

- Assistant Principal
- Bilingual/ESL Coordinators
- Common Branch Teachers
- Subject Area Teachers
- Paraprofessionals

D. Professional Development and Support for School Staff

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Adapting Material for ELLs and SIFES Tips and Tools

Compliance and Date General Rules for ELLs, Tests, Promotional Concerns

Data for ELLs/Assessment

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3. The following personnel are involved in receiving professional development per Jose P. 7.5 hours

Assistant Principal

Bilingual/ESL Coordinators

Common Branch Teachers

Subject Area Teachers

Paraprofessionals

Guidance Counselors

Special Education Teachers - Will receive 10 hours of P.D.

Psychologists

Occupational/Physical Therapists

Speech Therapists

Parent Coordinators

Secretaries

Jose P. Training can be received through workshops offered by the city and in addition to workshops offered in our school during Grade Conferences.

The ESL Teacher will attend conferences run by the NYC DOE and by the network. Also during Lunch and Learn Meetings she will turnkey the contents to the staff.

In addition all ELL Workshops will be posted and all staff will be invited to attend.

They will also be encouraged and invited to attend outside workshops pertaining to ELL's.

An attendance record will be maintained in our school records.

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)			
1. All of the teachers who have ELLs in their classes will attend Professional Development Workshops offered by NYC Doe's Office of ELL.	100%			
to help them plan instruction for their students. And turnkey the contents to the staff at Grade Meetings.	75%			
turnkey their contents to the staff at Grade Meetings.	50%			
such as:	25%			
Strategies for ELLs	100%			
Tips "How to Include Beginners in Your Classroom"	75%			
Non Fiction for ELLs	50%			
Adapting Material for ELLs and SH-ES Tips and Tools	25%			
Compliance and Data	100%			
Data for ELLs/Assessment	75%			
The ESL Teacher will provide on-going sustained	50%			
	25%			
	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.

The ESL Teacher is scheduled to attend the NYC DOE Conference on 11/8/11 "From Theory To Practice" English Language Learners and The Common Core Standards". She will turnkey the summary of this workshop at future Grade Workshops.

2. All staff including teachers, and the parent coordinator are supported by the Administration with regard to the transition of ELLs as they move from one school level to another. For example, our FLEPs (Former Limited English Proficient) children still receive extra time and a separate location to take their content exams for up to two years since they were LEPs. Additionally should any ESL child have any problems with any situation whether social or academic issues they are referred to our Guidance Counselor. Our Guidance Counselor will determine if the child needs our Social Worker, who is a Haitian Creole Social Worker. Our Guidance Counselor is here to serve all of our students including children that are ELL's.

3. The following personnel are involved in receiving professional development per Jose P. 7.5 hours

- Assistant Principal
- Bilingual/ESL Coordinators
- Common Branch Teachers
- Subject Area Teachers
- Paraprofessionals
- Guidance Counselors
- Special Education Teachers - Will receive 10 hours of P.D.
- Psychologists
- Occupational/Physical Therapists
- Speech Therapists
- Parent Coordinators
- Secretaries

Jose P. Training can be received through workshops offered by the city and in addition to workshops offered in our school during Grade Conferences.

The ESL Teacher will attend conferences run by the NYC DOE and by the network. Also during Lunch and Learn Meetings she will turnkey the contents to the staff.

In addition all ELL Workshops will be posted and all staff will be invited to attend.

They will also be encouraged and invited to attend outside workshops pertaining to ELL's.

An attendance record will be maintained in our school records.

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. There is a Parent Association at our school. They hold regular meetings and all parents of ELLs are invited and encouraged to attend and participate. We also have several workshops planned for the school year for all parents and the parents of ELLs are invited as well. We offer language translation at all of our meetings.

2. P.S. 269 is home of the CAMBA/BEACON Program. This is a school based community center that responds to the needs of the school and the surrounding community by providing high quality youth and community development services. It operates year-round. The program offers many immigrant services as well as for the families. Our ELL children are welcome to participate in these programs we well as their families. These services are available to the students and families before the start of the school year should they require or need it. Adult GED and ESL classes are also offered for adults as well as many other self improvement classes.

3. A Parent Survey is distributed in which the parents are given the opportunity to choose which type of workshops they would like to attend. The topics will pertain to how to help your child be successful in school. For example there will be a workshop in Math, reading as well as Science. There will also be Math Night, Science Night and Library Night planned. A learning activity will be conducted in which the parents and child can participate together. Bilingual translation will be available at all of these workshops. The Parent Coordinator will also distribute a letter explaining who she is, and how she is available if any parent has a concern about their child or anything related to after school activities etc. or school in general. Translation services are available for all of our parents. There are signs right at the entrance to our school indicating that language assistance is available. At P.S. 269 we have staff available to translate Spanish, Haitian Creole, French, Urdu, and Fulani. We also distribute parent letters and report cards in the language that the parents request.

4. This year we will offer at least two workshops specifically designed for our ELL Parents. These workshops will be held in the evening so that they can all attend. We will address their needs by offering topics such as:

- Tips: How You Can Help Your Child
- Test Taking /Practice

These workshops will be conducted in English, Haitian Creole and Spanish. All of the parents who have ELLs in our school will be invited to attend. We will purchase bilingual dictionaries and also bilingual math glossaries so that the parent can try to help their child in their native language. Strategies will be discussed as well as taking advantage of many free opportunities that the city has to offer to learn. We will discuss How to get a library card, and bilingual Homework Call Centers, and many other educational opportunities for the parent and child. This will also give the families an opportunity to ask questions in their own language and express any concerns that they might have about the child's education.

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 offer tutoring to all of our ELL students in ELA, Math, and Writing three mornings a week from 8:00 A.M. through 8:37 A.M. We also have a tutoring group for beginners in the morning using Native Language in Haitian Creole this year by our Literacy Coach who speaks Haitian Creole. The ESL Teacher also has a group of beginners as well. The remainder of the students receive tutoring with regular teachers to help them with their grade work. We are also planning on offering an Extended Day Title III program which will commence in February 2012 and end the first week of April 2012. There will be 4 groups - one class for each grade and a bridge class for Beginners who

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9. Our plan to continue transitional support for the Former Limited ELLs is to offer them additional time on their exams as well as include them in tutoring and invite them to our Extended Day Program. We will also offer an additional location for them to take their exams. The FLEPs will receive test accommodations for up to 2 years since they become proficient. The ESL Teacher will also articulate with the FLEP's teachers to see how they are doing in their classes.

10. We plan to offer Wilson Reading as a form of AIS to our children that need help in learning how to read. We also will increase our Professional Development Plan for classroom teachers who have ELLs in their classrooms to address the needs of our increasing population of English Language Learners. We are also planning on purchasing Let's Talk About It Kit by Mondo for our Beginners. We are also planning on purchasing theme based CDs series by Evan Moor- Look, Listen and Speak. These CDs provide basic theme based vocabulary lessons for our Beginners. Some of these CDs will be given to classroom teachers to use with their beginners. There are also activity books that accompany these CDs that we are looking into ordering. During the instructional time the ESL Teacher will plan lessons built around themes and children will be expected to speak and write about what they learn. The ESL Library will continue to be expanded upon by subject matter. Fiction and Non Fiction will be read and compared. Children will also learn the differences between facts and opinions. In addition they will learn how to express their own opinion. They will also learn how to locate facts in informational text, as well as recall details.

11. None of our programs are planning to be discontinued at this time.

12. All ELLs are invited and encouraged to attend all of the programs that the schools offers for everyone. The ELLs are invited to the Tutoring Program, and there will be a specific Extended Day Program carefully planned for them beginning in Feb. 2012 as mentioned in number 8 above. Additionally all ELL's are invited to participate in the CAMBA After School Program.

13. The following Intervention Programs are implemented for the ELLs in our school:

Wilson Reading Program

Special Education Services

Title I School Wide Programs (SWP) Reading/Math

Leap Frog

AIS Services including small group instruction for Math

Computer Technology - The ELLs learn how to use Computers in their classrooms

as well as in the Computer Room with their class. Their needs are addressed by

specific programs tailored for speaking, and reading.

B. Programming and Scheduling Information--Continued

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AIS Services including small group instruction for Math

Computer Technology - The ELLs learn how to use Computers in their classrooms as well as in the Computer Room with their class. Their needs are addressed by specific programs tailored for speaking, and reading.

14. Native Language is only used during the tutoring group in the morning for some of our

Additional Information

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

- We believe our LAP reflects all of the necessary components to create a successful, highly challenging and growing ELL program.
- We believe that each student can and will reach his or her full potential.
 - Students require individualized programs, designed around the mainstream curriculum.
 - Students acquire language best in a supportive atmosphere where they can practice their emerging English skills in a low anxiety setting.
 - Content area material should be utilized whenever possible.
 - Instructional materials should match the language abilities of the students.

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. All of the teachers who have ELLs in their classes will attend Professional Development Workshops offered by NYC Doe's Office of ELL to help them plan instruction for their students. Additionally the ESL Teacher will attend workshops offered by the city and other agencies and turnkey the contents to the staff at Grade Meetings. The ESL Teacher will also attend workshops offered by our Network and turnkey their contents as well. Also specific workshops will be facilitated by our ESL Teacher during Grade Workshops on specific topics such as:

- Strategies for ELLs
- Tips "How to Include Beginners in Your Classroom "
- Non Fiction for ELLs
- Adapting Material for ELLs and SIFES Tips and Tools
- Compliance and Date General Rules for ELLs, Tests, Promotional Concerns
- Data for ELLs/Assessment

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The ESL Teacher will provide on-going sustained professional development to the staff. Some of it is individualized, and those teachers who have ELLs in their classes will receive support and materials. The ESL Teacher will speak at Grade Meetings as per CR Part 154 and keep the staff informed of any ongoing news and events related to the educational and compliance issues relating to ELL's.

The ESL Teacher is scheduled to attend the NYC DOE Conference on 11/8/11 "From Theory To Practice" English Language Learners and The Common Core Standards". She will turnkey the summary of this workshop at future Grade Workshops.

2. All staff including teachers, and the parent coordinator are supported by the Administration with regard to the transition of ELLs as they move from one school level to another. For example, our FLEPs (Former Limited English Proficient) children still receive extra time and a separate location to take their content exams for up to two years since they were LEPs. Additionally should any ESL child have any problems with any situation whether social or academic issues they are referred to our Guidance Counselor. Our Guidance Counselor will determine

if the child needs our Social Worker, who is a Haitian Creole Social Worker. Our Guidance Counselor is here to serve all of our students including children that are ELL's.

3. The following personnel are involved in receiving professional development per Jose P. 7.5 hours

Assistant Principal

Bilingual/ESL Coordinators

Common Branch Teachers

Subject Area Teachers

Paraprofessionals

Guidance Counselors

Special Education Teachers - Will receive 10 hours of P.D.

Psychologists

Occupational/Physical Therapists

Speech Therapists

Parent Coordinators

Secretaries

Jose P. Training can be received through workshops offered by the city and in addition to workshops offered in our school during Grade Conferences.

The ESL Teacher will attend conferences run by the NYC DOE and by the network. Also during Lunch and Learn Meetings she will turnkey the contents to the staff.

In addition all ELL Workshops will be posted and all staff will be invited to attend.

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An attendance record will be maintained in our school records.

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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. There is a Parent Association at our school. They hold regular meetings and all parents of ELLs are invited and encouraged to attend and participate. We also have several workshops planned for the school year for all parents and the parents of ELLs are invited as well. We offer language translation at all of our meetings.

2. P.S. 269 is home of the CAMBA/BEACON Program. This is a school based community center that responds to the needs of the school and the surrounding community by providing high quality youth and community development services. It operates year-round. The program offers many immigrant services as well as for the families. Our ELL children are welcome to participate in these programs we well as their families. These services are available to the students and families before the start of the school year should they require or need it. Adult GED and ESL classes are also offered for adults as well as many other self improvement classes.

3. A Parent Survey is distributed in which the parents are given the opportunity to choose which type of workshops they would like to attend. The topics will pertain to how to help your child be successful in school. For example there will be a workshop in Math, reading as well as Science. There will also be Math Night, Science Night and Library Night planned. A learning activity will be conducted in which the parents and child can participate together. Bilingual translation will be available at all of these workshops. The Parent Coordinator will also distribute a letter explaining who she is, and how she is available if any parent has a concern about their child or anything related to after school activities etc. or school in general. Translation services are available for all of our parents. There are signs right at the entrance to our school indicating that language assistance is available. At P.S. 269 we have staff available to translate Spanish, Haitian Creole, French, Urdu, and Fulani. We also distribute parent letters and report cards in the language that the parents request.

4. This year we will offer at least two workshops specifically designed for our ELL Parents. These workshops will be held in the evening so that they can all attend. We will address their needs by offering topics such as:

- Tips: How You Can Help Your Child
- Test Taking /Practice

These workshops will be conducted in English, Haitian Creole and Spanish. All of the parents who have ELLs in our school will be invited to attend. We will purchase bilingual dictionaries and also bilingual math glossaries so that the parent can try to help their child in their native language. Strategies will be discussed as well as taking advantage of many free opportunities that the city has to offer to learn. We will discuss How to get a library card, and bilingual Homework Call Centers, and many other educational opportunities for the parent and child. This will also give the families an opportunity to ask questions in their own language and express any concerns that they might have about the child's education.

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)				12	11	9								32
Intermediate(I)				8	5	5								18
Advanced (A)				6	8	4								18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	26	24	18	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				4	2	6							
	I				2	1	3							
	A				9	9	4							
	P				8	8	3							
READING/ WRITING	B				9	7	6							
	I				6	5	5							
	A				4	7	4							
	P				0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	9	5		21
4	10	4	4		18
5	14	11	2		27
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	17		6		1				24
4	10		5						15
5	7		20		2				29
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	9		5		3				17

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

Additional Information

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

- We believe our LAP reflects all of the necessary components to create a successful, highly challenging and growing ELL program.
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 - Content area material should be utilized whenever possible.
 - Instructional materials should match the language abilities of the students.

Part VI: LAP Assurances

School Name: <u>269</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jazmine Santiago	Principal		10/13/11
Glendolyn Coppin	Assistant Principal		10/13/11
Desiree Oakley	Parent Coordinator		10/13/11
Sandra Gelfman	ESL Teacher		10/13/11
Evis John	Parent		10/13/11
Christine Kenny	Teacher/Subject Area		10/13/11
Eileen Cappuci	Teacher/Subject Area		10/13/11
Junie Charlot	Coach		10/13/11
Hiawatha Brower	Coach		10/13/11
Sonia Christie	Guidance Counselor		10/13/11
Wendy Karp	Network Leader		10/13/11

School Name: 269

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eileen Cappuci	Other <u>Cluster Teacher</u>		10/13/11
Abbe Levin	Other <u>SETS Provider</u>		10/13/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K269 **School Name:** 269

Cluster: 06 **Network:** Jose Ruiz

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.

For new admits the ESL teacher keeps a record of the parents preferred language of communication. She also personally meets each new parent at registration, or at the orientation. Therefore, she knows what language they speak, and if they require translation services. All of the children in the ELL Program, regardless if they are new admits or not, receive letters home in English as well as their language. If there are parents who want translated letters and their child is not an ELL, they too can request translated letters through the main office. The ESL Teacher maintains records of which children are to receive translated letters. Additionally, there is a list maintained in our office by the secretary. There is also a list in the School Aide's Office for mass distributions. Report cards are also distributed in the individual languages along with the English version. Signs are posted upon entering our school in the various languages indicating that translations are available for parents. The ESL teacher keeps these records current and up to date using various ATS reports such as the RPOB, (Place of Birth Report), the RHLA (Home Language Aggregate) and the RELL (Number of ELLs and levels).

The Parent Guide is also distributed to every new parent at our orientation in their native language. A translation team is in place at our school as follows:

For oral Haitian Creole translations the following are available to assist:

Haitian Creole, French: Ms. Charlot, Literacy Coach, Mr. Lazarre, School Psychologist, Mr. Dormeus, School Social Worker, Ms. Cherubin, Nurse, and many paraprofessionals as well.

Written: Ms. Charlot for Haitian Creole and French for letters not available from the NYC DOE.

Spanish: For oral translations: Our Principal, Ms. Santiago, Ms. Pacheco, Family Worker, Ms. Baez, SAPIS Worker, and also our Parent Coordinator, Ms. Oakley.

Spanish For Written: Ms. Baez and Ms. Santiago will translate any letters that we need that are not available from the NYCDOE.

Urdu - Ms. Ilahi , 4th Grade Classroom Teacher for Oral and Written Translations as well.

We will not use any outside agency or contractors for any of the above languages.

For all other languages, if requested and necessary we will use the NYC DOE Translation Department.

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

The findings of our school's written translation and oral interpretation needs are as follow: The parents who require the translations have responded on various forms in their native languages. This indicates to us a positive and welcoming response. Additionally we have not received any negative feedback in this area. We have many bilingual staff who are all willing to help anyone with translations. It is important to note that our School Based Support Team is a totally bilingual team. Also our nurse speaks Haitian Creole and she plays a pivotal role in this process in speaking with parents and children. The community feels that our school is an extremely welcoming environment where families feel comfortable and at ease when they come to visit. Language is not a barrier at P.S. 269, it is an opportunity that brings people together to help each other. The findings are reported to the school community through parent association meetings, school leadership team meetings and through a school memo.

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.

As stated above, the school aides office keeps a list of all of the parents that require translations for distribution. The ESL teacher revises the list to keep it current. (How often?) In addition, the ESL teacher makes sure that all of the letters are distributed. All of our translations are provided by staff and we have not had to use an outside vendor. Many of the letters are available from the NYC DOE 's website, making it possible for our secretary to access and print the translated version. This is the first step to accessing a leeter where written translation is needed. If the secretary cannot locate the translated letter, she will reach out to a member of the translation team. The member is notified and the letter is translatted within 2 days. The letters are then submitted to the school aides for copies and distribution. We also have at least one or two of our staff members from our translation team to help take mintes during workshops and PA meetings. Our principal and Sapis counselor provide written translations for Spanish speaking families. Our translation team is capable of preparing written translations. We have staff available for Haitian Creole, French, Spanish, and Urdu. This information is outlined in Part A, Question #1.

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.

All oral interpretations are provided by our own staff. We will not use an outside contractor. We have staff available to translate in the languages that our community requires. The school will provide translation at workshops, PA Meetings, Parent Teacher conferences and whenever necessary. The Parent Coordinator will direct the parent to the appropriate person on our Translation Team.

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

The ESL teacher at P.S. 269 reviews the Home Language Survey to determine the primary language spoken at home within 10 days of a student's enrollment. If the parent indicates a language other than English, we provide the parent with translated materials to communicate with the school. We also ensure that the parent has the phone number of the Parent Coordinator. In addition, we ensure timely provision of interpretation services at all meetings and workshops.

In September, newly arrived parents of ELL students attend an Orientation Meeting in English as well as in their native language. In the orientation an explanation of the different program options that are available to them are highlighted. A Parent Survey and Selection Form are carefully reviewed in order to assist them in making an informed decision pertaining to which program they would like to choose for their child. We also show the video in their language. A translator is also present at the orientation to assist parents in the languages required. Parents are free to ask as many questions as necessary. Parents are afforded the opportunity to make a choice, once again, at the beginning of the school year when they are given the Continued Entitlement Letters for the coming year. Parents attend school workshops during the school year about ELA, Math, and the NYSESLAT. These workshops are conducted in English with a translator from our team present. All correspondence that has critical information regarding their child's education is translated into the native language as well. If the parents require oral translations then they can request it either at our office or through the Parent Coordinator. She will direct the family to the appropriate person from our translation team. As stated in Part A, Question 1: all of the required translation signs are posted at the entrance to our school stating that translations are available at this school in the various languages.

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 Nostrand School	DBN: 22K269
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 65 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: 4 # of certified ESL/Bilingual teachers: 1 # 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 rationale for our Title III Extended Day Program is to increase the literacy skills of all of the children. All ELL's in our school will be invited to attend. There will be four groups as follows: Grade 3, Grade 4, Grade 5, and one mixed group for Beginners and SIFES. The program will begin approximately February 2012 and end in April 2012. There will be 30 sessions. We will provide test preparation for the ELA, Math, and NYSESLAT exams. The beginners who are exempt from the ELA will still be invited and encouraged to attend. There will be instruction available to them in speaking, listening, reading and writing of English. The teachers will use differentiated instruction to address their individual needs. Grade math will also be taught to them. Test preparation guides will be used for math and ELA according to their grade. The Program will be held Mondays through Thursdays from 3:00 PM until 4:30 PM for approximately 30 sessions or 6 weeks. The program will be conducted in English. There will be one ESL NYS Licensed Teacher on premise. There will be two classroom teachers and one Literacy Coach. The ESL teacher will oversee all the clerical and administrative tasks involved, such as record keeping, attendance, ordering of materials as well as teaching the beginners group. All subgroups will be included. Beginners, SIFES, Intermediates and Advanced ELLs will be invited and encouraged to attend. We will purchase test preparation books for the NYS ELA from Continental Press. For the Beginners and SIFES group, we will purchase a variety of materials to address their individual needs. We will also prepare our students for the upcoming NYSESLAT for all groups with test preparation books for each child by grade.

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: The rationale for our professional development for Title III Program teachers is to acquaint them with the expectations and goals of the program. We will hold a workshop in February 2012, a few days before our actual program begins. Class lists and materials will be distributed. The ESL teacher, Ms. Sandra Gelfman will facilitate the workshop. The instructional goals will be discussed and the teachers will be shown how to implement them. The workshop will be scheduled for 3:00 PM until 4:30 PM. Attendance, assessment records, pre and post records will also be discussed. The teachers will be informed of exactly what they are expected to cover in the program. The three teachers to receive training will be the ones who are selected to be part of the Title III Program. An Agenda will be provided. Any questions that the teachers might have will be answered. When any member of our staff attend workshops pertaining to ELLs, all agendas and handouts will be uploaded onto google documents to share with staff. Additional professional development for all other staff who teach ELLs will be covered at our faculty meetings. The following dates are scheduled for our ESL teacher to speak: Dec. 5,

Part C: Professional Development

2011, Feb. 6, 2012, and May 7, 2012. She will turnkey the PD that she has received at workshops. Other topics to be covered will be: Strategies for the ELL Child In Your Classroom, TIPS for ELLs, The Power of Non Fiction, and Compliance and Promtional Concerns. She will also turnkey at various grade meetings regarding Strategies for Including ELLs in the classroom, particularly Beginners.

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 are planning on having two workshops specifically for the parents of our ELLs. One is planned for December 14, 2011 from 6:00 PM until 7:30 PM. The second workshop will be held in March with a specific date to be determined. The rationale for these workshops is to increase parental involvement and inform the parents of strategies they can use to help their children at home. Our workshops will be entitled "Strategies, How to Help Your Child Succeed In School". We will discuss how to use the Public Library and the wealth of free resources that are available to our children in New York City. We will explain how to use the Homework Help Line which is available in many languages. We will also discuss ways in which parents can help their child select appropriate books to read, and encourage parents to read to their child in their own language as well. The workshop will be facilitated by our ESL teacher, Ms. Sandra Gelfman. She will also discuss the upcoming tests. Parents will be able to ask questions about any issues they might have regarding their child's education. A Haitian Creole translator will be present, as well as our Principal who will also translate for Spanish parents if necessary. The workshop in the Spring will be called "Strategies # 2: How to Help Your Child Succeed In School." This will be a folllow up from the first workshop. All parents will receive a written invitation in English and in their native language. Refreshments will be served. We will also purchase and distribute a current copy of "Easy English News" to each parent that attends. This is a valuable literacy tool, as they can keep it and read it with their children together at home.

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"> • Per session • Per diem 		
Purchased services	0	0

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">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		