



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JHS 278 MARINE PARK

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K278

PRINCIPAL: DEBRA GAROFALO **EMAIL:** D GAROFA@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
D. Garofalo	*Principal or Designee	
E. Lewis	*UFT Chapter Leader or Designee	
M. Sheiken	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
E. Heyman	Member/SLT Chair	
J. DeGrotta	Member/AP	
C. Fullard	Member/Teacher	
M. Rothman	Member/Teacher	
J. O’Connell	Member/AP	
I. Albetta	Member/Parent	
M. Auteri	Member/Parent	
M. Boland	Member/Parent	
J. Tsao	Member/Parent	
L. Calafiore	Member/Parent	
T. Drugan	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, there will be an increase in teacher effectiveness as evidenced by walkthrough data aligned with a research based framework that articulates clear expectations for teaching.

To improve teacher effectiveness and student learning through implementing frequent and consistent cycles of classroom observations, which provide feedback using a research-based framework

Comprehensive needs assessment

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

After reviewing data stemming from NYC QUALITY REVIEW, Progress Report, NYS Accountability as well as, student progress, it is evident that we need to strengthen student work and teacher practice with the goal of ensuring that all students are on track to graduating from high school ready for college and careers. According to the 2010-2011 NYC QUALITY REVIEW, "The school needs to utilize the observation process and student outcomes on a regular basis to provide actionable feedback." This goal with consistent cycles of classroom observations, which provide immediate feedback will improve student learning by improving teacher effectiveness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administrators and Staff participated in Network PD regarding implementing a researched based framework for enhancing professional practice
- Administrators and Lead Staff will turnkey PD and strategies gleaned from Network PD regarding implementing a researched based framework for enhancing professional practice
- Staff will reflect on teaching practices through the lens of a research based rubric for enhancing professional practice
- Network provided on site coaching for Administrators regarding the use of evidence based rubrics to give actionable feedback
- The Principal and Assistant Principals will conduct a cycle of formative observations for each teacher using selected components of a standard rubric and provide actionable feedback to improve teacher effectiveness.
- Ongoing Professional Development and support for teachers in the use of a research based framework for teaching to guide professional practice. Development of a schedule and system to monitor the cycle of formative observations for each teacher to ensure consistent implementation.
- Administrators will conduct a series of walkthrough/informal observations together to develop a consistent understanding by administrators as to the use of the rubric in analyzing instructional practices to ensure consistency in feedback. This practice will be developed to monitor the observation process to ensure consistency and feedback in a timely manner.

- School leaders will follow up with a schedule to share school wide best practice. This will be rolled out in September 2011 and revisited every quarter
- November 2011, January 2012, April 2012 and June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
 - supporting parental involvement activities as requested by parents;
 - ensuring that the Title I funds allocated for parent involvement
 - Parents can log into Jupiter Grades to view students' classroom grades.
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

The Parent Coordinator, Principal, Assistant Principals and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

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.
 - **100% of the Staff are Highly Qualified Teachers**
 - The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
 - Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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.
- Network provided professional development, resources and instructional strategies to assist in achieving this goal

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair student funding as well as the use of Tax Levy and Title 1 funding to support all teachers.

- The Contract for Excellence, tax levy and Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes.
- There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012 all students will have completed two units of study and performance-based assessment tasks in English Language Arts and Math that are aligned to the NYS CCLS. To increase student engagement and academic rigor by aligning the curriculum and instruction to the new state standards by developing rigorous curriculum units and performance tasks in English Language Arts and Math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- After reviewing data stemming from NYC QUALITY REVIEW, Progress Report, NYS Accountability as well as, student progress it is evident that we need to strengthen student work and teacher practice with the goal of ensuring that all students are on track to graduating from high school ready for college and careers.
- According to the 2010-2011 NYC QUALITY REVIEW, "The school needs to increase the level of rigor across the content areas and grade levels to accelerate academic outcomes." This goal will foster increased level of rigor in all content areas specifically targeting English Language Arts and Mathematics hence; students will develop higher order critical thinking skills necessary to improve academic performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers examine the DOE Common Core bundles to guide the development and implementation of CCLS aligned instruction and assessment
- Teachers will implement a DOE CCLS bundle in ELA and Math
- Teachers will analyze student work from CCLS bundles to analyze patterns and trends in student performance and instructional practices needed for CCLS

instruction and assessment

- Teachers will develop Common Core aligned unit to study that incorporates research, analysis and the use supporting evidence
- Teachers will develop collaborative lessons to guide instructional unit and assist in planning
- Teachers will meet weekly in teams to assess student work using the Tuning protocol Literacy task will enable students to read and analyze informational texts and write opinions and arguments in response.
- Teacher teams will develop on going, CCLS aligned curriculum maps as well as utilize standards based rubrics and the Depth of Knowledge model which will provide all children sequential and systematic rigorous literacy instruction across the grades.
- Teachers will utilize the Universal Design for Learning to create multiple access points of entry into the curriculum for SWD and LEP students.
- Teachers will continue to address differentiation of instruction by utilizing CCLS to surface gaps in instruction, analyzing student work against CCLS aligned rubrics and infusing technology where appropriate.
- Math will engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- The Tasks in both Literacy and Math will be complete by January 31, 2012. This will be evident through the following: Common core aligned tasks created by teachers in Literacy and Math
 - Student Portfolios
 - E-Mail communication between colleagues
 - Weekly Team Meetings
 - Use of Tuning Protocol
 - Use of Common Planning periods
 - Use of school wide rubric

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - All assignments for tasks will be posted on is278library.org, Jupiter Grades, and flyers sent home. Rolled out at school leadership so that parents can turn key it at parent meetings. Parent Coordinator holds workshops to explain DOE Common core bundles. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
 - supporting parental involvement activities as requested by parents;
 - ensuring that the Title I funds allocated for parent involvement
 - Parents can log into Jupiter Grades to view students' classroom grades.
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents; The Parent Coordinator, Principal, Assistant Principals and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

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.

100% of the Staff are Highly Qualified Teachers

- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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.
 - All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
 - A SAPIS worker was hired to support the school as part of the school's efforts to improve lateness and attendance for SWD's and ELLs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair student funding as well as the use of Tax Levy and
- Title 1 funding to support all teachers. The Contract for Excellence, tax levy and Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes.
- There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.
- Also Title I Correct 91 (Achieve 3000, CCL Development)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve student performance on interim assessment and the NYS Math exam.

- By June 2012 15% of our students will show yearly progress including, but not limited to our SWDs, ELLs and black males, as measured by interim assessments, CCLS performance tasks, unit assessments and the NYS Math exam.

Comprehensive needs assessment.

- After reviewing data stemming from NYC QUALITY REVIEW, Progress Report, NYS Accountability as well as, student progress it is evident we need to strengthen student work and teacher practice in our school with the goal of ensuring that all students are on track to graduate from high school ready for college and careers.
- According to the 2010-2011 Progress Report students' progress and students' performance did not improve over the course of the year.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Beginning in September 2011 and continuing through 2012, all teachers in grades 6-8 will:

- Use ARIS to drive instruction by analyzing the item skills by strands and targeting student goals to improve performance.
- Use Acuity as a diagnostic tool to plan instruction based on students' prior knowledge aligned with the NYS curriculum in Math.
- Implement uniform quarterly exams to align to NYS standards.
- Group students by a variety of data sources to differentiate instruction. This will include (but not limited to):
 - Staggered Do Now assignments
 - Scaffolding Instruction
 - Implementation of skill building programs (Summer Leaps, Skill Building-Glencoe) and NYS CCLS project based tasks
 - Math task cards
 - Spiraled lessons and homework to incorporate prior knowledge to align with present skill acquisition

The evidence will be as follows: Each student's progress will be monitored daily.

This will occur through pre and post assessments, conferencing and portfolio work. In addition student progress will be monitored by Acuity assessments (predictive and ITAs) and uniform quarterly exams. We expect to see an increase of at least 15% overall in Math.

The following will be continually revisited:

- Data from ARIS
- Acuity
- Quarterly Exams
- Teacher made Assessments
- Walk Throughs and Observations
- Targeted Professional Development

- Team Meetings

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Inform parents of their children's progress by the implementation of Jupiter Grades
 - Involve parents in implementation of tasks
 - Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
 - Supporting parental involvement activities as requested by parents;
 - Ensuring that the Title I funds allocated for parent involvement
 - Parents can log into Jupiter Grades to view students' classroom grades.
 - Supporting or hosting Family Day events;
 - Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - Organize workshops for math achievement
 - The Parent Coordinator, Principal, Assistant Principals and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

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.

100% of the Staff are Highly Qualified Teachers

- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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.
 - All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
 - Summer Leaps, Skill Building-Glencoe
 - There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.
 - A SAPIS worker was hired to support the school as part of the school's efforts to improve lateness and attendance for SWD's and ELLs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair student funding as well as the use of Tax Levy and
- Title 1 funding to support all teachers.
- The Contract for Excellence, tax levy and Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To improve student performance on interim assessments and the NYS ELA exam.

- By June 2012, there will be an increase of 15% of all our students including but not limited to our SWDs, ELLs and black males as measured by interim assessments, CCLS performance tasks, NYS ELA exams, and unit assessments

Comprehensive needs assessment

- After reviewing data stemming from NYC QUALITY REVIEW, Progress Report, NYS Accountability as well as, student progress it is evident that working to strengthen student work and teacher practice in our school with the goal of ensuring that all students are on track to graduate from high school ready for college and careers.
- According to the 2010-2011 Progress Report students' progress and students' performance did not improve over the course of the year.
- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment , except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

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

Beginning in September 2011 and continuing through 2012, all teachers in grades 6-8 will:

- Use ARIS and Acuity to drive instruction by analyzing the item skills by strands to target student goals to improve performance.
- Use Acuity as a diagnostic tool to plan instruction based on student's prior knowledge and align with NYS curriculum in ELA.
- Use our uniformed Quarterly Exams to align instruction to meet the goals of our pacing calendar and NYS standards
- Group students by a variety of data sources to differentiate instruction

Inform parents of their children's progress by the implementation of Jupiter Grades

This will be evident by: Each student's progress will be monitored daily. This will occur through pre and post assessments, conferencing and portfolio work. In addition, student progress will be monitored by Acuity assessments (predictive and ITAs), and uniformed quarterly exams. We expect to see an increase of at least 15% overall in ELA. Continued progress will be evident through the use of further diagnostic assessments (running records, Slosson, SRI) and Achieve 3000 which incorporates pre, mid and post assessments as well as uniformed quarterly exams. Benchmarks November 2011, January 2012, April 2012 and June 2012.

The following will be continually revisited:

- Data from ARIS
- Acuity
- Quarterly Exams
- Teacher Made Assessments
- Walk Throughs and Observations
- Cycles of frequent observations
- Targeted Professional Development
- Team Meetings

Strategies to increase parental involvement

- Inform parents of their children's progress by the implementation of Jupiter Grades
 - Involve parents in implementation of tasks
 - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
 - supporting parental involvement activities as requested by parents;
 - ensuring that the Title I funds allocated for parent involvement
 - Parents can log into Jupiter Grades to view students' classroom grades.
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- The Parent Coordinator, Principal, Assistant Principals and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

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.

100% of the Staff are Highly Qualified Teachers

- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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.
 - All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
 - A SAPIS worker was hired to support the school as part of the school's efforts to improve lateness and attendance for SWD's and ELLs.
 - Achieve 3000

- ARIS and Acuity

Budget and resources alignment

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

TL Fair student funding as well as the use of Tax Levy and Title 1 funding to support all teachers. The Contract for Excellence, tax levy and Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science. Also Title I Correct 91 (Achieve 3000, CCL Development)

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

To deepen the engagement of students and promote academic rigor using high level of questioning across all content areas.

- By June 2012, there will be an increase in student engagement and academic rigor as evidenced by a variety of measures, such as the analysis of student work using CCLS aligned rubrics and data from classroom observations will indicate an increase in the types of questioning from DOK level 1 to DOK levels 2 and 3

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- After reviewing data stemming from NYC QUALITY REVIEW, Progress Report, NYS Accountability as well as, student progress, it is evident that we need to strengthen student work and teacher practice with the goal of ensuring that all students are on track to graduating from high school ready for college and careers.
- According to the 2010-2011 NYC QUALITY REVIEW, "Teacher questioning, application activities and homework assignments are not consistently rigorous." Therefore this goal is necessary because many students are not developing the higher order critical thinking skills necessary to improve student performance and deepen student engagement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional development on questioning and Webb's DOK
- Lunch and Learn ongoing series on questioning
- Walk Throughs Using Rigor Tool
- Frequent observations with feedback tools
- Professional Development
- Data Analysis
- Student assessments
- Benchmark data
- **As evident in the following:** Ongoing uniform assessments
- Tuning protocol and CCLS aligned rubrics to analyze student work
- Quarterly exams focus on DOK questions
- Observation of lessons focus of DOK questions
- Walk Throughs

Strategies to increase parental involvement

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

The Parent Coordinator, Principal, Assistant Principals and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

The school leadership will turn key Questioning techniques at parent meetings. Parent Coordinator holds workshops.

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement
- Parents can log into Jupiter Grades to view students' classroom grades.
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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.

100% of the Staff are Highly Qualified Teachers

- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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.
 - All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
 - A SAPIS worker was hired to support the school as part of the school's efforts to improve lateness and attendance for SWD's and ELLs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair student funding as well as the use of Tax Levy and Title 1 funding to support all teachers.
- The Contract for Excellence, tax levy and
- Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes.

- There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	77	20	20	20	51	21	21	10
7	106	54	20	25	60	24	22	10
8	52	37	20	20	33	23	25	10
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are preassessed before assignment to academic intervention service. Use of technology, books on tape, high interest lower reading level material basic reading skills instruction are provided in small group and individual instruction. Specific programs implemented are as follows: Achieve 3000; Great Leaps, REWARDS and READ ABOUT will be presented to the student one-to-one.</p> <p>Before, after and during the school day REWARDS Reading will be implemented during small group instruction daily</p> <p>Before, after and during the school day REWARDS Writing will be implemented during small group instruction daily.</p> <p>During the school day READ 180 will be implemented during small group instruction daily</p> <p>Before, after and during the school day READ XL will be implemented during small group instruction daily</p> <p>Before, after and during the school day READ ABOUT will be implemented during small group instruction daily</p> <p>During the school day RAMP-UP TO READING strategies will be implemented during small group instruction daily</p>
Mathematics	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are preassessed before assignment to academic intervention service. Before, after and during the school day SUMMER LEAPS will be implemented during peer to peer</p>

	<p>instruction daily. During the school day BREAKAWAY MATH will be implemented during small group instruction daily</p> <p>Before, after and during the school day Math in Minutes will be implemented during small group instruction daily</p>
Science	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are preassessed before assignment to academic intervention service. During the school day Jamestown Timed Reading in Science will be implemented during small group instruction daily</p> <p>Before, after and during the school day REWARDS PLUS Science</p> <p>During the school day Vocabulary Advantage Science</p>
Social Studies	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are preassessed before assignment to academic intervention service. During the school day Jamestown Timed Reading in Social Studies</p> <p>During the school day REWARDS PLUS Social Studies</p> <p>During the school day Vocabulary Advantage Social Studies</p>
At-risk Services provided by the Guidance Counselor	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day the following will be discussed:</p> <ul style="list-style-type: none"> Understanding self and developing a positive self-image. Showing respect for the feelings of others. Understanding the decision-making process. Maintaining effective relationships with peers and adults. Developing effective study skills. Dealing with the transition to the intermediate school. Gaining an understanding of the world of High School and college. Improve attendance and decrease lateness <p>This will be presented to the student one-to-one and small group.</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day working with testing at risk students and making suggestions for academic improvement This will be presented to the student one-to-one and small group.</p>
<p>At-risk Services provided by the Social Worker</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day there will be: Classroom evaluation and recommendations for academic improvement Social background to encourage family and to assist student to improve achievement will be presented to the student one-to-one and small group.</p>
<p>At-risk Health-related Services</p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day students will be: Encouraged to maintain healthy habits, including eating nutritiously and being physically active, to help the student do their best in school. Health related issues will be presented to the student one-to-one and small group.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

Title I Parent Involvement Policy

The mission of IS 278 is a school where students, staff and parents work cooperatively to achieve academic excellence in an atmosphere that embraces all learning styles and abilities. We understand that this vision can only be obtained with true home school partnership.

To ensure that all children be educated to the extent that they become well adjusted, productive, and responsible citizens. Furthermore, it is our intent to instill in them the desire to become lifelong learners committed to preserving the right of every child to receive a well balanced education.

Parent involvement activities at IS 278 will include opportunities for:

- ❖ Parents to volunteer and be involved in school activities
- ❖ Staff development and parent education

- ❖ Parents to provide home support for their student's education
- ❖ Parents to participate in school decision-making

**Responsibilities
The School will:**

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards as measured by ELA and Math State Exams, and other assessments developed by the district and the school. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment that facilitates learning
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I programs, plans and policies. These school plan meetings will be held in the spring of each school year

With regard to the School-Level Parent Involvement Policy, the School will:

- Facilitate and implement the parent involvement policy
- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the Parent Involvement Policy
- Provide the policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand
- Make the School Parent Involvement Policy available to parents and the community at Meet the Teacher Night, PAC Meetings, and online through the school website as well as in the school office

With regard to parent meetings, the School will:

- Host an annual meeting at the Meet the Teacher Night in August to inform parents of their school's participation in Title I, to explain the Title I Program, the requirements of Title I and the right of parents to be involved
- Inform parents of the meeting and encourage and invite parents to attend our Parent/Teacher Conference Nights (Fall and Spring Meetings)

With regard to Title I Programs and Plans, the school will:

- Inform parents at our Meet the Teacher Night about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, and the proficiency levels students are expected to meet.
- Early in the year we will send home a brochure explaining the Title I Program with each child.
- We will send home additional information explaining the Title I Program in the 1st report period.
- If requested by parents provide opportunities for regular meetings of parents and school personnel where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.

With regard to professional development, the school will:

- Provide training to school staff to strengthen parent involvement efforts relating to:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school
 - parental participation in homework and teacher communication

With regard to the coordination with other programs, the school will:

- Collaborate with community agencies and businesses to provide activities that encourage and support parent participation in the education of their student:
- Working closely with PA
- Provide a Tutoring program

- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
- Sponsor Family reading/math nights
- Hold Parent/Teacher conferences
- Make available a Parent Resource Room where parents can check out materials
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in various formats and, to the extent practicable, in a language the parents can understand:
- Provide monthly newsletter informing parents of activities, workshops, awards, and important telephone numbers
- Maintain School websites
- Conduct Title I surveys
- House Family Videos that can be checked out
- Conduct needs assessment survey
- Assess feedback as to the needs of parents, teachers, and students
- Provide access to educational resources for parents to use together with their students via links on the division website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parent Involvement policy and parent involvement activities
- Advise parents of their student's progress on a regular basis through:
 - every six-weeks progress reports
 - Report Cards
- Send Folders home with student work, weekly

- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. Hold at least one parent/teacher conference during the year at which the Student/Parent/Teacher
 - will be discussed as it relates to the student's achievement
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities
School-Parent Compact

IS 278 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build

Develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

IS 278 will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- **Parent-teacher conferences** students will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held November 16, 2011 (Evening) November 17, 2011 (Afternoon) and February 28, 2012 (Afternoon and Evening).
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - There are 4 report cards per year. Progress reports are given out before report cards if a child drops 10 points or more in a subject area or is failing or not meeting the standards academically or for attendance. In addition, conduct sheets are used in specific instances for academic or behavioral intervention for daily communication between teachers and parents. Parents can logon to Jupiter Grades and follow their child's progress.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - The staff is available daily for phone conversations with parents
 - The staff is available for face to face meetings by appointment same day or next day

The parent coordinator is available at all times.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents may volunteer through the various committees of the Parent's Association; observations can be arranged at any time through the Grade Assistant Principal
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
 - Hold an annual meeting to inform parents of the school's participation in Title I , Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible
- Provide to each parent an individual student report about the performance of their child on the State assessment in ELA and Math
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Supporting my child's Learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her activities every day
 - Monitoring my child's agenda
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
 - Promoting positive use of my child's extracurricular time
 - Reading together with my child every day
 - Communicating positive values and character traits, such as respect, hard work and responsibility
 - Respecting the cultural differences of others
 - Providing my child with a library card
 - Express high expectation and offer praise and encouragement for achievement.
 - Helping my child accept consequences for negative behavior

- Volunteering in my child's classroom

- Participating, as appropriate, in decisions relating to my children's education

- Participating in school activities on a regular basis

- Staying informed about my child's education
- Promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I/ Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Students will support their academic achievement by:

- Keeping an updated agenda
- Completing homework every day and asking for help when needed
- Reading at least 30 minutes every day outside of school time
- Studying ELA and Math skills in preparation of state exams, on average 50 minutes per week aside from their normal workload
- Preparing for all state exams with extra study time per week aside from their normal work load
- Giving to parents and guardians all notices and information received from the school
- Supporting the school's discipline policy

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22k278 **School Name:** I.S. 278

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

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

Category: Basic Focused Comprehensive

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

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

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

The critical findings of the external audit (ESCA) were as follows:

Teachers express a need for more professional development related to the instruction of ELLs and SWDs. Teachers are not using data provided by a school specialist to drive their instruction.

Although there is a behavior plan in the school, the implementation of behavior management techniques in the classroom is inconsistent.

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.

The staff requested more Professional Development specifically related to the instruction of SWDs and ELLs. To improve teacher effectiveness and student learning through professional development geared towards the needs of the SWDs and ELLs. We need to implement and follow a behavior management plan so that there is consistency in all classrooms.

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 requirement is that all teachers in a Schoolwide programs meet the highly qualified requirements of No Child Left Behind. All Title I teachers in our school meet the requirements of 'highly qualified.' New hires meet the requirements when hired. The Title I funds pay an Assistant Principals salary. The Assistant Principal is the educational leader that will design and implement professional development workshops based on the individual teachers needs.

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

New hires meet the requirements when hired. The teacher-mentoring program follows the state requirements of at least twice a week scheduled mentoring activities to include planning, observation, advisement, assessment of skills by the mentor.

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.

Schools in Need of Improvement (SINI) are required to hold a parent meeting addressing the school's AYP status. Schools are to combine the AYP parent meeting with the required Annual Meeting. The invitation and agenda must reflect all required topics. Our school abides by the recommendation of parent meetings, letters home in all languages, and voice messages via school messenger.

**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 Julia Bove 6	District 22	Borough Brooklyn	School Number 278
School Name Marine Park JHS			

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

Principal Debra Garofalo	Assistant Principal Julie O'Connell
Coach	Coach
ESL Teacher Ms. E. Skalet	Guidance Counselor Ms. Croon
Teacher/Subject Area Emanda Heyman/Math Teacher	Parent Ida Albetta
Teacher/Subject Area	Parent Coordinator Gretchen Sylvester
Related Service Provider Eva Reiss	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1065	Total Number of ELLs	47	ELLs as share of total student population (%)	4.41%
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Part II: ELL Identification Process

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

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

1. Upon entering the building, grade assistant principals meet with all perspective students to determine grade and program placement. Oral interview is conducted by certified ESL teacher or other qualified pedagogue. If a students home language is Spanish, the student is administered a Spanish Lab test by a bilingual pedagogue. ALL Labs are completed within 10 days of student enrollment. After this initial interview, registration materials including the HLIS survey is distributed. If ESL placement is considered, staff members may include

Ms. Skalet – ESL teacher (fluent in French, Russian and Spanish)

Ms. E. Reiss – Special Education Teacher

Ms. N. Dougherty – Guidance Counselor

Ms. J. O’Connell – Assistant Principal

Ms. Sica (Fluent in Turkish)

Mrs. Keller (Fluent in Hebrew)

Mr. Montalbano (fluent in Italian)

Show the video explaining the choice of three program selections and conduct an interview with the parents to determine if a LAB-R must be given if a first timer NYC student. The LAB-R is given within 10 school days by Ms. Skalet the ESL teacher to determine proficiency level of students.

- Entitlement letters are given after registration process is completed after parent selection of program.
- If a parent is unable to complete this process, an appointment is made within 10 days to complete registration.
- Ms. Skalet along with Ms. Gallis administer all parts of the NYSESLAT exam to evaluate the proficiency level of all ELL students in listening, speaking, reading and writing during the test administration window. All students identified as NYSELAT eligible in ATS are administered the NYSELAT. The first part that is administered is the Speaking part which is one on one with the licensed ESL teacher. The all students grade 6 take listening, reading and writing. The same applies to grades 7 and 8.

2. Through video introduction to program choices with translation measures through the computer or in native language during the interview, parents can ask pertinent questions regarding the programs offered during the first time registration process.

3. Parents are given parent surveys and program selection during registration. After the initial interview will grade assistant principals. The completion of the HLIS survey, video viewing and interview with appropriate staff members, completion of program selection, entitlement letter are immediately distributed to parent. If this process cannot be completed upon initial registration process, an appointment is made with parent to complete within 10 days. Parent Coordinator, Ms. Sylvester will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents.

4. Continued entitlement letters are distributed by the teacher based on NYSESLAT scores. Parents are well informed about the three different programs available throughout the city. We honor parents choice, most parents request placement in program we have

available. NYSESLAT scores are used to determine class placement for the following school year.

Placement is as follows:

Beginner and intermediate proficiency level students are placed in a self contained ESL program with a certified ESL teacher for all academic subject daily. Advanced proficiency level students are placed in grade appropriate programs that are taught by licensed subject teacher in Math, ELA, Science and S.S. daily. Ms. Skalet, ESL teacher has a pull out program to serve these students daily for 45 minutes.

If a determination is made by teachers or parents to change placements according to proficiency level a meeting is completed with parents, teachers and students to determine program change.

5. All of the parents that enroll in IS 278 request ESL. Free Standing ESL is offered because of the demographics of students. There are many languages spoken and not enough in the same group to form a bilingual program.

6. We offer the ESL program that our parents have requested. 100% parents choice. All of the parents that enroll in IS 278 request ESL. Free Standing ESL is offered because of the demographics of students. There are many languages spoken and not enough in the same group to form a bilingual program.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							7	8	7					22
Push-In							8	6	11					25
Total	0	0	0	0	0	0	15	14	18	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	11
SIFE	19	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	6

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	29	19	2	12			6			47
Total	29	19	2	12	0	0	6	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	4					14
Chinese								1						1
Russian							2	3	1					6
Bengali														0
Urdu								1	2					3
Arabic								1	3					4
Haitian							7	2	4					13
French									1					1
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other	0							1	2					3
TOTAL	0	0	0	0	0	0	14	14	18	0	0	0	0	46

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. Our students are programmed for ESL services according to their level of proficiency. Beginning and intermediate students receive more than 360 mandated minutes and advanced students received more than 180 minutes by using self-contained, collaborative and pullout models. Heterogeneous groupings of students are found throughout ESL programs.
2. Our programmer has created the ESL teachers program to provide for more than the mandated minutes for designated students.. Our ESL students receive more than the required number of 360 minutes of ELA instruction per week. Our advanced students receives more than 180 minutes of ELA instruction.
3. Our ESL teacher delivers the same instruction as our ELA teachers, however with support and strategies to aid our ESL students in comprehensive and content vocabulary. Our school has adopted the SIOP model which serves as an instructional frame in order to support our ELL learners.
 - a. In order to support our SIFE students, portfolios are kept by the ESL teacher to use as bench marks for future instruction.
 - b. All newcomers are transitioned into classwork where, reading comprehension, vocabulary and writing strategies have beginner activities in place. These activities include, graphic organizers, adaptation of texts, context vocabulary. For more intense language acquisition students are enrolled in our Read 180, Achieve 3000 and Read About Programs.
 - c. These students are offered more academic intervention through the day by grouping them according to the NYSSLAT and ELA scores. These students are also encouraged to participate in our Extended Day Program, SES, and our Saturday Enrichment Program.
 - d. Additional support is given to our long term ELL's by working with content area teacher to scaffold lessons and to differentiated instruction to increase their academic gains.
 - e. The IEP goals are aligned with their ESL needs to provide the support needed for improvement.
4. Students will be evaluated in the native language using bilingual pedagogues.
5. Our targeted intervention programs include Achieve 3000 and Read About are offered in ELA. Students are provided glossaries and thesauruses to assist them throughout the year. Our SIFE children receive Achieve 3000 and Read 180. We implement books on tape. Technology infused lessons. Scaffolded instruction. Task based learning. Group work. Differentiated graphic organizers. Our newcomers receive Achieve 300 with audio readback.
6. Extended time is provided for all classroom and mandated exams for our ELL learners. Professional development is offered for

A. Programming and Scheduling Information

all teachers providing instruction to all ELL students that have successfully passed the NYSSLAT exam.

7. We are implementing Read About to our ELL's in one of our content area classes.

8. We are not discontinuing any services.

9. After school programs are available to all students interested in attending, including, but not limited to ELL's. Ell students will receive Title III intensive tutoring and after school programs where students are provided with ELA preparation materials.

10. Instructional Material

Science/Social Studies/Math

The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn diagram, time lines, etc help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teaches also identify linguistic items and cultural vocabulary in addition to core vocabulary.

Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. The text book is ancillary source. Throughout the year teachers use Post-It charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the after school program students are provided with ELA preparation books and resources.

Vocabulary development is an integral part of the ESL program. Each student is encouraged to use the vocabulary notebook to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without guidance. Not to mention that they are able to ask any teachers/adult or use their textbook for help with the terms as well. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and Total Physical Response are used in order to help the students better understand difficult terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is a much easier way to explain "steep/gradual"

Access to technology especially laptops to provide students with tools to use Academic Intervention programs. Students will use audio books, mp3 players with recorded novels or short stories.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop, communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue to infuse literacy and numeracy strategies across the curriculum. We will continue our commitment to providing English Language Learners with quality, standards-based instruction.

Students are immersed into the English language from the moment they enter our school. Students who score out of ESL services are then provided the opportunity to enroll in our ESL program.

All services are provided to students by grade to age levels.

All incoming students are invited to our student/parent orientation which is scheduled one week prior to school. Upon entering school our students are buddied with a returning student for additional support.

This year due to budgetary constraints we are not offering a Foreign Language program to any of our students.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

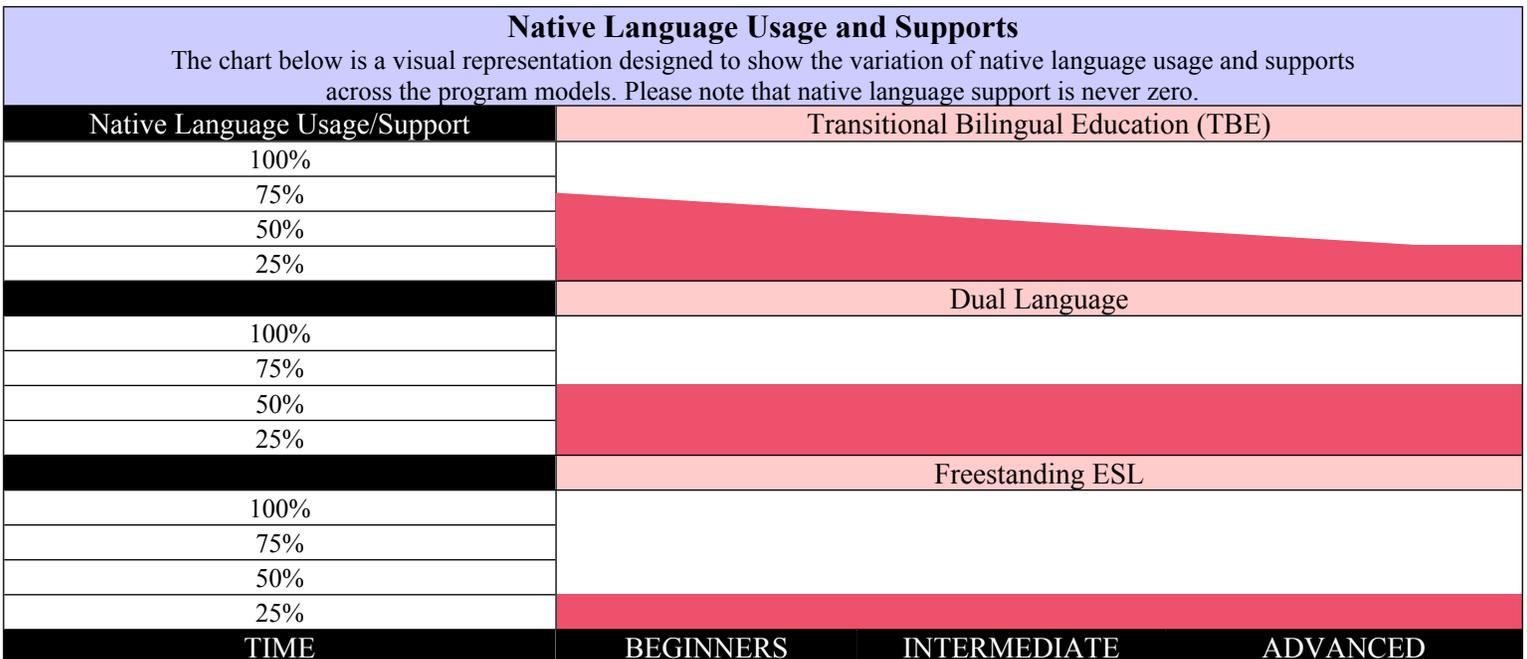
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



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

B. Programming and Scheduling Information--Continued

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?

Instructional Material Science/Social Studies/Math

The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn diagram, time lines, etc help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary.

Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. The text book is ancillary source. Throughout the year teachers use Post-It charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the after school program students are provided with ELA preparation books and resources.

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Access to technology especially laptops to provide students with tools to use Academic Intervention programs. Students will use audio books, mp3 players with recorded novels or short stories.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop, communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue to infuse literacy and numeracy strategies across the curriculum. We will continue our commitment to providing English Language Learners with quality, standards-based instruction.

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. Professional development has been provided to our ELL personnel by our Network specialist. These period sessions have then been turn keyed by our ESL teacher through Lunch and Learn to the entire faculty.
2. From the first faculty conference both the Principal, Assistant Principal and ESL teacher have led the staff in sessions focusing on the development of training packets for ELL Learners. This provides teachers with the strategies needed to support ELL students in the implementation of academic vocabulary in all subject areas.
3. The 7.5 hours of ELL training is provided by our ESL teacher to our faculty during Lunch and Learns, Professional Development Days and Team Meetings.

E. Parental Involvement

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

1. We offer outreach to the parents of our ELL Learners. In letters, flyers, announcements, Title III letters (in native languages) as well as School Messenger, which is also translated into native languages. Our Parent Coordinator is always available to met with these parents and has translation assistance service.
2. Our school does not participate with any outside agencies.
3. We utilize the results of our Parent Survey to address the needs of our ELL parents.
4. We offer Title III Parent Education program on a continued basis. Parents are informed of state standards, assessments, school expectations, discipline code, programming, class requirements for all ESL students.

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)							2	5	6					13
Intermediate(I)						0	7	5	7					19
Advanced (A)							5	5	4					14
Total	0	0	0	0	0	0	14	15	17	0	0	0	0	46

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	5	2		12
7	7	2			9
8	5	6			11
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		10		1				13
7	8		5						13
8	5		10		1		0		16
NYSAA Bilingual Spe Ed	0								0

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. In order to assess the literacy levels and skills of ELL students the following interim assessments are implemented: Acuity, Slosson, Portfolio Assessment, Uniform school-wide midterm exams in the content areas, classroom assessments, practice NYS exams in ELA and Math. These assessments of literacy skills and content area subjects provide the data to plan differentiated instruction.

2. The data affords us the opportunity to program students by their proficiency levels. Beginner, intermediate and advanced students

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 278

School DBN: 22

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 22k278 **School Name:** I.S. 278

Cluster: _____ **Network:** 602

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.

At Marine Park Junior High School, we have a large population of immigrant parents. Past practice has indicated to us that we need to maximize our potential to prepare, translate and disseminate materials and information in as many as the parents' native languages as possible. During the instructional day, our staff volunteers its time to assist with the needed oral translations. We need to reach out to homes of English Language Learners before and after the school day to inform parents of upcoming assessments, meetings, conferences, etc.

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 Assistant Principal of ESL along with the Guidance personnel and the Parent Coordinator has articulated our oral and written translation needs to the LAP committee and faculty. We have prioritized our oral and written translations needs as follows:

- a. Written translations of parent letters, communiqués, bulletins, etc.
- b. Written translations of documents describing the school's programs, class requirements, Regents requirements, etc., AIS programs, tutoring sessions, etc.
- c. Written translations of letters disseminated from the Central Office with modifications for Marine Park's programs
- d. Phone outreach to parents advising them of important events, meetings, testing dates, tutoring sessions, AIS programs, etc.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school has provided and will continue to provide the following written translations to parents of ELLs in the four major languages:

- a. Title III letters with modifications to describe Schools Program
- b. Generic letters with modifications sent from outside sources
- c. Letters to parents from all departments school wide to inform them of attendance problems, homework and class work issues, etc.
- d. Letters to parents to inform them of upcoming dates:
 - PTA Conferences
 - PTA Meetings
 - Testing Dates (NYSESLAT, ELA, Math and all state Exams, etc.)
 - Orientation Sessions
 - Tutoring Sessions—After-school and Lunch-Time
 - Intensive Test taking Tutoring Dates
 - Letters from the Guidance Office:
 - class Requirements
 - Testing Modifications
 - AIS
 - Eligibility Requirements to receive services including free and reduced rate lunch, etc
 - Letters from the Parent Coordinator regarding meetings, City conferences, fairs and inviting parents to become involved in student activities

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.

The school has provided and will continue to provide the following oral translation services to parents of ELLs in the four major languages:

- Oral translations during Orientation meetings and Title III Parent Meetings
- Oral translations during conferences with teachers to enable parents to become informed of attendance, lateness and classroom issues.
- Oral translations during guidance conferences on sensitive life issues of mental and physical well-being, and to inform parents of graduate requirements, testing modifications, AIS, etc.
- Oral translations during conferences with other school personnel to keep parents informed of the day-to-day needs of children.

- School Staff, parent volunteers and the Global Translator, Franklin are offered to parents who require oral interpretation.

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 school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

- Parents will be provided written notification of their rights regarding these services and will be given instructions on how to obtain such services.
 - There will be signs posted at the main entrances in the covered languages indicating the offices where notification can be obtained.
- The school safety plan will be modified to reflect procedures for ensuring that parents in need of language assistance services will receive such services.

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: I.S. 278	DBN: 22K278
Cluster Leader: C. Quigley	Network Leader: J. Bove
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 type="checkbox"/> *Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 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 type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The 48 students in grades 6, 7 and 8th grade will be provide additional 40 minutes Monday through Thursday and during a Saturday Enrichment program. The program started in September 2011 and will continue through May 2012. The Saturday program will begin in January 2012 and continue through May 2012. Instructional support for English Language Learners in the content areas will be provided before, after school and on Saturday. The students will also be provided with access to the technology and research capabilities of the library. Marine Park I.S. 278 developed and implemented a plan for providing direct supplemental language instruction and educational services to all English Language Learners. We continue to offer before and after school and Saturday intensive ELL , ELA and ESL content area tutoring programs. Through their participation in this program, English Language Learners will continue to develop cognitive academic vocabulary skills and higher order thinking skills in English. At the same time they will be empowered to access the necessary content skills required by the New York State. In accordance with our continued commitment to raising standards we shall offer additional exam preparation courses and intensive tutoring sessions in the following areas: ELA, Mathematics, Science and Social Studies. Our Saturday Program, the only program on site is monitored by an Assistant Principal who supervises instruction, provides professional development and facilitates outreach to ELL parents by providing parent workshops. In this program teachers use ELL methodologies focusing on listening, speaking, reading and writing. The 48 students in grades 6,7 and 8th grade will be serviced 40 minutes Monday through Thursday and during Saturday Enrichment program. The Saturday Program will begin in January 2012 and continue through May 2012. Our Highly Qualified ELA and content area teachers will work in conjunction with the licensed ELL teacher.

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: In accordance with our continued commitment to raising standards we shall include intensive professional development such as; demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies.

We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Our

Part C: Professional Development

comprehensive plan begins in September 2011 with an evaluation of individual teachers needs and continues through June 2012. Teachers, Guidance Counselors and Assistant Principals share research-based ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL/Content-Area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT, state exams and uniformed Examinations. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English a rigorous core academic curriculum. Among the topics that we shall continue to discuss are: instructional scaffolding methodologies, sensitivity training, ELA Regents sharing of best practices (the focus this year being on the teaching of poetry and short stories), development of study packets for the ELA State Examination; strategies for the development of cognitive/academic vocabulary.

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 offer outreach to the parents of our ELL Learners. In letters, flyers, announcements, Title III letters (in native languages) as well as School Messenger, which is also translated into native languages. Our Parent Coordinator is always available to met with these parents and has translation assistance service.

We utilize the results of our Parent Survey to address the needs of our ELL parents. We also have comprehensive parental involvement plan for parents of English Language Learners. Links are maintained with the school's PTA, and the Parent Coordinator who articulates on a regular basis with The Principal, the Assistant Principal, ESL, the ESL Coordinator and Guidance personnel serving English Language Learners. We also coordinate programs with local community-based organizations that serve immigrants, feeder schools and local institutions of higher learning and local private schools. We offer a Parent Education Program continually through Title III funding. Parents are given orientation (and on an ongoing basis for new students) in the native languages to the fullest extent possible, on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, procedures for parent-teacher conferences and seminars on immigrant services in the community. We offer Breakfast with the principal during our Saturday program. We have parents contacted in their native languages.

We offer Title III Parent Education program on a continued basis. Parents are informed of state standards, assessments, school expectations, discipline code, programming, class requirements for all ESL students.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11199

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	11,164.00	Professional support for all ELL students by a licensed ESL teacher. Supplemental support for students
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	36	notebooks for students
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		