



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: PUBLIC SCHOOL 319**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K319

PRINCIPAL: ALEYDA MARTINEZ

EMAIL: [AZAMORA@SCHOOLS.NYC.GOV](mailto:AZAMORA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: JAMES QUAIL

**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
Aleyda Martinez	*Principal or Designee	
Jane Pedota	*UFT Chapter Leader or Designee	
Carolina Chinchilla	*PA/PTA President /Co-Chairpeson	
Victoria Delia	DC 37 Representative	
Patricia Rodriguez	Member/Parent	
Vanecia Perez	Member/Parent	
Carol Hacker	Member/Co-Chairperson	
Stacy Biscuti	Member/Teacher	
Maria Martinez	Member/Paraprofessional	
Adela Adames	Member/Paraprofessional	
Annie Collado	Member/Parent	
Janira Figueroa	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.:

To improve the attendance rate at Public School 319 by 0.924 %, reaching 95% by June 2012:

- To achieve an attendance rate of 94.5% by January 2012
- To achieve an attendance rate of 95% by June 2012

### **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:

Attendance is an integral part of our school's mission. We realize that good attendance contributes to high academic achievement and progress. As we have analyzed student attendance rates for the 2010-2011 school year, we have noticed that the attendance rate has dropped.

### **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:

The following are the strategies that will be used to increase student attendance beginning in September and lasting until June 2012.

- Distribution of monthly awards to students with 100% attendance
- Names of students with 100% monthly attendance displayed on front lobby bulletin board
- Daily announcements of classes with 100% attendance
- Monthly assemblies for those with 100% attendance
- Attendance pins/pencils given monthly to reward 100% attendance
- Field trip to reward 100% attendance for the year
- Trophies awarded to those students with one, two or three years of perfect attendance (at moving up ceremony), as well as those with one or two days absent
- Ice cream rewards for classes with three consecutive days of 100% attendance
- Pizza party for classes with five consecutive days of 100% attendance
- The current Attendance Plan outlines attendance expectations and steps taken to help students and their parents to improve and meet attendance standards as set forth in the plan

- Attendance Committee members meet on a monthly basis to target students that have not met their benchmarks

### **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 following aspects of the Parent Involvement Policy that have relevance to achieving our attendance goals are the following:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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. This will build stronger ties between parents and other members of our school community;
- 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;
- 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. They will work to ensure that our school environment is welcoming and inviting to all parents.

In addition the following parts of the Parent/School compact includes these items concerning attendance:

Parents will

- monitor their child's attendance and ensure that their child arrives to school on time, as well as follows the appropriate procedures to inform the school when their child is absent;
- ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;

### **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:

To ensure that our current staff becomes highly qualified we are participating in the Talent Management Pilot Program to be used as a teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers twice formally and four times informally.(see Goal 4).

**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:

Title I funds are being used to purchase rewards for the attendance goal. We are participating in the Global Connect Voicemail program. In this program parents of absentees are called for each absence and a voicemail message is left on the phone.

**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:

The PTA provides funds for ice cream and pizza reward parties. All other incentives and rewards are paid for through the Galaxy Budget General Supplies Quick Code 021675, Activity Code X7C7.

**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:

To improve the reading performance of our first grade students: by June 2012, 80-85% of first grade students will be reading on grade level.:

- By January 2012, 70-75% of first grade students will improve two reading levels or higher using the Teachers' College benchmarks
- By June 2012, 75-80% of first grade students will improve three to four reading levels or higher using the Teachers' College benchmarks

**Comprehensive needs assessment**

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

During the 2010-2011 school year, we focused on improving the reading performance of our kindergarten students. As a result, 76% of students completed kindergarten reading on or above grade level. During the 2011-2012 school year, we will continue to track the reading performance of these same students in first grade. When surveyed, the kindergarten teachers felt that this focus was helpful in improving performance and should be continued this 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.

In line with the Common Core Learning Standards, students will be taught what they need to learn and not what they have already mastered. Therefore, as a result:

- Differentiated instruction (small group, one-to-one) will be implemented
- Students will be placed in extended day programs to address individual needs
- Principal will collect reading levels on a monthly basis to evaluate student progress and achievement and will monitor student progress
- Grade conferences will be held to enable the principal and teachers to analyze reading performance
- Effective strategies will be identified and shared to support students in need of reading improvement
- Afterschool programs will be designed to address the needs of participating students
- Various sources of data will be analyzed to ensure grade level reading
- Teachers will utilize technology to enhance reading skills(Reading Tracker/ generated reports)
- Parents will be informed of students' reading progress and supplied with strategies that can be used at home to reinforce reading skills
- Parent will be informed through ARIS regarding their child's progress

**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.

P.S. 319 has an open door policy and parents are given many opportunities to participate in our school programs. To make parents at ease in our school the principal and parent coordinator welcome parents during arrival and dismissal. To encourage a close relationship between parents and teachers, the children are dismissed from their rooms to enable the teachers to have daily interaction with parents. Parents are kept involved in their child's progress via weekly reviews sent home by the instructor, parent-teacher conferences, special events and other forms of communication. The staff at P.S. 319 encourages parents to become knowledgeable and involved in their child's education. We also maintain a parent library to provide parents with the opportunity to borrow books and videos on a variety of topics including instruction, health and parenting issues. Parents can borrow book kits and educational games to enjoy with children at home. Workshops are given to inform parents how best to use the materials to enable them to fully participate in their child's education. Instruction on how books and games are best used is available through our parent coordinator and PTA volunteers. Our library includes children's books and learning games in English, Spanish, Bengali, Chinese and Korean

The following aspects of the Parent Involvement Policy that have relevant::

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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. This will build stronger ties between parents and other members of our school community;
- 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;
- 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.

#### **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:

To ensure that our current staff becomes highly qualified we are participating in the Talent Management Pilot Program to be used as a teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers twice formally and four times informally. (see Goal 4) These observations may lead to suggestions for staff development in specific areas for a specific teacher or a group of teachers. Staff development may be given within our school by our Writing Specialist or another teacher. We participate in staff development given by our network or a Teachers College. We also have outside agencies come to our school for staff development.

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

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

We participate in programs offered through the Brooklyn public library and encourage each child to have a library card. In addition, our school staff and our principal encourage close ties with the neighborhood day care centers that feed into our schools. Mrs. Martinez,, our principal, is on the board of the Puerto Rican Institute. Having a close association with day care programs, including the Williamsburg Y, Head Start, Nuestros Ninos and others enables us to confer regarding student needs as they prepare to enter our kindergarten. We invite and encourage the parents of children in day care to participate in our parent workshops and welcome these parents and their children to our kindergarten and prekindergarten orientations.

We have also been given a Riso Grant for \$50,000 from our City Councilwomen to purchase new computers for each classroom.

**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:

Our ESL afterschool programs and teachers are funded through Title III LEP (Job ID GIHMZ)

Our kindergarten and first grade after school programs are funded through Tax Levy (Job ID GHBMN)

After School AIS teacher is funded through Tax Levy IEP (Job ID GH75Y)

Books and learning materials are funded through NYSTL (Quick Code 004315; Activity Code X0YG; or Title I SWP Quick Code 021675; Activity Code X7C7)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals:
- By June 2012, 85% of prekindergarten students will identify at least 20 letters of the alphabet
  - By January 2012, 85% of prekindergarten students will identify at least 10 of the 26 letters of the alphabet
  - By June 2012, 85% of prekindergarten students will identify at least 20 of the 26 letters of the alphabet

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Every year a survey of our staff is conducted to determine opinions about what the staff thinks is going well and what could be improved. Both the pre-kindergarten and kindergarten teachers felt that the pre-k program needs to focus more on academics, especially literacy. Aligning the pre-kindergarten curriculum to the New York Common Core Standards is also essential.

#### **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.

At Public School 319, we strive to prepare all students for academic success. In prekindergarten, we concentrate on providing a strong foundation of literacy skills. We feel this instruction will help to reduce the student achievement gap starting with our youngest learners. Our rigorous instruction is guided by the Common Core Learning Standards, as well as the New York State Standards, to better enhance and support our young student's learning and development. Beginning in September 2011 and ending in June 2012, the following will be a part of the prekindergarten program:

- Morning routines that reinforce alphabet recognition
- Foundations instruction, Handwriting Without Tears
- Monthly teacher-made assessments (administered by paraprofessionals) to track achievement of letter recognition
- Teachers will meet weekly to assess student work and plan lessons to continue adjusting instruction as needed

- Actively engaging parents by sharing strategies that can be used to reinforce alphabet recognition
- Differentiated instruction for individuals or small groups by paraprofessionals supervised by teachers
- Alphabet games that reinforce letter recognition and phonemic awareness (learning through play)
- Teachers will use teacher-made assessments, student work and comprehensive mid-year assessments to evaluate their own effectiveness, For example, if a group of students is missing a specific skill, teachers will seek alternative ways to teach that skill

### **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.

P.S. 319 has an open door policy and parents are given many opportunities to participate in our school programs. To make parents at ease in our school the principal and parent coordinator welcome parents during arrival and dismissal. To encourage a close relationship between parents and teachers, the children are dismissed from their rooms to enable the teachers to have daily interaction with parents. . Parents are kept involved in their child's progress via weekly reviews sent home by the instructor, parent-teacher conferences, special events and other forms of communication. The staff at P.S. 319 encourages parents to become knowledgeable and involved in their child's education. Prekindergarten parents, especially, are actively involved in the pre-kindergarten program. They are invited to classroom activities and special programs and are encouraged to accompany their children on trips.

The following aspects of the Parent Involvement Policy that have relevant:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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. This will build stronger ties between parents and other members of our school community;
- 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;
- 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.

### **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:

Our prekindergarten teachers regularly attend workshops offered by the Office of Early Childhood Education concerning the Universal Prekindergarten Program.

To ensure that our current staff becomes highly qualified we are participating in the Talent Management Pilot Program to be used as a teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers twice formally and four times informally.(see Goal 4

**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:

Through our Parent Coordinator programs on such topics such as child health and nutrition are provided in conjunction with Woodhull Hospital. Prekindergarten children participate in the Brooklyn Public Library programs.

**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.

One prekindergarten teacher's Job ID in DMJ7U and the other is DUFIC.

Learning material is funded by Universal Pre-K (Quick Code 023101; Activity Code 6O5)

Admissions (Quick Code 023101; Activity Code X6NW)

Parent Involvement (Quick Code 023101; Activity Code X6NZ)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

During the 2011-2012 school year, Public School 319 will be participating in the Talent Management Pilot Program. Our goal is to build the capacity of teachers and strengthen their pedagogical skills. This will translate into improving student learning

- By Jan, 100% of our teachers will have full exposure to the domains and competencies of the Danielson rubrics exhibiting an understanding of the expectations of pedagogy that yields a effective rating.
- By January 2012, 70-75% of teachers will be rated effective in at least two domains
- By June 2012, 80-85% of teachers will be rated effective in least three domains

### **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.

Through our teacher survey the staff and the administration expressed the need to have a common and fair rubric to evaluate teachers and to improve and standardize teacher 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.

Between September 2011 and June 2012:

- Principal will conduct frequent observations (two formal and four informal)
- Principal will give direct and actionable feedback to teachers
- Principal will direct teachers to professional development aligned with feedback
- Principal will use student outcomes to assist in the evaluations of teacher effectiveness
- Principal will confer with teachers about student results and develop strategies for targeted improvement
- Teachers will use student data to evaluate their own teaching effectiveness (for example, if a group of students is missing a specific skill, the teacher will seek

an alternative way to teach that skill, possibly by consulting with colleagues or through research)

**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.

Participation in the Talent management Pilot program was discussed at the October School Leadership meeting.

**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.

This goal directly relates to attracting Highly Qualified Teachers and ensuring that the current staff becomes highly qualified. If we should need new teachers in the future, fair and well thought out rubrics will be in place.

**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.

N/A

**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.

There are no budget allocations involved in this goal.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

To create units of study with culminating tasks that reflect the Common Core Learning Standards for Literacy and Mathematics

- By December 2011, an ELA and Math Unit draft will be available
- By June, 2012, the final ELA and Math Unit will be available

### **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:

In order to ensure that our curriculum and instruction meets the demands of the Common Core Learning Standards for Literacy and Mathematics as well as the citywide expectations, the staff when surveyed indicated the need to ensure that our curriculum is aligned with the Common Core Learning Standards and citywide expectations.

### **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.

In order to ensure that our curriculum and instruction meets the demands of the Common Core Learning Standards for Literacy and Mathematics as well as the citywide expectations, we will engage in the following action plan, beginning in September 2011 and ending in June 2012:

- Teachers and administration will participate and attend professional development, both at the school level and outside of schools (network professional development) in order to build on our understanding of the elements and planning of the units of study
- Teachers will meet during various conferences (cabinet meetings, grade conferences, cross-grade conferences, faculty meetings, inquiry, and common prep periods) to create ELA and Math Units of Study.
- Teachers will meet in teams to analyze existing units to ensure alignment among the Common Core standards, instructional supports for ELLS and students with disabilities (UDL), and assessment rubrics.
- In teams, teachers will look at resulting student work from executed units of study to make instructional adjustments to ensure that the rigor and demands of the Common Core Standards are evident.

**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 need to have our curriculum aligned with the Common Core Standards was discussed at the September School Leadership meeting.

**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:

To ensure that our current staff becomes highly qualified we are participating in the Talent Management Pilot Program to be used as a teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers twice formally and four times informally.(see Goal 4)

**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:

Staff development concerning the Common Core standards has been provided through our Network.

**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:

Staff Development for Common Core Standards provided by the International Center for Leadership (Quick Code 021675; Activity Code XVK8) and the Aussie partners in Professional Development (Quick Code 021675; Activity Code XVK8).

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	9	N/A	N/A			1	1
<b>1</b>	26	11	N/A	N/A				1
<b>2</b>			N/A	N/A				(Speech)
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Kindergarten and first grade students receive AIS in small group and/or one-to-one instruction. This instruction is provided by fully licensed teachers, both of whom are special education/resource room teachers. The trained AIS teachers use <i>Wilson's Foundations</i> program. Student performance is measured three times a year and students not reaching benchmarks work with one of our AIS teachers in small group or one-to-one instruction. All students in need of AIS can attend our after school program. Kindergarten and pre-kindergarten students are eligible for our academic summer school program. First graders in need of AIS are grouped in our morning extended day program where students are grouped by ability with no group exceeding four students. These students are also encouraged to attend our after school program. <i>Wilson's Foundations</i>, learning games and skills books are used as needed.</p>
Mathematics	<p>Houghton-Mifflin math skills books are used by AIS teachers for students in need of AIS in mathematics. Kindergarten and first graders receive AIS in one-to-one and small group instruction during the school day and can attend our after school program. First graders receive AIS in the morning extended day program, as well as our after school program. Kindergarten students in need of AIS in mathematics can attend our academic summer school program.</p>
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	The guidance counselor is called as needed.

<b>At-risk Services provided by the School Psychologist</b>	<b>The psychologist observes students and confers with teachers to determine the necessity for AIS counseling</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Children in need of counseling are being serviced by the social worker</b>
<b>At-risk Health-related Services</b>	<b>The speech teacher determines which students are in need of AIS speech services and meets with them two or three times a</b>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Ada Orlando</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>319</b>
School Name <b>Public School 319</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Aleyda Zamora Martinez</b>	Assistant Principal
Coach <b>Amalia LaCioppa</b>	Coach
ESL Teacher <b>Maritza Nieves</b>	Guidance Counselor
Teacher/Subject Area <b>Benita Gonzalez, Teacher 1<sup>st</sup></b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jazlyn Duran, Spec. Ed</b>	Parent Coordinator <b>Ana Perez</b>
Related Service Provider <b>type here</b>	Other <b>Carolyn Kessler, Secretary</b>
Network Leader <b>Ada Orlando</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>187</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>17.11%</b>
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## Part II: ELL Identification Process

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

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

1. Upon registration, an oral interview with the parent and child is conducted to identify the need for a Home Language Survey. The interview is conducted in English and their native language. Once identified, the home language survey is administered by a bilingual teacher. Within 10 days, the LAB is administered to the students who are eligible. At the end of the school year students are evaluated using the NYSESLAT.
2. Parents are invited to an orientation meeting where all three program choices are discussed. Parents are contacted with letters, phone calls or in person.
3. Entitlement letters are distributed. Parent Survey and Program Selection Forms are distributed at the orientation meeting to enable parents to ask questions to fully understand their options. The teacher is available during and after the meetings to facilitate the process. The facilitator is available by phone and in person throughout the school year. The facilitator keeps track of all forms to ensure that all are returned.
4. Upon returning the Parent Survey and Program Selection Forms students are appropriately placed.
5. After reviewing the Parent Survey and Program Selection Forms it has become apparent for some time that parents are selecting the Freestanding English as a Second Language Program. Ninety-nine percent of our parents have chosen this program.
6. The program model in our school is totally aligned with parent requests.

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	5
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	32										32
<b>Total</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

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	0												0
Chinese	0													0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		23	7											30
Chinese		2												2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>25</b>	<b>7</b>	<b>0</b>	<b>32</b>									

## 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?

Our Language Instruction Program provides for social and academic English Instruction through the use of second language methodologies. 25 kindergarten and 7 first grade students are English Language Learners. Most of the kindergarten students in our pullout ESL program are Spanish speaking. 2 are Chinese. All of the ESL first grade students have Spanish as their primary language. The ESL teacher has permanent state certification in Teaching English to Speakers of Other Languages, is licensed and has been teaching for over 25 years. The students identified in the beginning and intermediate levels receive 360 minutes of instruction and advanced

## A. Programming and Scheduling Information

students receive 180 minutes of instruction. The pull-out model of instruction is used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffolded to address all content areas.

### ESL Instructional Program

The writing and reading program builds language and literacy. In English the program offers differentiated instruction for students across the stages of language acquisition and supports the classroom programs. Instruction in English will be based on a comprehensive literacy program including balanced literacy, Foundations and the MacMillan-McGraw Hill Treasures program. The MacMillan-McGraw Hill literacy program has separate instructional activities for students on level, those who are above level and for those who need additional practice. The mathematics curriculum includes individualized activities based on need. According to need, all first grade ELL students are grouped together in our extended day morning program.

### Courses Taught in Languages Other than English ⓘ

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

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

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

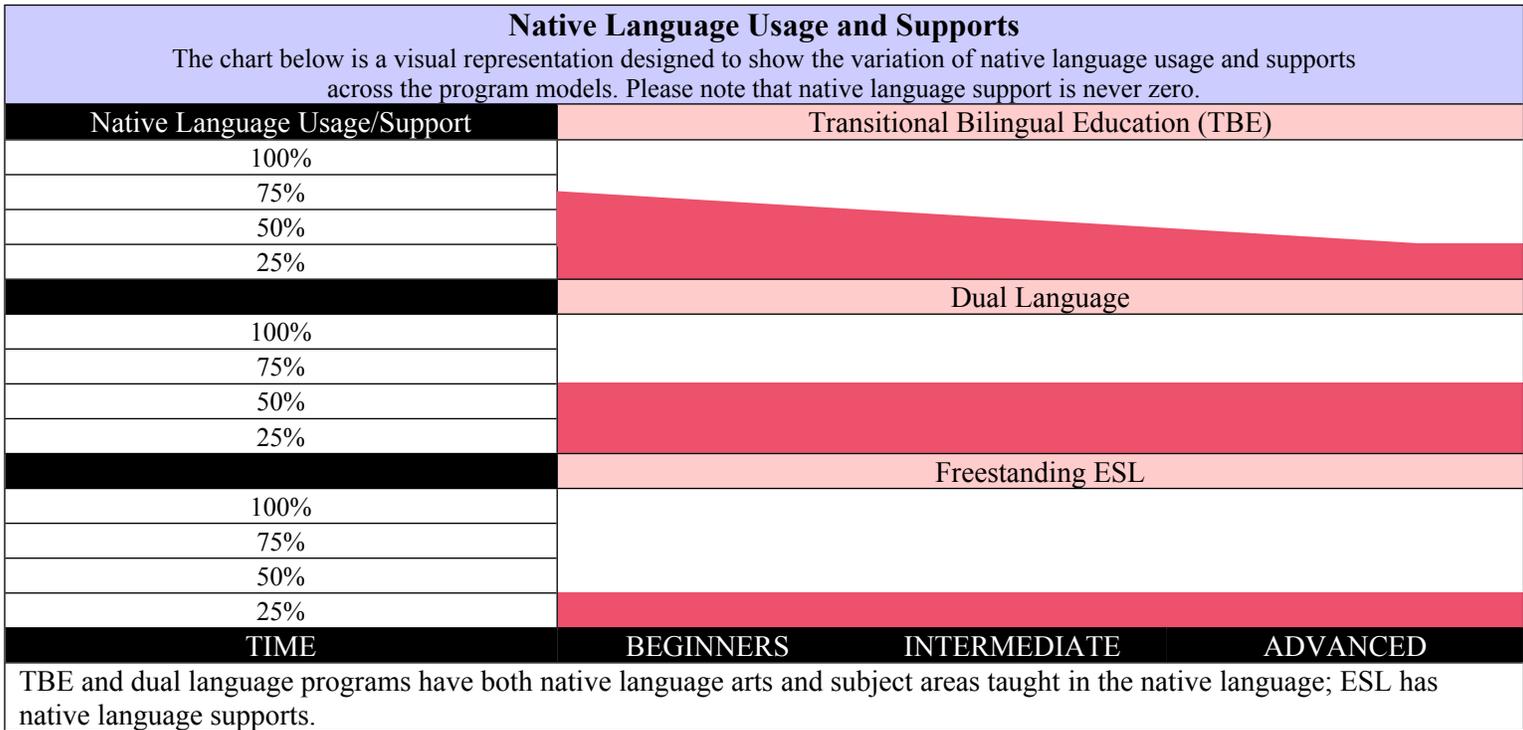
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**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?

A pull-out Freestanding ESL program by grade is organized by proficiency levels. The program is set up and aligned according to the mandated number of units per proficiency level. Continual conferencing with each child's classroom teacher ensures that the ESL program is meeting the vocabulary and language need for each student in all classroom subject areas. Since our school only has students up to first grade, no student is in our program for more than 2 years. Therefore, we do not have students in need of extension services. We also do not administer city or statewide content as evaluations. At present, we do not have students with interrupted formal education. However, should the need arise we would provide the student with small group instruction and intervention staff would facilitate his/her acclimation back into school. Students with special needs are intergrated into their program with IEP mandates taken into account. ELL students in need of AIS receive services in the morning extended day program and the after school program. The students are grouped according to need in both of these programs. During the school day a bilingual special education teacher services the children in need of AIS. Students who achieve proficiency on the NYSESLAT continue to receive transitional support as needed. ESL staff and classroom continue to articulate student's needs.

## 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.
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Students who achieve proficiency on the NYSESLAT continue to receive transitional support as needed. ESL staff and classroom continue to articulate student's needs.

We have had excellent results with our current ESL program and do not plan any changes at the current time.

Our bilingual kindergarten program has been discontinued because of the diminishing number of parent requests for the program. Any parent that requests a bilingual class is advised of bilingual programs in nearby schools that their child can attend.

ELL students have full access to after school and summer school programs and are encouraged to attend to increase their language skills.

Instructional supplies include Language First, a multisensory English language development program, leveled books and manipulatives.

The students have access to computers throughout the school day, during the extended school day morning program and in the after school and summer school programs.

Native language support is provided as needed by the bilingual (Spanish) ESL teacher.

Required services support and resources do correspond to ELL's ages and grade levels.

Newly enrolled ELL students and their parents are invited to an orientation in the spring before the school year.

## 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)?

We do not have a dual language program.

### 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. Staff development includes the following topics: multicultural education, reading workshop with ELL's, writing workshop with ELL's, read aloud and accountable talk with ELL's, balanced literacy with ELL's, assessment with ELL's, portfolios with ELL's and math with ELL's.
2. N/A- none of our students transition to middle or high schools. However, when our first graders go to their next school, parents are informed about schools with ESL programs.
3. New teachers are provided the 7.5 hours of ELL training in September, as per Jose P.

### 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. Parents are active in both our PTA and in our schools Leadership Team. Our SLT includes parents of our ELL students. Our Parent Coordinator organizes parent programs about health and nutrition and parenting and educational issues. We offer an after school ESL program for parents both at the beginning and intermediate levels.
2. Many of our parent programs are about health, nutrition, parenting and educational issues. We offer an after school ESL program for parents at both the beginning and intermediate levels.
3. The parents on the SLT help us to survey the needs of our parents.
4. All of the parental involvement activities above (Answers 1-3) help us to meet the needs of our parents. Teachers and our principal are accessible to parents daily and can address issues as they arise.

## 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)	16	0												16
Intermediate(I)	2	0												2
Advanced (A)	14	0												14
Total	32	0	0	0	0	0	0	0	0	0	0	0	0	32

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0											
	<b>I</b>	0	0											
	<b>A</b>	1	1											
	<b>P</b>	19	0											
READING/ WRITING	<b>B</b>	4	0											
	<b>I</b>	2	0											
	<b>A</b>	1	0											
	<b>P</b>	13	0											

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Because our school does not go beyond first grade there is no standardized testing aside from ECLAS-2. However, to enable us to analyze data about student progress (including ELL's) we have developed monthly tests for each grade. The data collected from these tests is used to help the school leadership and teachers make instructional decisions. (Fountas and Pinnell) we have developed monthly tests for each grade. The data collected from these tests is used to help the school leadership and teachers make instructional decisions.

## 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.

P.S. 319 only services kindergarten and first grade.

## Part VI: LAP Assurances

<b>School Name: <u>PS 319K</u></b>		<b>School DBN: <u>14K319</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Aleyda Z. Martinez	Principal		11/29/11
	Assistant Principal		1/1/01
Ana Perez	Parent Coordinator		11/29/11
Maritza Nieves	ESL Teacher		11/29/11
	Parent		1/1/01
Benita Gonzalez/1 <sup>st</sup> grade	Teacher/Subject Area		11/29/11
Jazlyn Duran/Special Ed	Teacher/Subject Area		11/29/11
Amalia LaCioppa	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Ada Orlando	Network Leader		11/29/11
Carolyn Kessler	Other <u>Secretary</u>		11/29/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14K319** School Name: **P.S. 319**

Cluster: **4** Network: **Children First Network**

**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**

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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.

The Leadership Team uses parent feedback on surveys to review and assess P.S. 319's written and oral interpretation needs. The Leadership Team uses parent feedback on surveys to review and assess P.S. 319's written and oral interpretation needs.

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.

It is necessary for all written communication to be in both English and Spanish. Spanish translation is done by staff members fluent in Spanish. Translation in other languages is done as necessary using either the DOE Translation service or Google translate. Report cards are needed in English and Spanish. Report in other languages will be ordered as needed. Oral interpretation is needed in Spanish at all conferences. Interpretation in other languages will be provided as needed. These findings were determined through Leadership issued surveys and were reported at staff meetings and reported to the parents at a PTA meeting.

## Part B: Strategies and Activities

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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.

All school and home written interactions are sent home in English with a Spanish translation below. Translation in languages other than Spanish are provided by the DOE Translation Service or through Google. All students receive report cards in their home language, if necessary.

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.

Translators for Spanish speaking parents are always available. We have used and will continue to use the available Department of Education telephone translations for any communication need for our families who speak other languages. Parent volunteers are used as well. For scheduled parent-teacher conferences, we have used and will continue to use translators from the Department of Education approved vendor Legal Interpretation Services. For evening conferences, we will use part of our interpretation allocation to pay paraprofessional to translate in Spanish.

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>.

At the beginning of the school year, every family will receive a copy of Chancellor's Regulation A-663 Attachment A advising them of language assistance services available to them. In addition, for the Spring 2012 registration period, parents will be given a copy of this notice.

## 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: PS 319	DBN: 14K319
Cluster Leader:	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

**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:

**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:

**Part D: Parental Engagement Activities**

Describe the parental 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: The English as a Second Language After School Program is designed for 20 parents. Students acquire English skills through individualized lessons using the Rossetta Stone Language Learning Program. They participate in 54 sessions per school year.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	14830	ELL After School Program, Mon - Thurs 9/26/10-4/26/11 1 teacher X 106 session X 1.75 Hours X 46.68 8, 659.14 ESL Parent Class Tues, Wed 9/26/10-4/26/11 1 Teacher X54 X1.5 Hours X 46.68 3,781.08
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		