



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME : BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES**

DBN 15K448

PRINCIPAL: ALYCE BARR      EMAIL: [ABARR@SCHOOLS.NYC.GOV](mailto:ABARR@SCHOOLS.NYC.GOV)

SUPERINTENDENT:      AIMEE HOROWITZ

## 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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Alyce Barr	*Principal or Designee	
Kelley Wolcott	*UFT Chapter Leader or Designee	
Joy Smith	*PA/PTA President or Designated Co-President	
MikiaEatman	DC 37 Representative, if applicable	
Luis Hernandez	Student Representative	
AngenarisCifentes	Student Representative	
Amanda Boege	Member/Teacher	
Christine Chan	Member/Teacher	

Scott Henstrand	Member/Teacher	
Nancy Miranda	Member/Parent	
Katherine Anderson	Member/Parent	
Pearl Harmon	Member/Parent	
Denise Alexander	Member/Parent	
Sarah Hovde	Member/Parent	
	Member/Parent	
	Member/Parent	

## 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**

Students will show progress in using evidence to support arguments. To demonstrate this, 70% of students will effectively use evidence to support arguments across subject areas and grades by June,, 2012

### **Comprehensive needs assessment**

- Social Studies non-fiction reading interim assessments were used to assess students' ability to identify the main idea of a text and supporting evidence independently.
- Data gathered during prior PD in which staff and school leaders looked student work, and reviewed PBAT papers to identify students' strengths and weaknesses.
- Summative assessment data used as well. Each grade level conducts a PBAT-like paper that is evidence-based. Analysis of this work shows that students and staff need further work in developing and teaching this skill.

### **Instructional strategies/activities**

- By December, ELA and Social Studies teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to write persuasive arguments and use supporting evidence.
- ELA and Social Studies teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- ELA and Social Studies teachers meet monthly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- Lead literacy teachers meet with ELA and Social Studies teachers to develop a consistent rubric to assess the use of evidence to support a claim.
- Social Studies interim assessments given three times a year (October, February, June) will track students' ability to identify the main idea of a text and the supporting evidence.
- 11<sup>th</sup> and 12<sup>th</sup> grade students will present summative PBAT's in May/June. In both ELA and Social Studies, PBATs require

students to use evidence to support their position or claim.

- In grades 6-10 students will have at least one opportunity to present a position paper at roundtables, explaining their position and supporting it with evidence.

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

- Parents are invited to serve as panelists at student PBAT presentations and at Roundtables.
- Parents are invited to all other presentations of learning.
- Workshops on PBATs and expeditionary learning conducted at the PTA meetings.
- Annual Fall Curriculum Night includes PBAT and use of evidence presentation.
- Parents serve as volunteer editors for work on PBATs and other major writing assignments throughout the school building.
- Parents receive updates on their children's progress in quarterly progress updates, "In Danger of Failing" and positive comments, mailed at mid-quarters.

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

- All our teachers are highly qualified according to NCLB and continued professional development is provided.

### **Service and program coordination**

- Department of Education Common Core professional development for whole staff in subject areas groups.
- No Child Left Behind transfer students receive additional tutoring to develop skill around use of evidence.
- ARRA inquiry team PD.
- Lead teachers provide additional individualized support for teachers.
- Additional teachers leaders facilitate Professional develop around reading and writing strategies used to increase student achievement.

### **Budget and resources alignment**

1. TLFSF USED TO FUND INTERVENTION TEACHERS TO TARGET AT-RISK STUDENTS FROM SEPT. 11-JUNE 12 AS INDICATED BELOW.
2. TLFSF AND TL LEAD TEACHER FUNDS USED TO FUND LEAD TEACHERS TO PROVIDE PD TO STAFF IN SUPPORT OF REACHING THE ABOVE GOAL.
3. THREE DAYS PER WEEK OF TEACHER PER SESSION FUNDED BY TLFSF AND TITLE III TO SUPPORT ACADEMIC AFTER SCHOOL PROGRAMS.
4. Professional instructional materials to support curriculum development during the regular school day and consumable instructional materials for use during extended day programs is funded by TLFSF, NYSTL LIBRARY AND NYSTL HARDWARE IN SUPPORT OF THIS GOAL.

### **ANNUAL GOAL #2 AND ACTION PLAN**

#### **Annual Goal #2**

Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement. To demonstrate that this has been accomplished, the number of suspensions based on classroom incidents. By June 30<sup>th</sup>, 2012 will decrease by 5% from the 2010-11 school year.

In addition the results of the learning environment survey will demonstrate that students feel safer in the school building.

#### **Comprehensive needs assessment**

Analysis of the current school tone and safety was made using data from the following sources:

- Learning environment survey.
- Suspension records and incident logs.
- Google doc and file maker anecdotal logs kept by each grade team.
- Additional anecdotal from students, teachers and parents.

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

- Collaborate with Morningside Center and DOE Office of Youth Development to ensure that 90% of the staff is trained in Restorative

Practices by June 2012.

- School cabinet, guidance department and academic leadership team develops school-wide circle practice incorporating lessons from Restorative Practices training, and using circle to improve student/student and student/teacher relationships, empathy and support.
- School leaders emphasize development of strong positive relationships to foster empathy and de-escalate conflict throughout school year.
- Social Work/Guidance interns will provide additional crisis management counseling on an as needed basis.
- Teachers are included in the decision-making process through monthly PD and feedback discussions about strategies for developing positive relationships with students through circle structures.
- Guidance Team and administration look at patterns of classroom incidents to develop individual plans for students or teachers as necessary. Weekly Guidance meetings will allow the appropriate time to look at the data.

**Strategies to increase parental involvement**

- New school website aids in the communication with parents and provides information on Restorative Practices and the use of circles.
- Teachers serve as advisors/crew leaders for a small group of parents thus increasing regular school-home communication.
- Parents participate in two student led conferences per year.
- As a part of the guidance based discipline ladder of interventions, parents come in regularly for intervention meetings about students academic and socio-emotional performance in class.
- Monthly newsletter goes home to all parents giving them updates on all classes and major school initiatives.

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

- All our teachers are highly qualified according to NCLB and continued professional development is provided.

**Service and program coordination**

- Teachers attended professional development over the summer on Restorative Practices
- Throughout the year, teachers will be sent to the Morningside Center for continued PD.
- NCLB students have individualized plans to help them reduce discipline problems, in line with this goal.

### **Budget and resources alignment**

1. TLFSS IS USED TO FUND EXTRA DAYS OF AT-RISK COUNSELING SERVICES.
2. THE AIDP ATTENDANCE GRANT IS USED TO SUPPORT AT-RISK STUDENTS AND TO IMPROVE SCHOOL CULTURE.
3. TL TRANSLATION SERVICES ARE USED, WHEN NEEDED, TO FACILITATE PARENT CONFERENCES AND WORKSHOPS.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

To improve special education student performance in middle school literacy as indicated in June, 2012, by the number of special education students making at least two reading levels progress as demonstrated by performance on TC reading assessments and moving up one performance level on the NY State English Language Arts exam. 2% of special education students in grades 6,7, and 8 will move up at least one level on the NY State ELA exam and 2 levels on the TC reading assessments.

### **Comprehensive needs assessment**

BCS was identified as a “School in need of improvement” due to the performance of Special Needs middle grades students on the NY State ELA exam

- Progress Report ELA exam scores
- NY State ELA exam scores for grades 6, 7, and 8
- Google document - ELA Predictive/Interim Assessments
- Department meeting notes, student work produced from targeted lessons

### **Instructional strategies/activities**

- Assess students’ reading level 3 times a year, track data on school-wide data base (Oct, Jan, May)
- Bi-monthly reading conferences (Monthly) will be conducted by teachers to make sure students are reading appropriately leveled text, making progress and engaging with text.
- ELA Predictive administered early in the year, analyze data to determine which performance indicators are high-needs (October/November)
- Department meetings dedicated to analyzing data, developing targeted lessons to address high-needs performance indicators (October-April)
- Interim Assessment results (October - predictive, February, April) analyzed to see trends related to instruction
- Roundtables, performance based assessment tasks (PBATs) will be analyzed to show student strengths and needs for further teaching
- TC Reading Assessment (captured in reading level data base on File Maker) will be used to develop individual reading plans
- Crew leader reading conference notes will be used to share student progress (or lack thereof) with parents
- Analyze and use in pd and instruction file of Interim Assessments, roundtable essays and performance based assessment tasks (PBATs)

**Strategies to increase parental involvement**

- Parents are invited to all other presentations of learning.
- A workshop reading and writing will be presented at a PTA meeting.
- Annual Fall Curriculum Night includes teaching reading and writing strategies and how parents can support this at home.
- Parents receive updates on their children's progress in quarterly progress updates, "In Danger of Failing" and positive comments, mailed at mid-quarters.

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

All our teachers are highly qualified according to NCLB and continued professional development is provided.

**Service and program coordination**

- BCS is working with the Network learning specialist to improve differentiated instruction for special needs students.

**Budget and resources alignment**

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

1. TLFSF USED TO FUND INTERVENTION TEACHERS TO TARGET AT-RISK STUDENTS FROM SEPT. 11-JUNE 12 AS INDICATED BELOW. 2. TLFSF AND TL LEAD TEACHER FUNDS USED TO FUND LEAD TEACHERS TO PROVIDE PD TO STAFF IN SUPPORT OF REACHING THE ABOVE GOAL. 3. THREE DAYS PER WEEK OF TEACHER PER SESSION FUNDED BY TLFSF AND TITLE III TO SUPPORT ACADEMIC AFTER SCHOOL PROGRAMS. 4. Professional instructional materials to support curriculum development during the regular school day and consumable instructional materials for use during extended day programs is funded by TLFSF, NYSTL LIBRARY AND NYSTL HARDWARE IN SUPPORT OF THIS GOAL.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

To improve special education student performance in middle school mathematics as indicated by the number of special education students moving up one level on the NY State mathematics exam. 2% of special education students in grades 6,7, and 8 will move up at least one level on the NY State mathematics exam by June 2102.

### **Comprehensive needs assessment**

- BCS middle school special needs students did not make adequate yearly progress as determined by the NY State mathematics exam.

### **Instructional strategies/activities**

- September, 2011: BCS adopts and begins implementation of the College Preparatory Curriculum (CPM), a curriculum aligned with Common Core Standards
- Summertime and year long Professional Development with CPM trainers (August, November, January, and March)
- Focused department meeting time analyzing Interim Assessments (October, February, and May)
- Interim Assessments given three times during the year (October, February, and May)
- Math Coach support built into every teacher's schedule (Weekly)

Department meeting time spent on differentiation strategies (Future)

Interim Assessments scored using learning targets related to NY State performance indicators rubric on a 3-point scale

Class assessments aligned with performance indicators from state exams of greatest need to our students

Class assessments will be given in line with special education test modifications so that students practice with their test accommodations.

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

Send home updates about how students are doing on the practice tests aligned to the state tests.

Have achievement related topics at monthly PTA meetings.

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

All our teachers are highly qualified according to NCLB and continued professional development is provided.

### **Service and program coordination**

- BCS is working with the Network learning specialist to improve differentiated instruction for special needs students.

**Budget and resources alignment**

- TL FSF and NCLB Incentive funds will support this work.

1. TLFSF USED TO FUND INTERVENTION TEACHERS TO TARGET AT-RISK STUDENTS FROM SEPT. 11-JUNE 12 AS INDICATED BELOW. 2. TLFSF AND TL LEAD TEACHER FUNDS USED TO FUND LEAD TEACHERS TO PROVIDE PD TO STAFF IN SUPPORT OF REACHING THE ABOVE GOAL. 3. THREE DAYS PER WEEK OF TEACHER PER SESSION FUNDED BY TLFSF AND TITLE III TO SUPPORT ACADEMIC AFTER SCHOOL PROGRAMS. 4. Professional instructional materials to support curriculum development during the regular school day and consumable instructional materials for use during extended day programs is funded by TLFSF, NYSTL LIBRARY AND NYSTL HARDWARE IN SUPPORT OF THIS GOAL.

### 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>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	8	8	5	8	3	N/A	N/A	N/A
<b>7</b>	10	10	10	10	3	N/A	N/A	N/A
<b>8</b>	10	10	10	10	8	1	N/A	1
<b>9</b>	35	30	40	10	9	N/A	N/A	N/A
<b>10</b>	35	30	40	20	8	N/A	N/A	N/A

11	40	35	40	35	6	N/A	1	N/A
12	40	35	40	35	17	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Middle School -- Small group and one-to-one instruction to draft , revise and publish written work based on Teacher’s College writer’s workshop topics. Service provided lunch time and after school.</b></p> <p><b>High School -- Small group and one-to-one instruction to draft , revise and publish research papers for Performance Based Assessment Task. Service provided lunch time and after school.</b></p> <p><b>College essay support given to Seniors in one-to-one instruction during lunch and after school.</b></p>
<p><b>Mathematics</b></p>	<p><b>Middle School -- Small group and one-to-one instruction on school wide math program, “College Preparatory Math”. Service provided lunch time and after school.</b></p> <p><b>High School –Small group and one- to- one instruction in Algebra, Advanced Algebra, Quantitative Reasoning, Problem Solving Strategies and/or Probability and Statistics. Service provided before school, lunch time and after school.</b></p>

<p><b>Science</b></p>	<p><b>Middle School -- Small group and one-to-one instruction in drafting and revising lab reports , homework and text summaries in 7<sup>th</sup> and 8<sup>th</sup> grade science. Service provided before school, lunch time and after school.</b></p> <p><b>High School -- Small group and one-to-one instruction in drafting and revising lab reports , homework and text summaries in Paleontology, Biology, Forensics and Biomechanics, Chemistry,Astronomy, Physics. Service provided before school, lunch time and after school.</b></p>
<p><b>Social Studies</b></p>	<p><b>Middle School -- Small group and one-to-one instruction to draft , revise and publish written work and read non-fiction text. Service provided lunch time and after school.</b></p> <p><b>Small group and one-to-one instruction to draft , revise and publish research papers for Performance Based Assessment Task. Service provided lunch time and after school.</b></p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>Middle School and High School students receive small group sessions to address social/ emotional concerns during school hours.</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>The SBST school psychologist meets with student unable to meet with school guidance to address social/emotional concerns.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>The SBST school social worker meets with student unable to meet with school guidance to address social/emotional concerns.</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>DOE nurse sees Diabetic student once a day during lunch time to check and adjust glucose levels.</b></p>



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

**School DBN:** 15k448    **School Name:** Brooklyn School for Collaborative Studies

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

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

**Category:**    x Basic                      Focused                      Comprehensive

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

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

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

BCS was identified as being in need of improvement because middle grades special needs students did not make adequate progress as measured on the NY State ELA exam.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Assess students' reading level 3 times a year, track data on school-wide data base (Oct, Jan, May)
  - Bi-monthly reading conferences will be conducted by teachers to make sure students are reading appropriately leveled text, making progress and engaging with text.
  - ELA Predictive administered early in the year, analyze data to determine which performance indicators are high-needs (October/November)
  - Department meetings dedicated to analyzing data, developing targeted lessons to address high-needs performance indicators (October-April)
  - Interim Assessment results (October - predictive, February, April) analyzed to see trends related to instruction
  - TC Reading Assessment (captured in reading level data base on File Maker) will be used to develop individual reading plans
  - Crew leader reading conference notes will be used to share student progress (or lack thereof) with parents
  - Analyze and use in pd and instruction file of Interim Assessments, and writing on demand assessments.
  - Provide pull-out strategy instruction for struggling studentss

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

BCS is not a Title1 School.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

BCS will send home the required letters. We have already discussed this topic at PTA and SLT meetings in November and December.

**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 <span style="color: red;">type here</span>	District <b>00</b>	Borough <span style="color: red;">select one</span>	School Number <b>000</b>
School Name <span style="color: red;">type here</span>			

### B. Language Allocation Policy Team Composition

Principal <span style="color: red;">type here</span>	Assistant Principal <span style="color: red;">type here</span>
Coach <span style="color: red;">type here</span>	Coach <span style="color: red;">type here</span>
ESL Teacher <span style="color: red;">type here</span>	Guidance Counselor <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent Coordinator <span style="color: red;">type here</span>
Related Service Provider <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>
Network Leader <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>

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

### D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
<b>Total</b>	<b>0</b>													

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
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										0
<b>Total</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>0</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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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													
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</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?

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

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

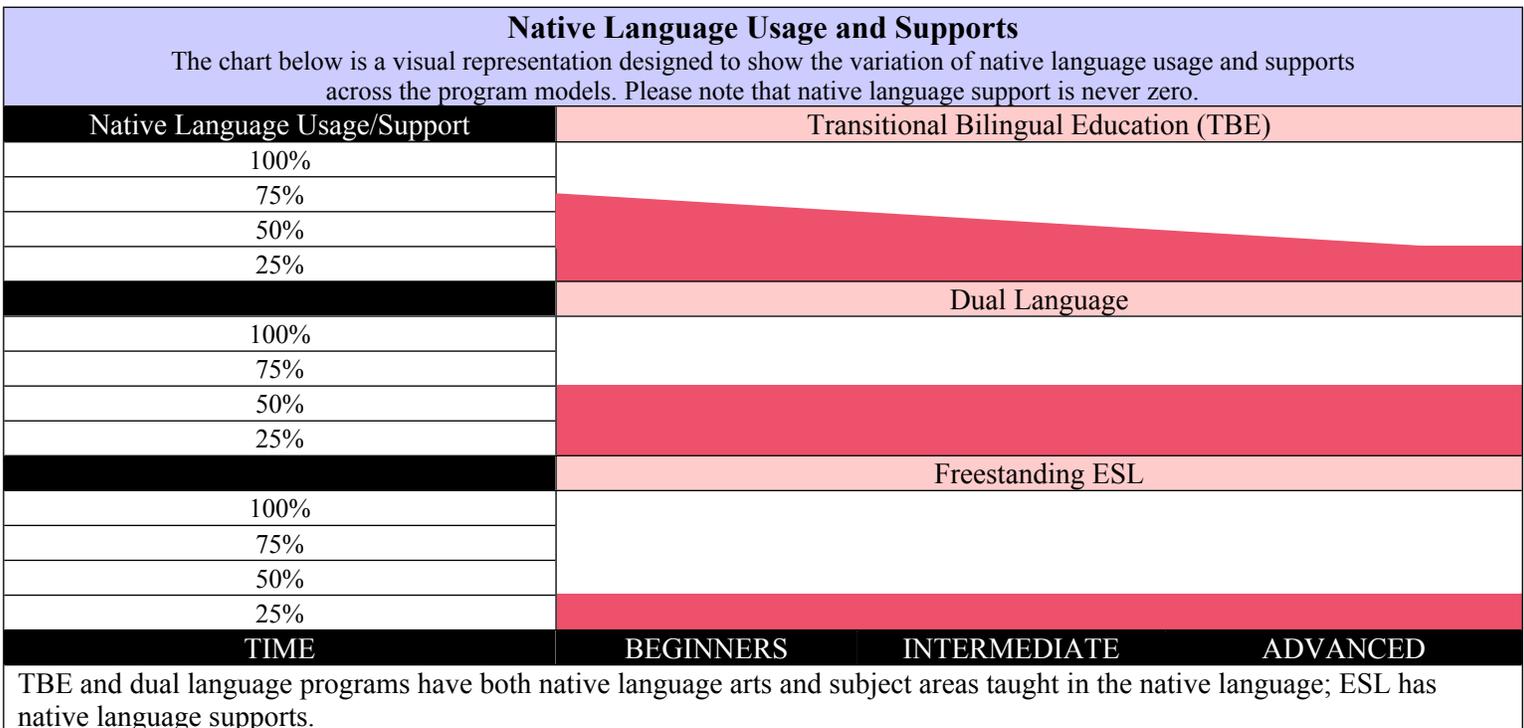
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	


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

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



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

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?

Paste response to questions 8-17 here

## **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

## **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?

Paste response to questions 1-4 here

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

# 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Paste response to questions 1-6 here

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **15k448** School Name: **BCS**

Cluster:        Network: **102**

**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.

We use the Home Language Survey and self-disclosure. Because we have student-led conferences, we ask the students in advance to tell us what languages their parents speak. Furthermore, our Parent Coordinator, Tracey Pinkard, sends the Parents' Preferred Language Form to families who speak other languages than English. The data from these returned forms is inputted into ATS, added to our Student Emergency Cards and included in our ELL Information Binder. Our Parent Coordinator insures that our most important communication with our ELL families is translated into the preferred language in a timely manner.

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.

Eight BCS families have indicated a preference to receive school related correspondence in Spanish. Subsequently, a memo was sent to all school staff relaying this information and identifying the eight families who have indicated a preference for written and oral communication in Spanish. The memo explained how staff members will insure that all communication is translated for these families and that a translator must be present at all meetings involving these families. The memo advised staff members to contact the Parent Coordinator to arrange for written and oral translation.

Twenty- eight additional BCS families have requested oral interpretation during Parent-Teacher-Student conferences. Four requests were for Cantonese oral interpretation, one request was for Sign Language and twenty-three requests were for Spanish translation. Several weeks prior to conferences, a memo was sent out to school staff requesting volunteers to assist with oral translation during Parent-Teacher-Student conferences. Our large in-house bilingual staff was able to accommodate all parental requests.

## 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 coversheets for Progress Reports are translated into Spanish and used for students whose parents have indicated preference for Spanish written documents. These are mailed quarterly each year. In addition, bilingual school staff phone home in Spanish to offer assistance in deciphering the report card and Progress Reports. Our translations are also provided by the DOE Office of Translations. We adhere to the deadlines required by the DOE which ensures that we receive our translations in time.

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.

For Parent-Teacher-Student conferences in October and April, we ask students if their parents need translation services at conferences and arrange for in-house translation services as necessary. We offer in-house Spanish, French, Cantonese and Sign Language translation and our Parent Coordinator has the Translation Office phone number available for on-demand translation. To make regular phone calls, we have bilingual school staff phone home to Spanish-speaking, French-speaking and Cantonese-speaking families. Our School Messenger phone system makes calls in Spanish and English depending on the ATS Home Language status of students.

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>.

BCS families have received a copy of "Parent Bill of Rights Guide to NYC Schools" in their preferred language as well as English, in order for them to be aware of their rights regarding translation and interpretation services. Furthermore, in our Main Office, which all visitors go through, we have signage which describes the languages spoken in the school by staff and which languages parents can have translated materials in (the eight DOE languages). Lunch forms and health forms are provided in the home language of the student. Suspension conferences and other disciplinary measures as well as all Special Education conferences are conducted in the parent's language by bilingual school staff. We have simultaneous translation into Spanish during our PTA meetings.







speaking. Furthermore, we have studied the 2011 NYSESLAT Modality Report and gleaned that our intermediate and advanced ELLs need to improve in the area of writing as well as meet state achievement standards. To those ends, we have structured our Title III after school program to meet the specific needs of this diverse group of learners. Our aim is to increase the English language proficiency of our ELLs by offering an after school program that gives students extended time for speaking and listening activities in English as well as project-based hands-on activities in video inquiry that will develop collaboration in English in authentic problem-solving situations and lead to improved critical thinking and literacy skills. Our academically vigorous standards-based instruction, which focuses on scientifically based methodologies, will utilize a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Our ELLs will be provided with instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding-modeling, bridging, contextualization, schema building, test representatio and meta cognition- will be evident in our Title III classes. Furthermore our ELLs will experience strategies and discussion protocols for engaging in accountable talk. Our two Title III classes will meet on Tuesdays and Thursdays for 12 weeks, excluding holidays and vacations, from January 3rd through March 29th. Students will be grouped based on grade levels, 6-8 and 9-12 and instruction will be differentiated based on specific academic and language development needs. Each session will run from 3:30 to 5 PM. Our two after school classes will be taught by two ESL teachers, one Social Studies teacher and one Math teacher in a team-teaching format. The ESL/Social Studies class and, respectively, the ESL/Math will address ELLs linguistic and academic content area needs via the development of the four language skills in the context of the content areas. Instructional materials to support our program will be purchased. This includes Rosetta Stone for our newcomers and accompanying headphones with microphones, a flip camera for our collaborative group inquiry video projects, as well as other materials, including Social Studies and Math content area books in Spanish, French, Chinese, Bengali and Arabic, bilingual dictionaries and writing supplies. The classes will be taught in English. The bilingual materials, used as additional support to ELLs in the after school program, will supplement the English materials that are already available to our ELLs. The program will end with a culminating activity for students and parents, a trip to Chinatown. The rationale is to extend the learning in the ESL /Social Studies class, on the unit NYC ethnic neighborhoods, via a visit to Chinatown landmarks.

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 providerBegin description here:

FORMTEXT Professional Development is an essential component of our academic success at BCS. One of our Title III ESL teachers, Michele Rayvid, an experienced QTEL participant, attends the annual Bank Street Annual Language Series on Differentiating Instruction for ELLs (January 21, 28 and February 4th),

citywide conferences on ELL instruction and strategies and other appropriate Professional Development opportunities as they are offered throughout the school year. Our Assistant Principal/High School Director, Scill Chan, also a QTEL participant, our Assistant Principal/Middle School Director, Wanda Barbot, an experienced classroom for many years, and our experienced ESL teacher, conduct ongoing professional development workshops for classroom teachers at our school throughout the year during Professional Development Days and weekly Common Planning to share best practices and instructional strategies to meet the needs of our ELLs, on Wednesdays, 1:30-3:30, September - May. These services are at no cost to Title III. Among the topics addressed are: - Second Language Acquisition -Scaffolding for ELLs -Vocabulary Development and Language Structure for ELLs -Focusing on Academic Vocabulary for ELLs - Differentiating Instruction for ELLs -Looking at the Writing of ELLs - Understanding the NYSESLAT -Assessment Regulations for ELLs In addition, one Title III content area teacher will attend QTEL professional development series during February 2012, in order to enhance instruction in the Title III and the core program, via scaffolding of content area learning.

**Part D: Parental Engagement Activities** Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. rationale schedule and duration topics to be covered name of provider how parents will be notified of these activitiesBegin description here: FORMTEXT To further extend good learning practices at home for our ELLs, we will offer four 2 hour classes to parents of ELLs during the spring. These classes will take place on Tuesday evenings from 6-8 PM on 3/27/12, 4/17/12, 5/8/12 and 5/22/12. In these classes, provided by our ESL teacher, parents will receive Rosetta Stone access to augment their learning of English. In addition, parents will obtain information on topics of interest regarding the education of their ELL children, including the following: Accessing resources for ELL families in the community, Standards and Assessment for ELLs , Homework Help, and Supporting your Child's Learning in the Title III Program. We anticipate that 20 parents will attend these evening events. In addition, the ESL teacher will provide information and translated materials to parents. Parents will be notified of all these activities through translated flyers that will be sent home with students.

**Part E: Budget FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$ FORMTEXT 11,200Budget CategoryBudgeted AmountExplanation of expenditures in this category as it relates to the program narrative for this title.Professional salaries (schools must account for fringe benefits) Per session Per diem FORMTEXT \$7583.28 FORMTEXT 12 Week After School Program 4 teachers x 36 hrs@\$49.89/hr= \$7184.16 Parent ESL Class 1 teacher x 8hrs@\$49.89= \$399.12Purchased services High quality staff and curriculum development contracts. FORMTEXT \$354 FORMTEXT Bank Street College Graduate School of Education Annual Language Series for ESL teacher=\$195 QTEL Professional Development Series for content area teacher=\$155Supplies and materials Must be supplemental. Additional curricula, instructional materials.

Must be clearly listed. FORMTEXT \$758.72 FORMTEXT Supplemental instructional materials to support after school Title III program will be purchased. These include 20 headphones with microphones for use with Rosetta Stone, a flip camera, various Social Studies and Math content area books for the afterschool program in Spanish, French, Chinese, Bengali and Arabic, bilingual dictionaries and writing supplies Educational Software (Object Code 199) FORMTEXT \$2204. FORMTEXT Rosetta Stone language development software packages for after school program Travel FORMTEXT 567NU^\_i»ÆÈÚ, f μ Ó < a m ~ õ ö c d ö ÷ ø

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