



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M300

PRINCIPAL: MATTHEW WILLOUGHBY

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SUPERINTENDENT: TAMIKA MATHESON

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
Matthew Willoughby	*Principal or Designee	
Diedre Downing	*UFT Chapter Leader or Designee	
Abigail Sohmer	*PA/PTA President or Designated Co-President	
Eric Burnside	DC 37 Representative, if applicable	
Cherilis Filpo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Chad Frade	Member/UFT	
Elli Simonen	Member/UFT	
Denisha Warfield	Member/DC 37	
Sherry Harrison	Member/PA	
Noemi Espinoza	Member/PA	
Roy Linam	Member/Student	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Improve teacher effectiveness in instructional practices which improve student mastery of selected Common Core State Standards for College and Career Readiness. By June 2012, all teachers will have evidence of improvement related to a key area of instructional practice.

Comprehensive needs assessment

- The following findings from our 2010-2011 School Quality Review informed our goal-setting for the 2011-2012 school-year:
 - “The school administration has supported professional development through a number of teacher team configurations, informal and formal mentor pairings, and weekly staff meetings and trainings. However, while informal observations and inter-visitations occur, there is no structured program in place to formally observe teachers and target instructional practice. In addition, the school has not created a formal tenure process for the teachers that are new to the profession. Without a standardized protocol observations and tenure, the administration is less able to support instructional practices.”
 - “The school does not currently have a formal system to evaluate the classroom teaching practices and the professional development that supports those practices and assess their impact on student progress.”
 - “The school does not have a unified way to track and share student progress towards learning targets. This limits their ability analyze instructional decisions, plan vertically, and communicate with students and families.”
 - “Currently, classes and projects are not consistently planned to incorporate higher order thinking and allow multiple entry points for all student to reach their full academic potential.”
- Administrative and peer observations across grade levels and contents are consistent with these findings.

Instructional strategies/activities

- Teachers engage in a self-assessment on selected components of a research-based rubric; and identify at least one area for growth related to instructional practice.
- School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 6 informal and formal observations.
- Feedback provided to teachers using selected components of a research-based rubric.
- All teachers participate in cycles of peer observations coupled with monthly debriefs related to specific aspects of instructional practice.
- Teacher teams meet weekly to discuss practice – including sharing of curriculum, looking at student work, and study of instructional strategies.

Strategies to increase parental involvement

- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Wednesday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students in order to maximize their attendance and level of participation in our academic programs and interventions. These collaborations include the Department of Family Services, the Urban Assembly, the Jewish Board counseling services, and . Our private partners provide mentoring and internship opportunities for our students.

Budget and resources alignment

- Abbreviated student schedule on Wednesdays to provide time for teacher team meetings
- Per session pay for teacher leaders' development
- Partnership with Fordham University
- Coaching from the New York Leadership Academy

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

- In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, students will show progress in using evidence to support arguments on Literacy and Mathematics-based tasks. 80% of students will demonstrate improvement of 1 level or more from pre- to post-assessments based on the “hypothesize” and “analyze” area of the College-readiness Performance Assessment System (C-PAS) rubric.

Comprehensive needs assessment

- The following findings from our 2010-2011 School Quality Review informed our goal-setting for the 2011-2012 school-year:
 - “The school considers itself a college preparatory academy, and the student work products generated from project based units generally attest to that. However, the level of student engagement within these rigorous classes is inconsistent. While parents and students were quick to say that all of their teachers are hard working, easily accessible, and push high standards, one parent stated that ‘My child would like more hands-on and exciting activities. I think that would help him work more and get better grades.’ When students talked about the classes that helped them learn the most, they spoke of teachers that wove multiple learning opportunities into each unit. Currently, classes and projects are not consistently planned to incorporate higher order thinking and allow multiple entry points for all student to reach their full academic potential.”
- Administrative and peer observations across grade levels and contents are consistent with these findings.

Instructional strategies/activities

- One Literacy and Mathematics based task aligned with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards will be completed by each student in the fall in all English and Mathematics classes. (Our network is utilizing the C-PAS assessment system from EPIC.)
- Interdisciplinary teacher teams will assess these tasks to provide baseline data of students abilities to provide evidence (analyze) for their arguments (hypothesize).
- Through our partnership with Fordham University, all teachers will participate in professional development related to enhancing student skills related to argument.
- Departments and grade teams will meet to discuss curriculum and opportunities to support the development of argumentative skills.
- Teachers will develop unit plans, lessons, and assessments that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet in department teams to assess student work and plan lessons that demand evidence to support a claim.
- In the spring, a second Literacy and Mathematics based task aligned with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards will be completed by each student. (Again utilizing the C-PAS assessment system from EPIC.)
- Interdisciplinary teacher teams will assess these tasks to provide additional data of students abilities to provide evidence (analyze) for their arguments (hypothesize).

Strategies to increase parental involvement

- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Wednesday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students in order to maximize their attendance and level of participation in our academic programs and interventions. These collaborations include the Department of Family Services, the Urban Assembly, the Jewish Board counseling services, and . Our private partners provide mentoring and internship opportunities for our students.

Budget and resources alignment

- Abbreviated student schedule on Wednesdays to provide time for teacher team meetings
- Per session pay for teacher leaders' as CPAS coordinators
- Partnership with Fordham University
- Utilization of the Urban Assembly Achievement Coaches for C-PAS assessment system

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

- Improve the teacher effectiveness in our Integrated Co-Teaching (CTT) Partnerships in order to improve student mastery of selected Common Core State Standards for College and Career Readiness, particularly for students with Individualized Education Programs (IEP's). By June 2012, 100% of our CTT partnerships (as a pair) will have evidence of improvement related to a key area of instructional practice.

Comprehensive needs assessment

- Our school-wide enrollment of students with IEP's is 20%. Students with IEP's fall disproportionately within the lowest 1/3 of student achievement across the city and within our school.
- All of the School Quality Review findings from Goal #1 on page 4 apply to Goal #3.
- Students with IEP's require effective co-teaching to meet the prescribed learning goals for the academic courses in question. In order to improve their effectiveness, co-teaching partnerships require targeted professional development and examination of practice as a pair. This Professional Development should be focused on setting instructional outcomes and utilizing assessment in instruction.

Instructional strategies/activities

- Convened CTT Study Group for all teachers in CTT partnerships in the summer 2011 utilizing the text *Co-Teach* by Marilyn Friend, the video study *The Power of Two*, and facilitation by Ann Wiener from the New York leadership Academy.
- Two planning meetings per week will be designated to pre-planning curriculum and differentiation.
- New partnerships will have one meeting per week for reflection on the functioning of the partnership.
- Monthly workshops related to issues of practice co-facilitated by Ann Wiener and the Department Coordinator paired with rounds of peer observations to take place between workshops.

Strategies to increase parental involvement

- 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
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Strategies for attracting Highly Qualified Teachers (HQT)

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 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
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 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable

- Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
- We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Wednesday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students in order to maximize their attendance and level of participation in our academic programs and interventions. These collaborations include the Department of Family Services, the Urban Assembly, the Jewish Board counseling services, and . Our private partners provide mentoring and internship opportunities for our students.

Budget and resources alignment

- Hired an additional Special Education Teacher for the 2011-2012 school-year to increase our CT offerings.
- Abbreviated student schedule on Wednesdays to provide time for teacher team meetings
- Per session pay for teacher leaders' development
- Coaching from the New York Leadership Academy.

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

- Improve overall student academic progress as demonstrated by increases in credit accumulation for students in their first 3 years. 70% of students in their first 3 years will earn 10 or more credits by the end of the year, including English Language Learners and students with special needs and 50% of students in the lowest 1/3 will earn 10 or more credits.

Comprehensive needs assessment

- Below are the pertinent statistics as reported in the 2010-2011 School Progress Report which informed our goal-setting for the 2011-2012.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
Credit Accumulation							
Pct. of Students Earning 10+ Credits in 1st Year (n=115)	68.7%		35.1%		42.6%	5.00	1.85
Pct. of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=37)	40.5%		23.4%		26.8%	5.00	1.21
Pct. of Students Earning 10+ Credits in 2nd Year (n=96)	69.8%		48.3%		48.5%	5.00	2.42
Pct. of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=31)	45.2%		35.7%		36.3%	5.00	1.79
Pct. of Students Earning 10+ Credits in 3rd Year (n=89)	55.1%		15.1%		24.9%	5.00	0.88
Pct. of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=29)	27.6%		9.4%		14.6%	5.00	0.54

- In years prior, our teaching staff has primarily utilized grade-related data (classes passed or failed, percentages out of 100% based on individual grading policies). The move to *Learning Target*-based curricula has been an effort to change the conversation and use of data to focus on the key content, skills, and cognitive strategies that students need to master to be ready for college and career opportunities.

Instructional strategies/activities

- Develop curriculum for each core course with clearly articulated, measureable Learning Targets for each unit of study.
- Beginning of pilot program for teachers to implement standards based instruction.
- Saturday school and credit recovery programs enabling students from all grade levels to progress towards appropriate grade level credit accumulation.
- Meetings with grade-level counselors for all students in order to communicate student progress, expectations for the grade level academic achievement and college readiness, and graduation requirements.
- Support from student Advisors for students lagging behind in credit accumulation.
- School-wide distribution of progress reports midway through each Marking Period.
- Distribution of scholarship reports to appropriate department chairs and teachers.
- Increased teacher accountability for students who fail to earn credits.

Strategies to increase parental involvement

- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Wednesday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
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 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students in order to maximize their attendance and level of participation in our academic programs and interventions. These collaborations include the Department of Family Services, the Urban Assembly, the Jewish Board counseling services, and . Our private partners provide mentoring and internship opportunities for our students.

Budget and resources alignment

- Abbreviated student schedule on Wednesdays to provide time for teacher team meetings
- Per session pay for teacher leaders' development

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

- Increase the quantity and quality of guidance and support for each student's academic and character development. Each student will have a minimum of 14 contacts from adult school community members to discuss their academic and social progress. (Special Education students and English Language Learners will have 3 adult school community members accountable for providing guidance for their academic and social progress.)

Comprehensive needs assessment

- See the quantitative data from our 2011-2012 School Progress Report in Goal #4 on page 10.
- Our school Survey Report contained the following percentages of positive responses to the following questions:
 - 59% of students responded positively to "On a scale of 1 to 4, how COMFORTABLE are you talking to teachers and other adults at your school about: *a problem you are having in a class?*"
 - 48% of students responded positively to "On a scale of 1 to 4, how COMFORTABLE are you talking to teachers and other adults at your school about: *something that is bothering you?*"
 - 64% of students responded positively to "On a scale of 1 to 4, how AVAILABLE are teachers and other adults at your school to talk about: *a problem you are having in a class?*"
 - 60% of students responded positively to "On a scale of 1 to 4, how AVAILABLE are teachers and other adults at your school to talk about: *something that is bothering you?*"
- Our school community has become aware that our teachers, students, and parents have an inconsistent understanding of the progress that each student is making and we are seeking to increase the accountability of adults to each student and to improve our system for tracking and sharing our data related to student progress.

Instructional strategies/activities

- Each student will have a minimum of 2 adult school community members (Grade-Level Counselor and Advisor) accountable for providing guidance for their academic, behavioral, and social progress.
- Special Education students and English Language Learners will have 3 adult school community members (Grade-Level Counselor, Advisor, and Special Education or ELL Advocate) accountable for providing guidance for their academic, behavioral, and social progress.
- Implementing 2-day Student Orientation program.
- Implementing monthly Advisory Pilot program.
- Grade Level Advisors:
 - Weekly meeting with Admin
 - Semesterly Transcript Review with all students
 - Quarterly minimum with students that are not on track
- Special Education and ELL Advocates:
 - Participate in meetings with student and Grade-Level Counselors
- Implementing Restorative Justice practices through our Dean's office to repair relationships within the community allowing adults to remain effective in positions of advocacy for students.

Strategies to increase parental involvement

- 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
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 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
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 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students in order to maximize their attendance and level of participation in our academic programs and interventions. These collaborations include the Department of Family Services, the Urban Assembly, the Jewish Board counseling services, and . Our private partners provide mentoring and internship opportunities for our students.

Budget and resources alignment

- Created time in the schedule to accommodate Advisory group meetings.
- Hired full time Dean of Students with background in Restorative Justice to implement practices and provide professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	20	15	15	0			0	0
10	15	5	25	0			9	1
11	15	23	25	20			10	1
12	11	10	9	6			6	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	We have three main ELA strategies. The first is a resource room class for students with learning difficulties who have scored low. The second is a targeted ELA Workshop class for students who have low reading/ELA levels coming in or in past semesters. Finally, we have a study hall time for students to work on specific reading/writing/HW skills. Students specifically with reading difficulties have been working with a phonics program.
Mathematics	We have created a “Math Lab” class for students who have low incoming or diagnostic scores, or students who have not earned math grades that they are capable of because of specific skill work. Also, we have a “Math Skills” class for repeating students who have not benefitted from targeted re-teaching. This class teaches a different math skill set that focuses on functionality.
Science	We have expanded our Co-Taught classes to include two sections of Living Environment. Students with low initial scores in science are often given a study hall or resource room if it is accompanied by documented learning difficulties. Other students who our diagnostics, in-class grades, or Regents exams have not serviced are placed in a secondary science class as a re-teach strategy. We have also explored on-line learning systems, science skills courses, or non-traditional science classes (for example, “Biochemistry”).
Social Studies	We have expanded our Co-Taught classes to include two sections of Global Studies. We have created a series of study halls and resource rooms to assist students with content mastery and homework completion. The study skill classes in particular are staff by some of our strongest teachers with the idea that students who have difficulty grasping tough material or focusing can benefit from the skill set and structure of experienced teachers.
At-risk Services provided by the Guidance Counselor	We have one Guidance Counselors and one School Social Worker available to assist struggling students. They provide individual and group services to students and monitor academic progress. We also have a separate College Advisor to assist students of all abilities with the college selection and enrollment process.

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Our Social worker sees at-risk students and mandated students in addition to focusing on providing specific strategies to help students be more successful in class. She works in concert with grade team coordinators to provide interventions for identified students.
At-risk Health-related Services	A Health Paraprofessional works with one student who is in a wheel-chair – he addresses the student’s health-related needs with the school nurse and addresses his academic needs in partnership with the classroom teachers. Our campus has a school nurse to help with case management for our students with acute health problems impacting their academic progress.

**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.

Urban Assembly School of Design and construction (HS M300) **Parent Involvement Policy 2011-2012**

Title I Parent Involvement Policy

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, the *Urban Assembly School of Design and Construction (HS M300)*, [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. The *Urban Assembly School of Design and Construction's (HS M300)* 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 Advisory Council, as trained volunteers and welcomed members of our school community. The *Urban Assembly School of Design and Construction (HS M300)* will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand, and
6. 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.

The *Urban Assembly School of Design and Construction (HS M300) 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 *Urban Assembly School of Design and Construction (HS M300) 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, the *Urban Assembly School of Design and Construction (HS M300)* 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

The Urban Assembly School of Design and Construction will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center 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; and
- 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

Matt Willoughby, Principal
Madhu Narayanan, Assistant Principal

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Urban Assembly School of Design and Construction (HS M300) **School-Parent Compact 2011-2012**

The *Urban Assembly School of Design and Construction* [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. The *Urban Assembly School of Design and Construction* staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- 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;

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Matthew Willoughby on September 20, 2011.

This Parent Involvement Policy was updated on October 11, 2011.

The final version of this document will be distributed to the school community on December 1, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 Jon Green	District 02	Borough Manhattan	School Number 300
School Name UA School of Design and Construction			

B. Language Allocation Policy Team Composition

Principal Matt Willoughby	Assistant Principal Madhu Narayanan
Coach Allison Brady	Coach type here
ESL Teacher Sheilla Arias	Guidance Counselor Kimberly Bray
Teacher/Subject Area Meredith Matson, Social Studie	Parent Abigail Sohmer
Teacher/Subject Area Brittany Klimowicz, Science	Parent Coordinator Jazmin Delacruz
Related Service Provider type here	Other type here
Network Leader Jon Green	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	444	Total Number of ELLs	49	ELLs as share of total student population (%)	11.04%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. ELL Identification: When a student enters our school, we first administer the Home Language Identification Survey (HLIS). Either our ESL Teachers (Sheilla Arias or Majrana Lavrencic) or Assistant Principal (Madhu Narayanan) administers this survey. After that, if we determine the student is lacking in English proficiency we conduct an informal oral interview. For students who don't speak English at home or who's informal language demonstrates low English proficiency, we administer the LAB-R exam within the first ten days of admittance (if the home language is Spanish, we administer the Spanish LAB-R). We have not been showing students new to the DoE the welcome video or giving a choice letter, but are beginning that step this year. We also can speak with Spanish speakers in Spanish as necessary. The pedagogues listed above are the ones carrying out all procedures described here. The exam sheet is given to the Assistant Principal, who then submits the exam on the given dates. We administer the NYSESLAT to all ELL-identified students beginning in April. We start with speaking portion, then move on to the other portions on a full day (if needed) exam. These scores are used to determine placement in the following year.
2. All steps in this section are carried out by Madhu Narayanan (Asst Principal), Sheilla Arias (ESL teacher), Marjana Lavrencic (ESL Teacher, and Jazmin Delacruz (ESL Teacher). We use our parent-orientation and Curriculum night in September to inform parents about our ESL program. During parent-teacher conferences, we ensure that parents have a chance to meet with the ESL department. We use our parent coordinator and other office staff to ensure that parents are able to communicate with other content teachers, or, if needed we connect with the DoE translation services. We are sending home continuation letters to parents. During our first ESL Parent Orientation, parents will learn about our program offerings. New admits to the DoE learn about the different ESL service options when they first arrive as part of the intake process. Though we don't offer bilingual programs, we can help students find the right program in the city. We will start keeping a list of parents who prefer a bilingual program. If that number exceeds 20, we will need to hire a bilingual teacher.
3. We have not sent entitlement letters to students in the past; instead, we have just placed students in the appropriate ESL class based on their previous NYSESLAT scores and what we know of a student's English ability. Moving forward, we will send entitlement letters to all ESL students and keep a copy in the cumulative records. This will be done by Jazmin Delacruz and Madhu Narayanan.
4. Because we are a small school, we offer a limited range of ESL programs. We make decisions about ESL programs based on conversations with students' teachers, parents, guidance counselor, and administration to determine the proper placement of a student. We base our decision on students' NYSESLAT scores, their proficiency in reading and writing, their performance in content area classes, and teacher evaluations. Parent Coordinator Jazmin Delacruz is sending continuation letters to parents of ELLs. We will keep a copy of the sent letter in the students cumulative records folder.
5. We have started to keep a waiting list of parents who choose a bilingual program. We have not kept any records in the past of the desires of new parents. Madhu Narayanan will maintain the list; if over 20 parents have opted for a bilingual program, the LAP team will meet and plan to hire a new teacher and change our ESL program to accommodate the demand. Our upcoming parent orientation will be an opportunity to include parent voice in the structure of the ESL program. This will be led by Marjana Lavrencic and Sheilla Arias.
6. We have not solicited parent requests in the past. Now that we are aware of the process and the need to offer (and document) parent

choice, we will keep a waiting list - maintained by Madhu Narayanan - of parents who opt for a bilingual program. Our LAP team has met and reviewed the process for interviewing new students. At our upcoming parent orientation, we will describe the different ESL classes we offer and give parents an opportunity to share their views on our current structure. Because we are a small school, we only offer limited program models (push in, pull out, as needed). We will continue to refine our interview process to take parent preference into heavy consideration. For students and families that don't find our program offerings aligned with their needs, we refer students to enrollment.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										17	11	15	6	49
Total	0	0	0	0	0	0	0	0	0	17	11	15	6	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	16
SIFE	6	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	22

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	17		1	10		4	22		9	49
Total	17	0	1	10	0	4	22	0	9	49

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										1				1
TOTAL	0	1	0	0	0	1								

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
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	9	15	6	43
Chinese												1		1
Russian														0
Bengali														0
Urdu											1			1
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian										1	1			2
Other										1				1
TOTAL	0	15	11	17	6	49								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. We use a variety of instructional delivery techniques to meet the needs of our ELLs. As a new and growing ESL department, we have experimented with several approaches and have found that different techniques are appropriate in different contexts. Our first major change was to program our ELLs students based on their proficiency in English rather than their grade level. This may seem like an obvious step, but before we expanded the ESL department and prior to the new administration, this was not the case. Similarly, we have now begun to vigorously implement our push-in model by targeting classes where struggling ELLs are located, not just limiting our push-in to English classes but also other content areas.
 - a. We use a leveled intervention to target students of different proficiencies. As we are a small school, this has required significant programmatic innovation that allows our student schedules to cut across and through their grade-based programming. Thus, we now have mixed classes of beginning, intermediate, and advanced students.
 - b. Our ESL teachers supplement their class time with push-in instruction. We have scheduled this such that teachers are not limited to working in Literacy classes but now are seeking out content classes where students have traditionally struggled. When appropriate, an ESL teacher will use a pull-out approach, especially when a cohort of ELLs are working on a similar project but are struggling with ESL-specific challenges.
2. We have organized our staff such that the ESL department has significant time and resources to plan appropriate interventions. Their push-in time is targeted to the level of students so that each student level (beginner, intermediate, and advanced) are receiving the appropriate amount of instruction. Furthermore, we have housed the ESL department within the ELA department. This allows best practices from all of our literacy teachers to be shared with the ESL department, and it allows ESL teachers to share strategies with the rest of the department. Each class meets for 50 minutes, five days a week. All ESL students are in both an ESL class and an ELA course that is supported by the our ESL teachers (Arias and Lavrencic) for a total of between 450 and 500 minutes per week of instruction.
3. Our content areas are delivered through a variety of mainstream instructional techniques supplemented with ESL strategies. ELLs are placed in these classes as mainstream students, and they receive additional support through push-in support and in their daily ESL class. In the ESL classes, Ms. Arias and Ms. Lavrencic work hard and use several supplemental lessons and strategies to develop the English proficiency of our students. Some examples: listening to ELA readings on a "Books on Tape," writing personal autobiographies and presenting to their class, creating a timeline of their life, researching and creating a travel brochure for their home country, writing and revising paragraphs, using Rosetta Stone to develop basic English skills, doing Grammar drills. We are exploring using after-school supplemental instruction to strengthen content mastery. Our ESL department is also considering a professional development session for content teachers to go over instructional strategies that work with ELLs.
4. Depending on the students, we will allow them to answer content questions in their native language. We try as much as possible

A. Programming and Scheduling Information

to push our ESL students to respond in English, but when we feel that the quality of their responses is significantly affected by their ability to express themselves in English, we offer the option of answering in their Native Language (when we have a translator available). Outside of this, we push our students to answer in English.

5. We differentiate our ESL subgroups based on their NYSESLAT data. Our SIFE population allows us to create programs that do not target them specifically. Rather than make programmatic decisions based on length of ESL services, we believe that services should be based on proficiency; because of this, a student who has low proficiency in English but has been receiving services for many years will be placed alongside students who may only be here recently but are at a similar proficiency. Likewise, recent students who are proficient will be serviced as such. For us, our philosophy across content areas and student levels depends on “meeting students where they are at.” This means that we address mastery skills, not years of service. For special needs students, that is, students with IEPs, we make a determination to either combine our ESL services with a resource room class and Collaborative Team Teaching classes, or we will program a student to be in push-in classes. Either way, we ensure that their ESL minutes are fulfilled and their IEP recommendations are received.

a. For SIFE Students we start with a diagnostic exam, then meet with parents to determine strengths and weaknesses. We then put them in the appropriate ESL class and try to complement content classes with pull-out and push in instruction. SIFE students are allowed extended time in ESL courses to develop basic English Skills.

b. Newcomers are given the LAB-R and our own diagnostic before being placed in the appropriate ESL class. We have successfully piloted an after school ELA prep class that benefits newcomers. Depending on the student's ability, our newcomers are "doubled up" in multiple ESL classes and might even take more than one English course. This allows students to access English at different entry points and provides extra support. Beginners might be in a Freshman English class, a beginning ESL course, and an age-appropriate English course with ESL support.

c. ELLs with 4-6 years follow a similar program as that above, though we will likely deprioritize them for the Regents Prep class.

d. We try our best to wean long term ELLs off their services. In particular, we back off on the push-in support and really prepare doggedly for the NYSESLAT exam. For many of these students, we have found that low english proficiency is combined with low academic skills in general; by pooling them with our other school-wide supports (study halls, remedial classes, small group instruction) we feel we can catch them up again.

e. For ELLs with special needs we prioritize their IEP demands before addressing ESL concerns programtically; however, instructionally we strive to address both needs equally. This can mean a specific resource room coupled with push in instruction, for example. Our common department and grade team meeting times also allow content teachers, special education teachers, and ESL teachers to all be in the same room so student specific strategies and needs assessments can be compiled.

6. ELLs who are all SWDs are given the same resources any SWD would receive, including access to SETSS and CTT settings. In addition, they are enrolled in our ELL support classes. In cases where we feel a student has advanced English skills we make place them in an "intermediate" writing class to wean them off ELL support services. ELL-SWD students are given the ESL services to which they are entitled, though the SpEd services might be programmed first.

7. Our biggest scheduling accomodation is creating a schedule where every student can have an ELL support class at least 4 times a week and usually 5 times a week. We have worked hard to create a program where students can be in a support class and still be in the same content and mainstream classes. Additionally, we have made staffing and budgetary decisions so that we can support as many CTT classes as possible; our CTT offerings have doubled in the past year.

Courses Taught in Languages Other than English

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

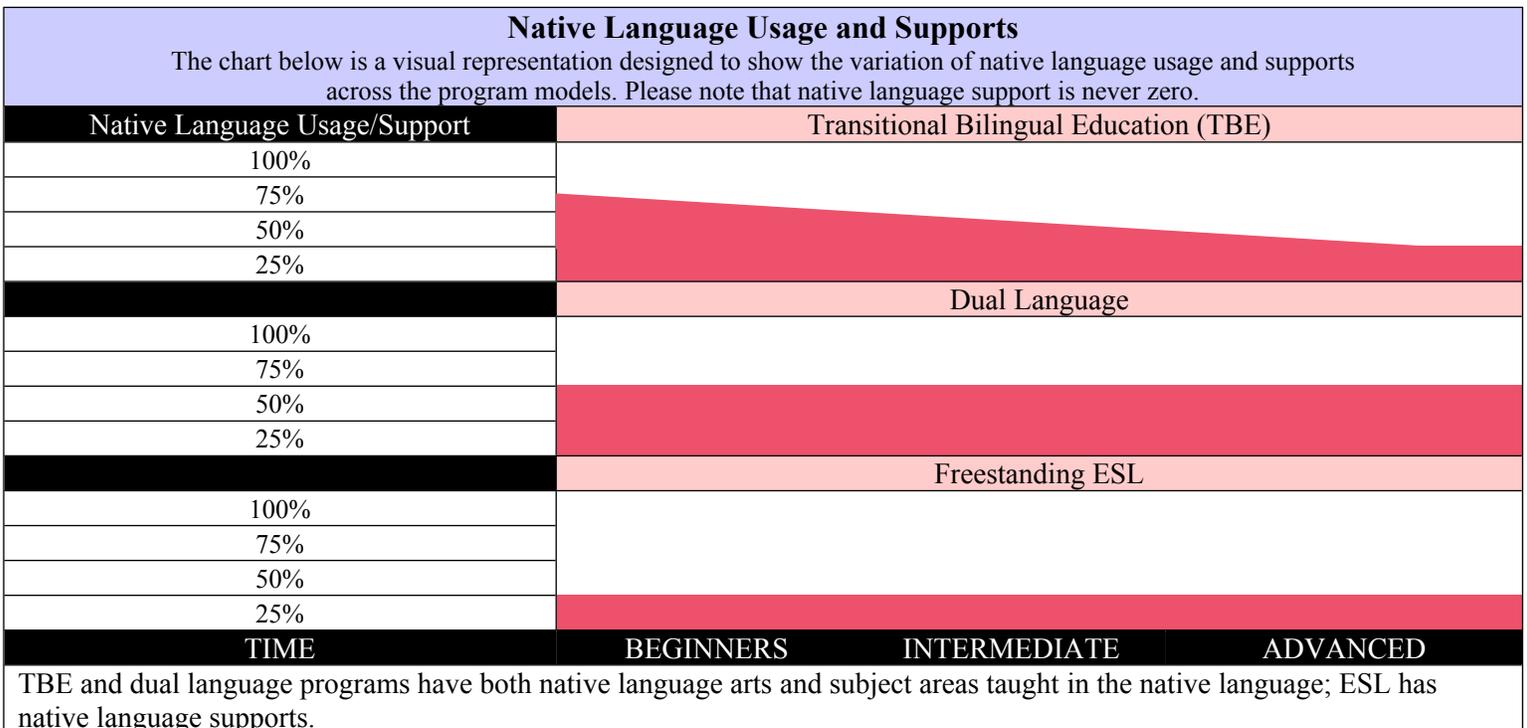
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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

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



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

8. All of our interventions are in English - we do not offer dual language interventions. They can range from group interventions like small group instruction and pull-out services to more student specific recommendations like a change in schedule to match a student with other ELLs or a particularly strong teacher with ELL skills. Other strategies include using books on tape to supplement reading, differentiated audiotapes to develop listening skills, using graphic novels or modified texts to teach high level texts (like Shakespeare) in a rigorous manner, grammar-focused lessons and a spiraling grammar curriculum, and school wide writing convention program. In Science and Social Studies, we have used push-in and pull-out instruction, after school supplemental services, and our content teachers (Mr. Yarish and Ms. Klimowicz) have worked to incorporate ELL strategies. Our Math Department has not addressed ELL services specifically and is an area for improvement.

9. For ELLs who transition into mainstream classes – those who pass the NYSESLAT exam – we keep the ESL departmental services open to them. For example, if a student needs help in a certain class, they are welcome to stop by for one-on-one instruction in that area. They also are offered a grammar and college writing class that emphasizes basic writing conventions. This class has been popular as its content helps in all classes. They do not receive test accommodations on Regents Exams if they have tested out of ESL services by passing the NYSESLAT. In-class testing accommodations are up to specific teachers.

10. We are going forward with purchasing licenses to Rosetta Stone for our lowest level ELLs. We are hoping to create time during the day for our students to access this valuable learning tool. From last year, our new leveled reading library has increased the offering of books to our students.. Our hope is to get students interested in classic texts by offering the appropriately leveled readings of them. We have ramped up our use of technology in the ESL classes to promote writing with spell check and translation services on our new netbook laptop computers. We have also coordinated with the ELA department to provide support texts for the ELA course. These texts – for example, a “simplified” Romeo and Juliet and a graphic novel version of Greek classics – will make content accessible to students.

11. We have year done away with our “grade-based” ESL classes and will complete our move to the proficiency based class. We are also moving away from an early focus on NYSESLAT preparation to create more aligned ESL Support classes. Data

12. Our ESL students are eligible to take all classes that mainstream students can take. Sometimes, in the case where students have ESL and IEP services, we may have to restrict certain electives (Gym is usually the first one we opt to remove). In addition, because we are a small school and are only able to offer courses once a day, some ESL students may not have access to certain electives because of their daily program. However, ELLs are free to participate in the wide range of activities, both curricular and extracurricular, that we offer. These include drama, electives (Chess, Shakespeare, for example), sports (baseball, girls' volleyball, basketball), field trip. We have ELLs and former ELLs represented in all of these areas. Funding is provided by Title III for afterschool supplemental work; the rest comes from our mainline budget.

13. We have recently purchased a set of notebook computers with our Title III money. We plan to use this valuable technological resource to help our students with getting their thoughts on “paper”. We have encountered several students who are reluctant to begin writing with pen and paper and have found that the computer increases participation in writing. Our Rosetta Stone licences are used specifically with beginning ESL students. This has been supplemented by a new LCD projector and sound system for the ESL Department. And, we are continuing with the growth of our listening library to support students with in-class texts that are read out loud (particularly helpful with advanced students using advanced English texts). ESL lessons have become more multi-modal and dynamic as a result. We don't use native language materials in the mainstream ELA classes, but students have access to translations and dictionaries through the ESL department.

14. As described above in several places, we do not offer dual language and bilingual programs. In our ESL program, the native language

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E. Parental Involvement

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

Paste response to questions 1-4 here

1. We have a parent association that is small and parent members on our SLT. We are working hard to increase parent involvement, particularly ELL parents, and face challenges of distance and a dispersed school community. We are holding our first ELL Parent Orientation on 11/15. We also have a parent potluck scheduled for 11/17. We use the translation office when we need to speak with someone at home other than a Spanish Speaker, or we list a family member in translating for our Albanian speakers. All of our materials that are sent home are done so in Spanish and English, and if it is an official ESL letter (like a continued entitlement letter) we send the letter in the native language.
2. Currently, we don't have partnerships with other outside agencies.
3. We use our Parent Coordinator, conferences, our Website, and frequent phone calls to keep abreast of our parent needs. We have not sent out any surveys to assess our parents' needs, though we will do so at our upcoming parent orientation. Whenever possible, we have translators available for our parents or put a call in to translation services at the DoE.
4. Our three big events - Curriculum Night, Parent-Teacher Conferences, and our Award Ceremonies - all address parent needs in a different way. Our curriculum night early in the year is a chance for parents to get a close look at what will be covered and accomplished during the year. Our conferences are chances for parents to get progress reports on their child and determine next steps to keep improving. And our awards ceremonies are chances to celebrate all that is happening at our school. We have translation services at each event. In addition, our upcoming ELL Parent Orientation will address the need of informing parents of our program structure and allow us to get feedback from our parents.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teachers attend a professional development series throughout the school-year offered by the Department of Education on how to prepare ELLs for the ELA Regents exam. In addition, content-area teachers who attended QTEL trainings last summer provide on-going support to their department regarding the use of ESL methodologies in content-area classrooms. Finally, our ESL department has attended differentiation and NYSESLAT Prep workshops.

2. We give our ESL teachers a great deal of flexibility in their program. This allows them to design an individualized program that can change as with our students' needs. Also, we are committed to ensuring small class sizes for the ESL classes. Finally, we have empowered our ESL teachers to create electives that address common deficiencies in student literacy skills.

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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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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)										4			1	5
Intermediate(I)										8	8	2	7	25
Advanced (A)										5	6	5	2	18
Total	0	0	0	0	0	0	0	0	0	17	14	7	10	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0

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.

2. We can see from the assessment data that our ESL students in general enter high school at a mid-proficiency level. Now that we have a growing ESL department in place and the data structures to examine ELL performance, we are in a position to track progress. The biggest trend that is apparent from looking at our modality data is that growth in speaking and listening is not always accompanied by growth in reading and writing. In fact, writing scores are a measure that shows students consistently score lower than on ELLs. We

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

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	12		7	
Integrated Algebra	21	0	6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3		1	
Living Environment	28		12	
Physics				
Global History and	10		7	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	4		3	
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.

2. We can see from the assessment data that our ESL students in general enter high school at a mid-proficiency level. Now that we have a growing ESL department in place and the data structures to examine ELL performance, we are in a position to track progress. The biggest trend that is apparent from looking at our modality data is that growth in speaking and listening is not always accompanied by growth in reading and writing. In fact, writing scores are a measure that shows weakness consistently from year to year with our ELLs. We have tried a number of strategies to shore up our writing - a grammar class, different structures in pull-out instruction, a school wide writing basics initiative. Another measure that is important to look at is growth in proficiency or students who have tested out of the NYSESLAT. Finally, we haven't given man LAB-R assessments, but in the limited data we have reviewed our students are weak in all areas. If a student is required to take a LAB-R, chances are that the student needs is very deficient in English and that is borne out by our experience.

3. From an examination of the modalities, clearly our focus needs to be on reading and writing. Although our beginners show a relatively lowered rate of proficiency in speaking and listening, it is clear both quantitatively from the NYSESLAT data and anecdotally from our work in the classroom that students needs help with reading and writing skills. Indeed, much of the work in department teams and in Professional Development has been building these more “test-ready” academic skills. Ms. Arias and Ms. Lavrencic are the point persons for this work in the ESL classes. Ms. Bello and Mr. Frade in our English department have led a staff-wide Professional Development (along with the rest of the department) around how to reinformce writing basics. As an example of how we are trying to target writing instruction across the board, Mr. Yarish has brought literacy into his science class by having a weekly reflection on a topic of interest.

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: UA School of Design and Constr		School DBN: 02M300	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew Willoughby	Principal		1/1/01
Madhu Narayanan	Assistant Principal		1/1/01
Jazmin Delacruz	Parent Coordinator		1/1/01
Sheilla Arias	ESL Teacher		1/1/01
Abigail Sohmer	Parent		1/1/01
Meredith Matson	Teacher/Subject Area		1/1/01
Brittany Klimowicz	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kim Bray	Guidance Counselor		1/1/01
Jon Green	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: 02M300 **School Name:** UA School of Design and Constructio

Cluster: _____ **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

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 look at our Students' home language as the main indicator of what language our students' families speak at home. Over 47% of our families speak Spanish at home. We use the Home Language Survey as well as interviews with new students to update this information. No other language has a significant number of student speakers. Because of this, all of our official documents and much of our communication - both written and at parent meetings, through phone calls, and in conferences - is translated into Spanish.

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.

Our major need is Spanish translation. We have at times made sure that paid staff is available for evening sessions where translations are needed. Our school community is aware of our translations services available, and through our parent-teacher conferences and open houses we let parents know about our efforts to reach every parent.

Part B: Strategies and Activities

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

Our school provides translation for parents when meeting with teachers and staff. There are several members on staff who speak Spanish, and we have translators at our Parent Association meetings as well as at our Parent Teacher conferences and other major events. Sometimes, we enlist students to help parents with non-confidential communications. We also have made the phone number for translation services available to all our staff and use this DoE service when a parent speaks another language at home.

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.

As mentioned above, we have several staff members who speak Spanish, and in cases where another language is needed we make use of the translation services through the DoE. Parent and student volunteers are also used at times.

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>.

All of our events and documents that are sent to parents are translated into Spanish, and because less than 1% of students have a home language other than Spanish or English, we offer these translations upon request. Still, we make it clear that all parent events are open to every parent and we will use the Translations unit accessible to all parents. We have set up meetings specifically for parents of LEP students to welcome them to our school and make sure all communications are clarified. We provide fully translated documents in any of the nine covered languages upon request.AsAs

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:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The afterschool instructional program for ELLs will consist in two supplemental classes implemented in a team teaching model by one certified ESL teacher (Ms. Arias) and a Science teacher (Ms. Brittany Klimowicz). Title III instruction will take place for two 1 hour sessions for each group, twice a week, on Mondays and Thursdays, from 3:15 to 4:15 PM, for 20 weeks, between December 2011-June 2012. The targeted ELL subgroups are ELLs at Beginner and Intermediate proficiency levels on the NYSESLAT, in grades 9-11 and a few 12th grade students who also need to pass the English Regents examination. Our current pass rates for in the Living Environment and ELA Regents exams for ELLs is low (43% and 58%, respectively). Our hope is that this targeted intervention will improve that number.

ESL through Science After school Program: This program is team taught by an ESL (Ms. Arias) and a Science (Ms. Brittany Klimowicz) teacher. Our goal is to increase achievement of ELLs in content areas, especially in Science. Many of ELLs struggle to access the learning in content classes such as Social Studies and Science. By providing well-thought out content enrichment designed and applied in collaboration via team teaching with our content teachers, we hope our ELLs will find better success in the content classes. Because we have found many of our Title III students struggle in their content areas, we are exploring a program that will make content classes (science) more accessible to our ELLs. One ESL teacher will team teach with Science teacher. Together, they will create new pathways for ELLs to access the content. This will happen through games, hands on exhibits and experiments, and introductions to high interest/low level materials

We plan to support both of these initiatives with supplies including nonfiction books, dictionaries and small portable notebook computers that will allow ELLs to research, develop projects and do reading, writing and internet-based research. Title III funding will allow us to acquire quality texts to use with our programs, a set of 4 laptops exclusively for our ELL students to use afterschool program to for essay writing , editing, research, and project development. The Title III program will allow teachers a space to explore new professional ideas in ELL instruction and apply research based strategies studied in the ELL Study group.

ESL/ELA After school Program: Our Title III program is designed to target two needs in our ELL population. The first is preparation for the NYSESLAT. We have found that our in-school instruction needs to be supplemented in order to allow ELLs to accelerate development of academic English leading to improved performance on the NYSESLAT. Part of the program will be supporting ELLs with NYSESLAT. NYSESLAT. We are targeting beginning and intermediate ELLs to give them explicit preparation for the exam, a support that many of our students have not received in the past. This will be supported by NYSESLAT prep books.

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: Professional Study Group: Our three Title III teachers, currently our two ESL teachers (Ms. Marjana Lavrencic and Ms. Sheilla Arias) and the Science teacher (Ms. Brittany Klimowicz) - will meet once a week for 4 one hour sessions for 4 weeks in February – March, to study and discuss recent research into ELL instruction. We have scheduled time after school on Mondays, to explore: How to Help Students succeed Across Content Areas and Word Wise & Content Rich: Five Essential Steps to Teaching Academic Vocabulary. Participants will implement the new strategies and will enhance their Title III curriculum based on their study.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Two teachers in the Title III program (ESL and Ms. Klimowicz and Ms. Meredith Matson) and the Parent Coordinator will provide six 1-hour workshop series once a month in the evenings, December – June, 2011 to engage 30 ELL parents and inform them of educational opportunities for their children. Traditionally, this has been a group of parents that have been alienated by public schools; we hope to take this opportunity to create a space where parents can learn about our school, the programs offered, and ways to prepare their students for future success. Topics include: Supporting Your ELL child in the Title III program, College Readiness for ELLs, How to Best Prepare for the NYSESLAT and Fostering Diverse Cultures in the English Speaking World. Snacks will be provided for the parent engagement activities. We have already had our first meeting (11/15/2011) of the year as a welcoming session and introduction to our ESL program.?????

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	\$15,166.74	Afterschool Instructional Program

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.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		3 teachers x 22 weeks x 4 hrs x 49.89 = \$ 13,170.96 Professional Development : Study Group 3 teachers x 4 hrs x \$49.89 = \$ 598.86 Parent and Community Involvement 2 teachers x 7 sessions x 2 hrs = \$ 1396.92
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3,680.00	Afterschool Instructional Program 3 Laptop computers \$ 1,500 Afterschool Instructional Program 3 Laptop computers \$ 1,500 Science Enrichment materials: \$950.00 To include: cell models, Regents practice games, flashcards, Traits Genetics Kit, study cards, Mastery Flip Chart, and Life Science visual learning guides. Selection of fiction/non-fiction paperbacks = \$ 1000.00 To include: 4 different leveled Shakespeare plays, Leveled short

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.
		<p>stories, leveled 9th, 10th, 11th and 12th grade classic texts (ie: Jane Eyre, Anne Frank, Huckleberry Finn, The Gift of the Magi, White Fang etc. Also Selected audio books for review purposes. English grammar, writing and reading workbooks.</p> <p>Professional Development : Study Group</p> <p>Books:</p> <p>How to Help Students succeed Across Content Areas (ISBN-978-0-325-01136-3) \$23 x 4 = \$92</p> <p>Word Wise & Content Rich: Five Essential Steps to Teaching Academic Vocabulary (ISBN-978-0-325-0138204)</p> <p>\$21 x 4 = \$84</p> <p>Total including shipping and handling \$230</p>
Educational Software (Object Code 199)		
Travel		
Other	\$500	Parent and Community Involvement:

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.
		Snacks for parent activities = \$ 500
TOTAL	\$19,346.74	