



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 136Q – ROY WILKINS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q136

PRINCIPAL: MS. TANYA S. T. WALKER

EMAIL: TWALKER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. LENON C. MURRAY

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
Ms. Tanya Walker	*Principal or Designee	
Ms. Kenya Purvis	*UFT Chapter Leader or Designee	
Ms. Shelly Jackson	*PA/PTA President or Designated Co-President	
Ms. Ramella Hargrove	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ms. MaryHelen Holcombe	CBO Representative, if applicable	
Ms. Kemaleeka Davidson	Member/Teacher	
Ms. Lorraine Powell	Member/Teacher	
Ms. Sharlina Goveia	Member/Parent	
	Member/Parent	
	Member/	
	Member/	
	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

Annual Goal #1—Increased ELA Performance

- Students in Grades K-2 will demonstrate a ten percent (10%) increase of students meeting or exceeding benchmarks as measured by Fountas and Pinnell Independent Reading Levels and assessments by June 2012, while students in Grades 3-5 will demonstrate a 3% increase in their ELA performance as measured by the 2012 English Language Arts Exams in April 2012.

Comprehensive Needs Assessment

In conducting a comprehensive review of the school's educational program, we examined student performance trends in all ELA. The findings are detailed below.

ELA (Grades K-2)

50% of our students in Grades K-2 are reading on or above grade level as measured by the Fountas and Pinnell Assessments. Similarly, nearly half of all students are demonstrating proficiency in the areas of phonemic awareness, fluency, letter recognition, sight words, spelling and comprehension. Teachers are making a great effort to examine the Common Core Learning Standards, as well as to unpack and implement the literacy tasks necessary for entry into CCLS. Through observation of classroom instruction, we are working on professional development to improve the level of questioning, engagement and overall culture for learning. We are also conducting professional development to improve small group instruction in all K-2 classrooms to help raise the level of achievement, and especially the transition for students into Grade 3.

ELA (Grades 3-5)

In terms of literacy for Grades 3-5, we have experienced an increase in students meeting exceeding proficiency level on the NYS ELA scores for 2011 in comparison with the scores for 2010.

Grades	Percentage of Students Meeting or Exceeding Proficiency (Levels 3 and 4)	
	2010	2011
3	19	54
4	23	46
5	26	38
School	23	46

Approximately 46% of all students in grades 3-5 are reading on or above grade level in ELA. This is an increase of nearly 20 percent over the previous school year. However, we are still striving to greatly improve the number of students meeting or exceeding proficiency levels in English Language Arts. Teachers in these grades are also examining Common Core Learning Standards, as well as unpacking and implementing sample CCLS tasks in ELA and Mathematics. Through observations we also realized the need for additional time spent on small group instruction within the Reading and Writing instructional periods. We also found the need to focus on strategies for effective questioning, techniques for engaging students in learning and creating a culture for learning within the classroom.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teacher teams will meet to analyze student work and determine student outcomes using consistent rubrics
 - b) Instructional plans will be modified/enhanced for student subgroups and targeted individual students
 - c) Student independent reading levels will be tracked as an indicator of progress toward mastery of the ELA Common Core Standards
 - d) 100% of our classroom teachers in Grade K-5 will have common preps each day, at least one of which is designated for planning each week.
 - e) Administrators of Grades K-5 will have identified areas of curriculum and supervision through the 2011-12 school year to facilitate conversations about raising performance levels
 - f) All classroom teachers in Grades K-5 will be provided with opportunities to meet administrators and /or coaches to review individual/class data, develop next step plans, share best practices from Professional Development to improve student performance
 - g) Special emphasis and professional development support sessions are conducted by administrators, staff developers, guidance counselors, and teacher leaders throughout the 2011-12 school year.
 - h) Inter-visitations, demonstration lessons, and other professional development activities will be conducted monthly by teachers, administrators and staff developers to view best practices raising the level of student performance
 - i) Teacher teams will meet weekly to examine student work and practice strategies to align lessons with Common Core Learning Standards and improve the overall level of student performance

- Staff and other resources used to implement these strategies/activities:
 - a) There are no additional budget costs in relation to staffing and/or training
 - b) Ongoing Professional development is in place via demonstration lessons, inter-visitation, sessions and in-house workshops, as well as off-site professional development
 - c) Team teacher meetings and intermittent Professional Learning Team meetings are built into the schedule for each teacher weekly

- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - a) Professional development sessions regarding CCLS sample tasks and other planning sessions have conducted discussion regarding the need and relevance of using formal and informal pre and post assessment data to evaluate the effectiveness of techniques and strategies. Teachers will monitor the assessment data throughout the school at interim progress points. This decision making will be done during common planning times, teacher team meetings, professional learning team meetings and or grade level meetings. All decisions will factor in the goal of increasing overall performance levels for all students.

- Timeline for implementation

a) All professional development activities, planning sessions, CCLS sample task implementation lessons, strategies and activities will be conducted as follows:

Timeframe	Activities
Fall 2011	<ul style="list-style-type: none"> • Professional Development/ Unit Planning for September -December • Opening Conference , goal setting and ongoing review of CCLS • Ongoing Teacher Team Meetings to examine student work • Unpacking CCLS Sample Units, Planning of Pre-Assessments • ELA ITA assessments are administered, • Pre-Assessment Administered for CCLS Sample Tasks • Initial Data from Fountas and Pinnell Assessments and Acuity are analyzed • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards
Winter 2011-12	<ul style="list-style-type: none"> • Continued Teacher Team Planning for CCLS Task Implementation • CCLS Task is Administered • Analysis of Student work for ELA --CCLS Sample Tasks • Teacher Teams continue to meet to examine student work on CCLS sample tasks • Kindergarten Administers Fountas and Pinnell Assessments • ELA Predictive is Administered, • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Continued tracking and analysis of student data in ELA
Spring 2012	<ul style="list-style-type: none"> • 2nd ITA in ELA for Grades 3-5, • Teacher Teams continue to meet to examine student work on CCLS sample tasks • Kindergarten Administers Fountas and Pinnell Assessments

Strategies to increase parental involvement

- Our school will employ strategies to increase parental involvement such as:
 - a) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - b) 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;
 - c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - d) providing assistance to parents in understanding City, State and Federal standards and assessments;
 - e) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - f) 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)

- All of our teachers are highly qualified at this time, some strategies we will employ to maintain highly qualified teachers are:
 - a) providing differentiated opportunities for professional growth such as in-school workshops, out of school workshops, inter-visitation, demonstration lessons, professional learning teams, common planning sessions, teacher teams
 - b) providing parents teachers with a nurturing working environment where high expectations, goals, high achievement and professionalism is modeled by administration, encouraged for teachers and rewarded routinely
 - c) fostering a community of professional growth and learning for all educators

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve our goals through:
 - a) Mayor's Task Force on Chronic Absenteeism and Truancy (participation to ensure that every child comes to school every day)
 - b) Nutrition team to give information about eating healthy foods
 - c) Asthma workshops to help students stay healthy and manage asthma
 - d) Guidance programs (Student Council, various clubs to help students adjust socially to school)
 - e) SASF Afterschool Program (to help students with extra-curricular activities in a safe afterschool environment)

Budget and resources alignment

- a) Teacher teams will be provided with common planning times to do the work aligned to the Common Core Learning Standards
- b) Grade teams have common preparation periods daily to facilitate lesson and unit planning
- c) Professional learning team meetings are scheduled and used to analyze data and plan instruction accordingly
- d) Administrators and the Literacy coach provides professional development in effective questioning techniques, student engagement and

cultivating and environment for learning

- e) The Guidance Counselor , administrators and coaches provide socio-emotional support for students such as student council, clubs, etc.
- f) The afterschool program charges a nominal fee for participation

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2—Increased Mathematics Performance

- Students in Grades K-2 will demonstrate a ten percent (10%) increase of students meeting or exceeding benchmarks as measured by monthly Everyday Math Unit Examinations by June 2012, while students in Grades 3-5 will demonstrate a 3% increase in their Mathematics Performance as measured by the 2012 New York State Mathematics Exams in April 2012.

Comprehensive Needs Assessment

Comprehensive Needs Assessment

In conducting a comprehensive review of the school's educational program, we examined student performance trends in Mathematics. The findings are detailed below.

Mathematics (Grades K-2)

Over 50% of our students in Grades K-2 are meeting grade level benchmarks for mathematics as measured by the Everyday Math Unit Assessments. Similarly, nearly half of all students are demonstrating proficiency through classroom observation and assessments involving number sense and operations, measurement, problem solving, statistics and other mathematical strands . Teachers are making a great effort to examine the Common Core Learning Standards for mathematics, as well as the Eight Mathematical practices (in order to raise the level of math instruction within the classroom, and to be able to successfully administer the math tasks necessary for 2011-12 entry into CCLS. Through observation of classroom instruction, we are working on professional development to improve the level of questioning, engagement and overall culture for learning in mathematics. We are also conducting professional development to improve small group instruction in all K-2 classrooms to help raise the level of achievement, and especially the transition for students into Grade 3.

Mathematics (Grades 3-5)

In terms of Mathematics for Grades 3-5, we have experienced an increase in students meeting exceeding proficiency level on New York State Mathematics Exam scores for 2011 in comparison with the scores for 2010.

<i>Grades</i>	<i>Percentage of Students Meeting or Exceeding Proficiency (Levels 3 and 4)</i>	
	<i>2010</i>	<i>2011</i>
3	26	49
4	42	46
5	43	51
<i>School</i>	37	49

Approximately 50% of all students in grades 3-5 are meeting proficiency levels in mathematics as evidenced by the New York State Mathematics

Exam. This is an increase of nearly 20 percent over the previous school year. Teachers in these grades are also examining Common Core Learning Standards, as well the eight mathematical practices to prepare for unpacking and implementing sample CCLS tasks in Mathematics. Through observations we also realized the need for additional time spent on small group instruction within the Mathematics instructional periods. We also found the need to focus on strategies for effective questioning, techniques for engaging students in learning and creating a culture for learning within the classroom. Our gains in Mathematics have been slowing to a halt, and we are re-focusing our efforts to raise student performance levels.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) 75 minutes of Everyday Math is scheduled for each class daily, including differentiated small group instruction
 - b) Math manipulative pieces will be accessible in all classrooms to assist with differentiation and hands on learning
 - c) Math vocabulary instruction will be evident in all classrooms via charts, word walls and teacher/student interactions.
 - d) At-risk students will receive academic intervention services in Mathematics
 - e) Teacher teams will meet to analyze student work and determine student outcomes using consistent rubrics
 - f) Instructional plans will be modified/enhanced for student subgroups and targeted individual students
 - g) A math cluster period has been created to give additional support to students in Mathematics across grade levels
 - h) Extended day sessions will focus on Academic Intervention Services for students identified for the area of mathematics
 - i) Student strengths and difficulties will be tracked through Everyday Math conference notes and indicator checklists
 - j) 100% of our classroom teachers in Grade K-5 will have common preps each day, at least one of which is designated for mathematics planning each week
 - k) All classroom teachers in Grades K-5 will be provided with opportunities to meet administrators and /or coaches to review individual/class data, develop next step plans, share best practices from Professional Development to improve student performance in Mathematics
 - l) Professional development support sessions are conducted by administrators, staff developers, guidance counselors, and teacher leaders throughout the 2011-12 school year in the area of mathematics.
 - m) Teachers will participate in inter-visitation sessions, demonstration lessons, and other professional development activities to focus on best practices for raising the level of student performance
 - n) Teacher teams will meet weekly to examine student work and practice strategies to begin aligning lessons with Common Core Learning Standards and improve the overall level of student performance
- Staff and other resources used to implement these strategies/activities:
 - a) There are no additional budget costs in relation to staffing and/or training
 - b) Ongoing Professional development is in place via demonstration lessons, inter-visitation, sessions and in-house workshops, as well as off-site professional development
 - c) Team teacher meetings and intermittent Professional Learning Team meetings are built into the schedule for each teacher weekly
- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - a) Professional development sessions regarding CCLS sample tasks and other planning sessions have conducted discussion regarding the need and relevance of using formal and informal pre and post assessment data to evaluate the effectiveness of techniques and strategies.

Teachers will monitor the assessment data through out the school at interim progress points. This decision making will be done during common planning times, teacher team meetings, professional learning team meetings and or grade level meetings. All decisions will factor in the goal of increasing overall performance levels for all students.

- Timeline for implementation
 - b) All professional development activities, planning sessions, CCLS sample task implementation lessons, strategies and activities will be conducted as follows:

Timeframe	Activities
Fall 2011	<ul style="list-style-type: none"> • Professional Development/ Unit Planning for September -December • Opening Conference , goal setting and ongoing review of Common Core Learning Standards • Ongoing Teacher Team Meetings to examine student work in Mathematics • Mathematics Acuity ITA 's are administered, • Initial Data from Everyday Math Assessments and Acuity are analyzed • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Daily Small Group Instruction conducted in Mathematics • Academic Intervention Services begin for support in Mathematics (Extended Day)

Winter 2011-12	<ul style="list-style-type: none"> • Continued Teacher Team Planning for CCLS Task Implementation • Unpacking CCLS Sample Units for Mathematics, Planning of Pre-Assessments • Analysis and examination of student work for Mathematics in preparation for CCLS Sample Tasks • Ongoing data from Everyday Math Assessments and Math Acuity are analyzed • Mathematics Predictive is Administered for Grades 3-5 • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Continued tracking and analysis of student data in Mathematics
Spring 2012	<ul style="list-style-type: none"> • 2nd ITA in Mathematics for Grades 3-5, • Pre-Assessment Administered for CCLS Sample Tasks • CCLS Sample Task in Mathematics is administered • Teacher Teams continue to meet to examine student work on CCLS sample tasks • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Continued tracking and analysis of student data in Mathematics • New York State Mathematics Exam

Strategies to increase parental involvement

- Our school will employ strategies to increase parental involvement such as:
 - a) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- b) 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;
- c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- d) providing assistance to parents in understanding City, State and Federal standards and assessments;
- e) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- f) 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)

- All of our teachers are highly qualified at this time, some strategies we will employ to maintain highly qualified teachers are:
 - a) providing differentiated opportunities for professional growth such as in-school workshops, out of school workshops, inter-visitation, demonstration lessons, professional learning teams, common planning sessions, teacher teams
 - b) providing parents teachers with a nurturing working environment where high expectations, goals, high achievement and professionalism is modeled by administration, encouraged for teachers and rewarded routinely
 - c) fostering a community of professional growth and learning for all educators

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve our goals through:
 - a) Mayor's Task Force on Chronic Absenteeism and Truancy (participation to ensure that every child comes to school every day)
 - b) Nutrition team to give information about eating healthy foods
 - c) Asthma workshops to help students stay healthy and manage asthma
 - d) Guidance programs (Student Council, various clubs to help students adjust socially to school)
 - e) SASF Afterschool Program (to help students with extra-curricular activities in a safe afterschool environment)

Budget and resources alignment

- a) Teacher teams will be provided with common planning times to do the work aligned to the Common Core Learning Standards
- b) Grade teams have common preparation periods daily to facilitate lesson and unit planning
- c) Professional learning team meetings are scheduled and used to analyze data and plan instruction accordingly
- d) Administrators and the Literacy coach provides professional development in effective questioning techniques, student engagement and cultivating and environment for learning
- e) The Guidance Counselor , administrators and coaches provide socio-emotional support for students such as student council, clubs, etc.
- f) The afterschool program charges a nominal fee for participation

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 Increased Performance Levels for Student Subgroups (Special Education, ELL's, Lowest Third and African- American Boys)

- Students in our identified sub groups, including Special Education, English Language Learners, Lowest Third related to overall performance and African-American Boys, will demonstrate a 5 percent increase in the number of students meeting and exceeding proficiency levels on the New York State ELA and Mathematics exams by June 2012

Comprehensive needs assessment

After conducting our review, we observed the following:

The data sets indicate that we can raise the overall performance levels of the students in our school by closing the achievement gaps of our subgroups, specifically Special Education and English Language Learners. Although we have made gains from the previous year for all students, data shows that we must work more efficiently to help students with IEP's and English Language learners become proficient in ELA and Mathematics.

New York State English Language Arts Exam--2011 (332 Students Tested in All)

<i>Student Group or Subgroup</i>	<i>Number of Students Tested</i>	<i>Percentage of Students Meeting or Exceeding Proficiency</i>
<i>General Education</i>	279	46
<i>Special Education</i>	53	25
<i>English Language Learners</i>	11	27

New York State Mathematics Exam--2011 (335 Students Tested in All)

<i>Student Group or Subgroup</i>	<i>Number of Students Tested</i>	<i>Percentage of Students Meeting or Exceeding Proficiency</i>
<i>General Education</i>	282	49
<i>Special Education</i>	53	38
<i>English Language Learners</i>	12	33

Similarly, data from our 2011 School Report card indicates that although we are a school in good standing in all areas, we achieved this through a "safe harbor" provision in the area of Special Education. It is crucial that we closely examine the instructional techniques and strategies to help our Special Education students improve in both English Language Arts and Mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Increased professional development focusing on small group instruction for teacher of students in Special Education and those with IEP's
 - b) Increased professional development focusing on small group instruction for teachers of students English Language Learners
 - c) Focused professional development on strategies for vocabulary instruction to improve reading comprehension for English Language Learners
 - d) Math vocabulary instruction will be evident in all classrooms via charts, word walls and teacher/student interactions to help English Language Learners
 - e) At-risk students with IEP's will receive academic intervention services in ELA and /or Mathematics
 - f) English Language Learners will receive academic intervention services in ELA and/or Mathematics
 - g) English Language Learners will have an opportunity to participate in an afterschool program to focus on ELA and Mathematics skills
 - h) Teacher teams will meet to analyze student work and to brainstorm ways to maintain standards yet ensure students with IEP's are successful in ELA and Math
 - i) Instructional plans will be modified/enhanced for student subgroups and targeted individual students
 - j) Student subgroup data will be analyzed specifically to show trends, and to find ways to close gaps in achievement
 - k) All Special Education teachers in Grades K-5 will be provided with opportunities to meet administrators and /or coaches to review individual/class data, develop next step plans, share best practices from Professional Development to improve student performance in ELA and Mathematics
 - l) Special Education Teachers will participate in inter-visitation sessions, demonstration lessons, and other professional development activities to focus on best practices for raising the level of student performance
 - m) One teacher team will focus on examining data and student work from Special Education Students and English Language Learners
 - n) Special Education teachers will participate in professional development to delve deeply into the Common Core Learning Standards, and ensure lessons are aligned
- Staff and other resources used to implement these strategies/activities:
 - a) There are no additional budget costs in relation to staffing and/or training
 - b) Funds are allocated for an afterschool program for English Language Learners
 - c) Ongoing Professional development is in place via demonstration lessons, inter-visitation, sessions and in-house workshops, as well as off-site professional development
 - d) Team teacher meetings and intermittent Professional Learning Team meetings are built into the schedule for each teacher weekly

- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - a) Professional development sessions regarding CCLS sample tasks and other planning sessions have conducted discussion regarding the need and relevance of using formal and informal pre and post assessment data to evaluate the effectiveness of techniques and strategies. Teachers will monitor the assessment data though out the school at interim progress points. This decision making will be done during common planning times, teacher team meetings, professional learning team meetings and or grade level meetings. All decisions will factor in the goal of increasing overall performance levels for all students.

Timeframe	Activities
Fall 2011	<ul style="list-style-type: none"> • Professional Development/ Unit Planning for September -December • Opening Conference , goal setting and ongoing review of Common Core Learning Standards • Ongoing Teacher Team Meetings to examine student work from students with IEP's and English Language Learners • ELA and Mathematics Acuity ITA 's are administered, • Initial Data from Fountas and Pinnell and Everyday Math Assessments and Acuity are analyzed with a focus on data from subgroups • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Daily Small Group Instruction conducted in Mathematics • Academic Intervention Services begin for support in Mathematics (Extended Day)

Winter 2011-12	<ul style="list-style-type: none"> • Continued Teacher Team Planning for CCLS Task Implementation • Unpacking CCLS Sample Units for Mathematics, Planning of Pre-Assessments • Analysis and examination of student work for Mathematics in preparation for CCLS Sample Tasks • Ongoing data from Everyday Math Assessments and Math Acuity are analyzed • ELA and Mathematics Predictives are administered for students with IEP's and English Language Learners in Grades 3-5 • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Continued tracking and analysis of student data from Students with IEP's and English Language Learners in ELA and Mathematics
Spring 2012	<ul style="list-style-type: none"> • 2nd Instructionally Targeted Exam Administered ELA and Mathematics for students with IEP's and English Language Learners in Grades 3-5, • Pre-Assessment Administered for CCLS Sample Tasks • CCLS Sample Task in Mathematics is administered for Special Education Students and ELL's • Teacher Teams continue to meet to examine student work from Special Education and ELL's on CCLS sample tasks • Ongoing Professional Development in Small Group Instruction, Questioning, Student Engagement, Creating a Culture for Learning and Implementing the Common Core Learning Standards • Continued tracking and analysis of student data in ELA and Mathematics • New York State English Language Arts and Mathematics Exams

Strategies to increase parental involvement

- Our school will employ strategies to increase parental involvement such as:
 - a) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; students with special needs; English Language Learners
 - b) 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;
 - c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - d) providing assistance to parents in understanding City, State and Federal standards and assessments;
 - e) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - f) 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)

- All of our teachers are highly qualified at this time, some strategies we will employ to maintain highly qualified teachers are:
 - a) providing differentiated opportunities for professional growth such as in-school workshops, out of school workshops, inter-visitation, demonstration lessons, professional learning teams, common planning sessions, teacher teams
 - b) providing parents teachers with a nurturing working environment where high expectations, goals, high achievement and professionalism is modeled by administration, encouraged for teachers and rewarded routinely
 - c) fostering a community of professional growth and learning for all educators

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve our goals through:
 - a) Mayor's Task Force on Chronic Absenteeism and Truancy (participation to ensure that every child comes to school every day)
 - b) Nutrition team to give information about eating healthy foods
 - c) Asthma workshops to help students stay healthy and manage asthma
 - d) Guidance programs (Student Council, various clubs to help students adjust socially to school)
 - e) SASF Afterschool Program (to help students with extra-curricular activities in a safe afterschool environment)

Budget and resources alignment

- a) Teacher teams will be provided with common planning times to do the work aligned to the Common Core Learning Standards
- b) Funds are provided for afterschool program for English Language Learners
- c) Grade teams have common preparation periods daily to facilitate lesson and unit planning
- d) Professional learning team meetings are scheduled and used to analyze data and plan instruction accordingly
- e) Administrators and the Literacy coach provides professional development in effective questioning techniques, student engagement and cultivating and environment for learning
- f) The Guidance Counselor , administrators and coaches provide socio-emotional support for students such as student council, clubs, etc.
- g) The SASF afterschool program charges a nominal fee for participation

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	31	31	N/A	N/A	7	0	3	4
1	44	44	17	N/A	17	0	6	8
2	38	38	N/A	N/A	7	0	6	9
3	39	39	N/A	N/A	8	0	2	5
4	42	42	-	-	8	0	3	5
5	40	40	22	-	11	0	3	8
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Small Group Strategy Lessons, Small Group Guided Reading Lessons, Individual conferring, Acuity ELA Instructional Tools, Wilson "Foundations" for Grades K-2, Leveled Literacy Intervention for Grades K-2, ELA Test Sophistication Materials for Extended Day
Mathematics	Small Group Strategy Lesson, Individual Conferences, Acuity Math Instructional Tools, Test Sophistication Materials for Extended Day
Science	Harcourt Science Differentiated Activities
Social Studies	Core Curriculum Differentiated Options
At-risk Services provided by the Guidance Counselor	Group, Individual, One to One, Family Counseling, Leadership Training (Student Council), Lunch Clubs
At-risk Services provided by the School Psychologist	Group, Individual, One to One, Family Counseling
At-risk Services provided by the Social Worker	Group, Individual, One to One, Family Counseling
At-risk Health-related Services	Asthma Awareness, NYC Wellness Council Initiatives, Attendance Improvement Health Workshops for Parents

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 CFN 205	District 29	Borough Queens	School Number 136
School Name Roy Wilkins School			

B. Language Allocation Policy Team Composition

Principal Ms. Tanya Walker	Assistant Principal Ms. Teresa Wtlkinson
Coach Ms. L. Powell (ELA)	Coach Ms. V. Deshommes(Math)
ESL Teacher Ms. Z. Rahman	Guidance Counselor Ms. Dale Gibson-Wallace
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. G. Trotman
Related Service Provider type here	Other type here
Network Leader Ms. J. Joyner-Wells	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	623	Total Number of ELLs	24	ELLs as share of total student population (%)	3.85%
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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. 

At enrollment, trained school staff members meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents have to complete to show what language the child speaks at home. At PS136 we have staff members who are trained to conduct an informal interview in the native language. Our Educational assistant, Ms. A. Harris who speaks Spanish and Ms. M. Leon, School Aide who speaks Haitian Creole, conduct the translation service. By law every school must provide parents of newly enrolled ELLs' with information on the different ELL programs that are available. Because the state requires that ELLs' be placed in the appropriate program within 10 days of enrollment, getting parents this information in a timely manner is critical to getting their input. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R),- no later than 10 days after their enrollment - which is a test that establishes English proficiency level. At PS 136 our ESL teacher Zerine Rahman who speaks Bengali, Hindi and Urdu, administers LAB-R eligibility and conducts the HLIS Survey. Students who speak Spanish at home and score below the proficiency on LAB-R are administered a Spanish LAB by our educational assistant, Ms. A.Harris to determine language dominance. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. The New York City Department of Education offers three types of programs for ELL students: Transitional Bilingual, Dual Language, and English as a Second Language (ESL). The classes vary in the amount of time dedicated to English instruction.

At PS 136Q, in the Spring, each ELL is administered the NYSESLAT to determine English proficiency. A report from ATS is generated to determine all ELL students who are eligible for NYSESLAT. Each NYSESLAT test has four subtests and our school administers the subtests in the following sequence: Session 1- Speaking, Session 2 -Listening, Session 3 -Reading, and Session 4- Writing. The Speaking subtest is administered to students individually at a location separate from other students. The Listening, Reading and Writing subtests are administered to groups of students. At PS136Q we carry out standard examination procedure to make sure all test materials are secured. As soon as we receive all the test materials, we make sure both students and teachers are prepared for the Test. Our ESL teacher informs the ELLs about NYSESLAT a few days before its administration. The ESL teacher makes the announcement in such a way to increase the students' interest in the test and at the same time not cause them to become overly concerned. The ESL teacher also informs the parents/guardians about the dates and purpose of the test. Each student's performance on the NYSESLAT will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the students' English language proficiency level is classified as beginner, intermediate, advanced or proficient.

ELL students that participate in these three programs are exposed to the same curriculum as general education students. The main objective of the program is to support students in their acquisition of English. The programs' only difference is the amount of time in which instruction in English takes place. Parents select the available program that they feel is most appropriate for their child. All new students are initially screened to determine their eligibility for ELL services.

DESCRIPTION OF ENGLISH LANGUAGE LEARNERS AT P.S. 136Q

English Language Learners are defined as "pupils who by reason of foreign birth or ancestry, speak a language other than English, and either understand or speak little or no English; or score at or below the 40th percentile as determined by the Commissioner of Education on an English language assessment instrument approved by the commissioner.

Transitional Bilingual Programs provide instruction in the native language with intensive instruction in English as a second language. The program’s objective is to transition students to English as quickly as possible. Thus, it varies the percentages of native language and English instruction with a bend towards more English as the year progresses, and as the student becomes more proficient in English. Policy requires that a large concentration of same language learners on a grade level be present in a school in order for a Transitional Bilingual Program to be feasible. Currently, P.S. 136 does not meet this standard and therefore cannot offer Transitional Bilingual services.

Dual Language Programs involve students learning in two languages. The class comprises of one-half native speakers and one-half English speakers. Each group is presented curriculum in both languages. This enables native language speakers to become proficient in both languages and English speakers who are interested in studying another language the opportunity to do so. This program is not currently offered at P.S. 136 but can be made available to all ELL students whose parents desire that they participate in dual language learning.

Freestanding English as a Second Language offers instruction to ELL students solely in English. Instructors use strategic methods to assist students in acquiring English. This instruction can take place in a “push-in” setting where the ESL teacher comes into the mainstream classroom and works with the ESL students on the same lesson presented by the classroom teacher; a self-contained setting in which the ESL teacher teaches the students all subjects for the entire school day; or a pullout setting in which the ESL teacher “pulls” a selected group of students from their classroom for a designated amount of time. Intermediate and Beginner ELL students receive 360 minutes of instruction per week while Advanced ELL students receive 180 minutes per week.

PARENT ORIENTATION	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●

At PS 136 we make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. At our school parent orientations are conducted by principals and assistant principals with the assistance of ESL teacher and parent coordinator. Usually within two weeks of administering the LAB-R Exam, the ESL teacher and Parent Coordinator invite the parents of new enrollees to attend a special orientation session. We usually choose a convenient time and place for parents. We come up with an agenda for the parent orientation and organize all the materials and resources (computer, DVD player, smart boards) for the meeting. Then we send out invitations to the parents and make sure interpreters are available in the session. We also make sure refreshments are available. During the session parents sign in and the agenda is distributed, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language Learners. The Principal welcomes the parents and explains the purpose of the orientation. Our ESL teacher presents the highlights of CR Part 154 & Title III. We explain that each child has a right to placement in a bilingual program. Schools are required to create bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system’s goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs. Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement. Then parents ask questions about CR Part 154 regulations and Title III. Then we present the Orientation Video for ELL Parents with updated native language versions of the video to meet parents’ language needs. Then the parents are provided an opportunity to ask questions about available bilingual/ESL services and program models. Finally, the parents are provided with updated Parent Survey/Program Selection Form in the parent’s native language. We explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). The parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ESL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education. An annual review of Parent Survey forms reflects that, over the past several years, parents have consistently chosen a Freestanding ESL program. If future enrollment results in a greater concentration of ELL students on one grade-level, the principal will meet the need by adding a bilingual teacher to the staff.

Notifying parents and supporting parent choice

Our school is prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and other designated staff work closely with supervisors (assistant principals, bilingual coordinators), to coordinate school events for ELL parents and deliver information to them in a timely

manner. Our School ensures that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If a student Scores below proficiency on the LAB-R then we provide the student with Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. If the student scores at or above proficiency on the LAB-R then he/she receives Non Entitlement Letter. If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter. If the student scores at or above proficiency on the NYSESLAT then he/she gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Forms are stored in a secured location in the office for Parent coordinators and school staff to use the survey portion of this notification to make sure ELL parents are being reached.

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	3	4	2	2	4								17
Push-In	5	4			3	3								15
Total	7	7	4	2	5	7	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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	21	1	2	3	0	0	0	0	0	24
Total	21	1	2	3	0	0	0	0	0	24

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

INSTRUCTIONAL PLAN

At PS 136 we have ESL pull-out and Push-in programs where the ESL Students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). ESL students are grouped together according to their levels of proficiency in order to provide them with appropriate instructions. Some of our ELL students are receiving both push -in and pull -out services in order to meet CR part 154. According to push-in model our ESL teacher plans carefully with general education teachers to ensure curricular alignment. The ELL teacher focuses on the efforts students put forth to learn the academic language of each discipline. In pull out model ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. In our school we would provide ELL pull-out only during social studies and science so that the ELL teachers could work on concept development and vocabulary in those areas. Our pull-out programs that focus on teaching English through academic content and developing higher-level thinking skills make a difference because it is implemented by a high-quality teacher. Her goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point. The pull-out aspect of the model enables students to have individualized instruction in a small group environment. During the sessions, each student is able to engage in listening, speaking, reading and writing as facilitated by the ESL teacher.

Program Model:

The goals of the ESL program are as follows:

Engage all students in at least one literacy task and one math task aligned to strategically selected CCSS.

-In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

- Provide academic content-area instruction in English using ESL methodology and instructional strategies and using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards. In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided by using bilingual picture dictionaries and multicultural bilingual picture books.

In keeping with the practices of the previous administration and LAP Team, we are implementing the Three (3) Blocks Framework for Language Development. We believe that this structure is highly successful in helping students acquire English proficiency and is also flexible enough that it can be differentiated to meet individual student needs.

A. Programming and Scheduling Information

Block 1 – Language and Word Study: Its focus is on the development of the students’ word study skills. Teachers use quality literature, poetry, and texts to develop language. We rely on children hearing models of spoken language to help develop their academic language. Word study involves phonics, spelling, and vocabulary development.

Block 2 – Reading Workshop: Incorporates guided reading, independent reading, read aloud, and literature study. (Use of mini lessons)

Block 3 -Writing Workshop: It involves writing and reading on a daily basis. Students are encouraged to make the reading/writing connection.

- a. Guided Writing – teacher develops small groups to discuss various aspects of writing.
- b. Independent writing – students work individually on their own writing. Daily mini lessons are offered based on the needs of the students.

MANDATED INSTRUCTION TIME (CR Part 154)

In compliance with CR Part 154, students at the Beginner and Intermediate levels of proficiency receive 360 minutes of instruction per week while advanced students receive 180. At the beginning of the school year, the ESL teacher develops a special pullout schedule that is modified according to the needs and progress of the students. There are a total of five pullout and push-in groups which vary according to student needs. At the advanced levels of English proficiency, all ELL students in all grades receive one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week.

Plan for ELLs (4-6 years)

SAMPLE STUDENT SCHEDULE (4th GRADE)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	Reader's workshop				
8:55 - 9:05	Read Aloud				
9:50 - 10:20	Math Workshop				
10:20 - 11:05	ESL (I)	ESL (I)	ESL(I)	ESL(I)	Technology
11:05 - 12:30	Social Studies	Science	Social Studies	Science	Social Studies
12:30 - 1:20	Lunch	Lunch	Lunch	Lunch	Lunch
1:20 - 2:20	ESL (I & A)	ESL (I& A)	ESL (I & A)	ESL (I & A)	Writer's Workshop

A = Advanced
 I = Intermediate and
 B =Beginner

Plan for ELLs (Newcomers)

SAMPLE STUDENT SCHEDULE (2nd GRADE)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	Writer's Workshop				
8:50-9:35	ESL(B&I)	ESL(B&I)	ESL(B&I)	ESL(B&I)	Technology
9:35-10:20	ESL (B & I)	ESL(B&I)	ESL(B& I)	ESL (B&I)	Reader's workshop
10:20-10:40	Text Talk				
10:40 -11:20	Social Studies	Social Studies	Science	Science	Social Studies
11:20- 11:30	Read Aloud				
11:30- 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-12:50	Read Alouds				
12:50 - 2:20	Math	Math	Math	Math	Math

B= Beginner
 I= Intermediate and Beginner
 A= Advanced

A. Programming and Scheduling Information

DIFFERENTIATED INSTRUCTION

The ESL department works diligently to meet both the individual and collective needs of ELL students. Subgroups (such as SIFE and newcomers) that are in the first and second stages of language acquisition are instructed through Total Physical Response (TPR). The teacher uses body language to support verbal cues, thereby familiarizing students with basic commands. Visual aids, such as pictures, charts, graphic organizers and manipulatives are also very helpful to this group. Students in the third stage of language development (SIFE and Newcomers) participate in cooperative learning. Group discussions, role-playing and paired activities are often a part of instruction for this cluster. Small group instruction focuses on sharpening specific modalities and new concepts are delivered through scaffolding. The teacher may also bridge a student's prior knowledge with a new concept so that the student more easily understands. Modeling is used at every stage of language expansion. At stages four and five, advanced students (ELLs in year 4-6) participate in activities that require greater critical analysis. Students keep active writing journals and are encouraged to write, rewrite and edit their work. Advanced students participate in group reading and sustained silent reading. They respond critically to the literature and are prompted to create their own literary works for publication. Special needs students are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. The teacher models the action, thinks aloud, and relies on forms of scaffolding to help teach new concepts.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; include ELL materials used in content areas)?

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?

At PS 136 we use different intervention programs for ELL in ELA, math and other content areas for our ELLs in different subgroups. When our ELL teacher pushes-in to classroom during classroom lessons, she adds strategies and assistance to students. ELL's are provided vocabulary instruction prior to the units introduced in the content-area classroom. They are also given background info when needed and frequent use of manipulatives and visuals to enhance comprehension. Students use of bilingual dictionaries when applicable. Literacy is instructed in small groups at the students' instructional level. Vocabulary development and concept work is done in social studies and science in pull-out format. The math coach works with clusters of ELL students who have not passed the NYS Math Assessment at each grade level. For Math, for our ELLs we go over vocabulary words in context, use lots of visuals for mathematical operations. We also use strategies like repetition and review for multiplication facts in small group instruction.

In our school we use Prentice Hall Regents ESL program which is based on recent research in second language acquisition, in reading and literacy. It has adapted and incorporated widely accepted theories and proven methods, especially those of Krashen and Terrell's natural approach, as well as the whole language and language experience approach. This approach also integrates Listening, Speaking, Reading and Writing across the curriculum and a wealth of activities and program components reinforces and extends new language skills and content knowledge. We also use Rigby on your way to English Grade 3 and grade 4. This is a comprehensible program for ELLs that focuses on Language, Literacy and content. In this program the ELL teacher prepares our ELLs to be strategic, successful test takers.

Our ESL teacher evaluates the NYSESLAT results and design instruction to meet the needs of each student dependent upon their level of proficiency. Areas of weakness (Speaking and Listening) or (Reading and Writing) are targeted and developed. Then the ESL teacher analyzes students weak areas on the NYSESLAT for review, re-teach and different activities. For NYSESLAT preparation our ELL students take the sample tests and they are introduced to listening, reading, writing, and speaking subtests throughout the year. Our ELL teacher also focuses on the essay format and practice writing sample NYSESLAT essays with students. Finally the students score each other's essays based on a rubric. Students who reach proficiency in English will be closely monitored and continue to receive support. Specific support in writing, academic language scaffolding, and tested subject areas will be provided through the Academic Intervention Services (AIS).

Long-term ELL and SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher.

All ELL students are afforded equal access to all school programs. The ELL population is encouraged to participate in various sports, clubs and other social activities. They are informed of specific events such as Father's Third Thursday and basketball Tournament for fathers, Fitness and Wellness Workshops for mothers, and Parent Summit and Local Resource fair to improve attendance in our school. Our ELL students and their parents are also invited to attend Back to School Day and Night to get information about their progress. The invitations are translated into their Home Languages. In our School our ELL students also participate in different club activities like Twins club, Boys club, Tennis team, Art club, Dance Club in order to help students develop their talents and hobbies. In October, in our school we encouraged our ELL students to participate in the Literacy Character Day Parade which helps children grow socially and academically. We also make sure our ELLs' participate in our Community Read, Writing Celebrations, Recycling assembly and Students Council Election Assembly. At PS 136Q we offer ELL Afterschool program every year. During After School students receive instruction relating to ELA and Mathematics Strategies. We also work together for achievement in homework help, hands on learning experience, and activities to promote social interaction.

Technology is also used as a tool for our ELLs. In technology classroom our students receive opportunities to connect words with visual images. In ESL classrooms students also have access to computers, audio CD's, music to enhance learning, manipulatives and electronic dictionaries. Our ELL teacher use certain websites which will help students understand content thru video, images, etc.

This year at PS 136 we are using LEVELED LITERACY INTERVENTION. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Our English language learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English language learners.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT

Teachers will receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. The ESL teacher meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty conference and grade meeting discuss professional topics such as the use of assessments and students' varied learning styles. These meetings are attended by the Assistant Principal, Guidance Counselor, content area teachers, special education teachers and paraprofessionals. Attendance is taken at these meetings.

Our ESL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs. Schools also utilize various options available for high quality professional development based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development institutes throughout the year which we utilize.

Several members of the Language Allocation Policy Team, such as the Guidance Counselor, the ESL Teacher, the AIS/Literacy Coach and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. Our Guidance Counselor conducts staff workshops on elementary students transition and academic class requirements during the school year and during class visitations. The Guidance Counselor addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education ELLs' help determine what assistance will be necessary for the next level.

The ELL teacher will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. These in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops address models of co-teaching as a method of maximizing the benefits of our push-in model of support. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs. Topics include: What the ELLs' need to meet the CCSSs', integrated approach, development of academic vocabulary, adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We take attendance during all the workshops.

At PS136 our ESL teacher and classroom teachers will be involved with professional development in the following areas:

- The components of a ninety-minute literacy block
- The use of specialized strategies to meet the needs of special education & ELL students
- ESL strategies and the new ELL standards
- Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literacy terms and types of writing.

- ELL Academic Writing Institute

- Demystifying ELL Data

Unbundling ELA performance units: Language, Literacy and Learning scaffolds for ELLs' and other Learners provided by Ms. Maryann Cucchiara.

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 - Demystifying ELL Data
- Unbundling ELA performance units: Language, Literacy and Learning scaffolds for ELLs' and other Learners provided by Ms. Maryann Cucchiara.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the parents? 75%	
4. How do your parental involvement activities? 50%	
PARENTAL INVOLVEMENT	Dual Language
Parental involvement and awareness is very important in the academic achievements of ELLs. We, as a school community, are in regular communication with the parents of ELL students throughout the school year to improve parental involvement and awareness. Research shows that 50% parental involvement correlates with 50% compliance-oriented process of identifying and planning.	
forecast of events in the school. We offer workshops for our ELL parents regarding preparation strategies for NYSED, ELA and state math exams. During these meetings parents are encouraged to ask questions about ELL performance and the program model that best meets the needs of their children. When discussing the success of ELL programs, our school shares information about both ELLs and former ELLs. For instance, the 50% annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former	Freestanding ESL

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?

PARENTAL INVOLVEMENT

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Our ESL teacher evaluates the NYSESLAT results and design instruction to meet the needs of each student dependent upon their level of proficiency. Areas of weakness (Speaking and Listening) or (Reading and Writing) are targeted and developed. Then the ESL teacher analyzes students weak areas on the NYSESLAT for review, re-teach and different activities. For NYSESLAT preparation our ELL students take the sample tests and they are introduced to listening, reading, writing, and speaking subtests throughout the year. Our ELL teacher also focuses on the essay format and practice writing sample NYSESLAT essays with students. Finally the students score each other's essays based on a rubric. Students who reach proficiency in English will be closely monitored and continue to receive support. Specific support in writing, academic language scaffolding, and tested subject areas will be provided through the Academic Intervention Services (AIS).

Long-term ELL and SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher.

All ELL students are afforded equal access to all school programs. The ELL population is encouraged to participate in various sports, clubs and other social activities. They are informed of specific events such as Father's Third Thursday and basketball Tournament for fathers, Fitness and Wellness Workshops for mothers, and Parent Summit and Local Resource fair to improve attendance in our school. Our ELL students and their parents are also invited to attend Back to School Day and Night to get information about their progress. The invitations are translated into their Home Languages. In our School our ELL students also participate in different club activities like Twins club, Boys club, Tennis team, Art club, Dance Club in order to help students develop their talents and hobbies. In October, in our school we encouraged our ELL students to participate in the Literacy Character Day Parade which helps children grow socially and academically. We also make sure our ELLs' participate in our Community Read, Writing Celebrations, Recycling assembly and Students Council Election Assembly. At PS 136Q we offer ELL Afterschool program every year. During After School students receive instruction relating to ELA and Mathematics Strategies. We also work together for achievement in homework help, hands on learning experience, and activities to promote social interaction.

Technology is also used as a tool for our ELLs. In technology classroom our students receive opportunities to connect words with visual images. In ESL classrooms students also have access to computers, audio CD's, music to enhance learning, manipulatives and electronic dictionaries. Our ELL teacher use certain websites which will help students understand content thru video, images, etc.

This year at PS 136 we are using LEVELED LITERACY INTERVENTION. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Our English language learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English language learners.

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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.

PROFESSIONAL DEVELOPMENT

Teachers will receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. The ESL teacher meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty conference and grade meeting discuss professional topics such as the use of assessments and students’ varied learning styles. These meetings are attended by the Assistant Principal, Guidance Counselor, content area teachers, special education teachers and paraprofessionals. Attendance is taken at these meetings.

Our ESL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs. Schools also utilize various options available for high quality professional development based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development institutes throughout the year which we utilize.

Several members of the Language Allocation Policy Team, such as the Guidance Counselor, the ESL Teacher, the AIS/Literacy Coach and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. Our Guidance Counselor conducts staff workshops on elementary students transition and academic class requirements during the school year and during class visitations. The Guidance Counselor addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education ELLs’ help determine what assistance will be necessary for the next level.

The ELL teacher will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. These in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops

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At PS136 our ESL teacher and classroom teachers will be involved with professional development in the following areas:

- The components of a ninety-minute literacy block
 - The use of specialized strategies to meet the needs of special education & ELL students
 - ESL strategies and the new ELL standards
 - Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literacy terms and types of writing.
 - ELL Academic Writing Institute
 - Demystifying ELL Data
- Unbundling ELA performance units: Language, Literacy and Learning scaffolds for ELLs' and other Learners provided by Ms. Maryann Cucchiara.

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?
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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)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	3		2	2								10
Intermediate(I)		2	1		1									4
Advanced (A)	3	1		2	2	2								10
Total	5	4	4	2	5	4	0	0	0	0	0	0	0	24

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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.

At PS136Q, we use demographic and performance data to meet the programmatic needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Tanya Walker	Principal		
Ms. Teresa Wilkinson	Assistant Principal		1/1/01
Ms. G. Trotman	Parent Coordinator		1/1/01
Ms. Zerine Rahman	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. L. Powell	Coach		1/1/01
Ms. Deshommes	Coach		1/1/01
Ms. D. Wallace	Guidance Counselor		1/1/01
Ms. J. Joyner-Wells	Network Leader		1/1/01
	Other		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29q136 **School Name:** PS 136Q - Roy Wilkins

Cluster: 2.05 **Network:** Dr. JoAnne Joyner-Wells

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.

Upon arrival / registration at PS 136Q, all families are required to complete a Home Language Identification Survey. In this survey, the first eight questions determine whether or not students are eligible for ESL services. This data also provides the school with information regarding the family's need for written and oral communication in their home language. After review of the documents by our Pupil Personnel Secretary and ESL teacher, students are identified and subsequently, all documents sent home are then translated into the home language and sent on the same day as the non translated correspondence.

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.

According to the completed Home Language Identification Surveys, it has been determined that just about 25% of families of English Language Learners require translated correspondence as well as oral translation services.

Part B: Strategies and Activities

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

The translation services at PS 136Q are provided by staff members of the school community. The translation team includes an Educational Assistant, School Aide and an ESL teacher. These members each have a native language which is prevalent in our school. Additionally, we have 3 teachers who are bilingual and 1 bilingual school secretary. In the event parents visit the school and translation services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to team members listed above for translation and are distributed on the same day as the English versions.

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.

Members of the translation team are available during all parent meetings, workshops and orientations to support parents of English Language Learners.

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>.

Parents of English Language Learners needing translation services will receive correspondence in their identified home language. The translation team is notified immediately regarding the need for written and / or oral translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 136	DBN: 29q136
Cluster Leader: Charles Edmundsen	Network Leader: Dr. JoAnne Joyner Wells
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: Supplemental programs are described as federally funded programs that concentrate on delivering language instruction educational programs to students who have a primary language other than English. At PS 136Q our program is designed to improve the education of our students identified as limited English proficient (LEP) by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities through the support of a a certified ESL teacher supported by a certified teacher with training and experience as a Literacy Coach as well as certified content specialists/teachers. Our program meets after regular school hours 4 days a week for 1 and a half hours each day. The program utilizes the workshop model with a direct emphasis on small group and one to one instruction and oral and written language development. The program provides differentiated instruction by allowing the ESL teacher and the Literacy Coach to follow various research based models of best practice instruction. Some of which include: Team Teaching, Coaching In and rotating small groups. All groups are designed according to students' identified needs from observations and collected data. Materials to be used in the program include MONDO and Levelled Literacy Instruction (LLI).

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: Research indicates that it is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. As we continue with the implementation of CCLS and preparing our students for NYSESLAT, ELA, Mathematics and other standardized exams, a variety of Professional Development opportunities will be provided at PS 136Q for the Title III Program teachers which include or ESL teacher, Literacy Coach and Content Specialists/ Classroom Teachers who are responsible for delivery of instruction and services to our ELL's. The Professional Development includes workshops presented by CFN Specialists, Literacy Coach, Assistant Principal and Principal. Topics of Professional Development include implementation of CCLS with ELL's, effective strategies for teaching reading/writing and mathematics, utilization of data to plan for individual and small group instruction, adapting mathematics instruction to focusing on real world situations. Professional Development will be delivered as a workshop, one on one sessions, small group sessions, modelling, visitation, curriculum planning,

Part C: Professional Development

intervisitaion and through professional reading. Professional Development sessions will last a minimum of 1 hour (depending upon the topic) and will be offered at least 4 times a month.

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: School programs and activities that inform, support and encourage parent involvement are related to higher gains in achievement and longer-lasting effects. Practices that are logically linked to specific outcomes are more likely to have a positive effect. For example, holding workshops that encourage parents to read to children at home affects students' reading achievement (Epstein and Sanders, 2000). Using this as our rationale, Parent Engagement Activities targeted towards parents of ELL's that will impact higher achievement offered at PS 136Q will include ELA and Mathematics Test Preparation hands on workshops, How to read to and with your child, Bringing math to life, Cultural Adjustments - Welcome to St. Albans, Queens, New York, Helping your child through difficult times of the year. One workshop will be offered each month and will last for a minimum of 1 hour (depending on the topic). Workshop presenters will include, Guidance Counselor, Principal, Assistant Principal, Literacy Coach and other special invited guests. Two curriculum and culturally based trips will be offered to students and parents throughout the school year. In an effort to continuously maintain a high participation rate at the workshops, parents will be notified by invitations written in their native language, personal telephone calls homes and face to face communication.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	??	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials	?	

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		