



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** FF CHRISTOPHER A. SANTORA SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 30Q222

**PRINCIPAL:** YVONNE MARRERO      **EMAIL:** YMARRERO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. PHILIP A. COMPOSTO

**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
YVONNE MARRERO	*Principal or Designee	
GIULIANA MISCELLA	*UFT Chapter Leader or Designee	
MARIA COLOPELNIC	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
PATRICIA SANTORA	Member/TEACHER – K	
RENEE SPENCE	Member/PARAPROFESSIONAL	
WENDI WALLACH	Member/TEACHER – 1 <sup>ST</sup> , 2 <sup>ND</sup>	
FIONNUALA O’DOHERTY	Member/PARENT – DL	
ALEXANDER GELFAND	Member/PARENT – 1 <sup>ST</sup>	
JENNIFER ECHEVARRIA	Member/PARENT – K	
CAROL WU	Member/PARENT – 2 <sup>ND</sup>	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2012, 100% of classroom teachers in grades K-2 will have implemented and use the results of the TCRWP (Teachers College Reading and Writing Project) Assessment to develop differentiated class literacy goals, lessons, and activities, resulting in at least 78% of students meeting grade level proficiency, as evidenced by performance on the TCRWP benchmarks**

### **Comprehensive needs assessment**

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

**The identified need that generated this goal is to align our curriculum to our assessment. Our balanced literacy program is the Teachers College Reading and Writing Curricular Units of Study. Therefore, this new assessment will bring about the alignment necessary to continue to work on moving our students up the next level.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Have the Literacy Coach facilitate the effective implementation of the TCRWP assessment program throughout the year**
- **Provide professional development on goal setting, flexible grouping, and instructional differentiation, in order to meet individual needs identified in the TCRWP fall levels of performance**
- **Provide professional development on a range of instructional strategies, particularly in non-fiction reading and writing**
- **Schedule monthly meetings to analyze student work and data in order to set individual and group goals**
- **Use of periodic and ongoing assessment opportunities to monitor student progress in between benchmarks**
- **Literacy Coach to provide teachers with individual support in planning differentiated standards-based lessons and activities in order to increase student engagement and learning**
- **By January 2012, second grade students will have moved at least 1 level; first grade students will have moved at least 2 levels; and kindergarteners will have moved at least 1 level on the mid-year assessment of TCRWP**
- **By April 2012, second grade students will have moved at least 1 level; first grade students will have moved at least 2 levels; and kindergarteners will have moved at least 1 level on the spring assessment of TCRWP**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Holding an annual Curriculum Conference**
- **Hosting literacy forums for parents during Parent-Teacher Conferences**
- **Encouraging more parents to become trained school volunteers through Learning Leaders Program**
- **Providing TCRWP Assessment written progress reports that are periodically to keep parents informed of their children's progress**
- **Distribute monthly newsletter to parents by grade designed to keep parents informed about the content being taught and school activities**
- **Providing Teacher...Parent Communicator Folder for regular written communication between teacher and the home**
- **Arranging meetings at flexible times (morning, evening) to discuss our balanced literacy program which is TC, expectations for homework, and ways in which parents can support their children at home.**
- **Providing child care for to those parents who cannot attend a regular meeting**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Presently, all of our teachers are highly qualified. Our recruitment efforts include attending job fairs as well as utilizing DOE Open Market system. Furthermore, we partner with Columbia University and New York University to advertise positions on their listserv in recruiting the best possible candidates.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Our SEM (School-wide Enrichment) Program is offered to all students K-2 in cycles of 6-8 weeks. This program is implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design thematic units from the surveys that the children fill out with their parents' help and return to school.**
- **Principal's Book of the Month is connected to a Character/Values Education and is implemented by classroom teachers who conduct the read alouds with accountable talk followed by a written response.**
- **We also have assembly programs on bully prevention being offered by our Social Worker.**
- **Girl Scouts Program targets second grade girls in an effort to build their self-esteem and increase their ability to participate in teams.**
- **Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.**

### **Budget and resources alignment**

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

**As a Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Share Funding , Title**

**III, SIIG funds and human resources to implement this action plan as indicated below:**

- **Literacy Coach**
- **Administration/support and implementation/follow-up in relation to the action plan**
- **Teacher per session for developing toolkits to support 1:1 conferences with students and small group strategy lessons, curriculum mapping, and the creation of CCLS-aligned curriculum-embedded literacy tasks**
- **Teacher per diem for administration of the TCRWP benchmark assessments 4x a year, and to attend off-site professional development offered by TC**
- **Guided Reading materials with a large percentage of non-fiction readers in order to implement small group instruction**
- **Leveled non-fiction readers to support independent reading**
- **CCLS-aligned ELA consumable materials to be used in school and at home**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

**By June 2012, 100% of classroom teachers in grades K-2 will have implemented the use of performance assessment math portfolios in order to establish a more effective and comprehensive assessment system in the area of mathematics**

### **Comprehensive needs assessment**

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

**The identified need that generated this goal is to implement a consistent problem-solving component and comprehensive assessment system in order to create greater alignment with CCLS (Common Core Learning Standards) in both mathematical content and practices.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Have the Math Coach facilitate the effective implementation of performance assessment math portfolios throughout the year**
- **Provide professional development on problem-solving and accessibility strategies and the use of diverse visual models/tools for concept and skill development**
- **Provide professional on standards-aligned tasks and lesson design within well sequenced units of study**
- **Develop student problem-solving checklists to support and engage students in self-assessment**
- **Facilitate monthly meetings to analyze student work and give specific feedback to meet the needs of individual students**
- **Facilitate monthly math cabinet to engage instructional leaders in shared decision making related to the instructional program and the implementation of new initiatives**
- **Develop at least two formal assessment tasks within the same grade specific critical domain in order to measure student progress in content knowledge, procedural fluency, and problem-solving skills; one task is to be administered in the winter and one in the spring**
- **Math Coach to provide teachers with individual support through coaching, mentoring, and bi-monthly new teacher workshops in order to develop best practices and meet the needs of all students**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Holding an annual Curriculum Conference**
- **Hosting math forums for parents during Parent-Teacher Conferences**
- **Encouraging more parents to become trained school volunteers through Learning Leaders Program**
- **Distribute monthly newsletter to parents by grade designed to keep parents informed about the content being taught and school activities**
- **Providing Teacher...Parent Communicator Folder for regular written communication between teacher and the home**
- **Arranging meetings at flexible times (morning, evening) to discuss our math program which is Every Day Math, expectations for homework, and ways in which parents can support their children at home.**
- **Providing child care for to those parents who cannot attend a regular meeting**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Presently, all of our teachers are highly qualified. Our recruitment efforts include attending job fairs as well as utilizing DOE Open Market system. Furthermore, we partner with Columbia University and New York University to advertise positions on their listserv in recruiting the best possible candidates.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Our SEM (School-wide Enrichment) Program is offered to all students K-2 in cycles of 6-8 weeks. This program is implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design thematic units from the surveys that the children fill out with their parents' help and return to school.**
- **Principal's Book of the Month is connected to a Character/Values Education and is implemented by classroom teachers who conduct the read alouds with accountable talk followed by a written response.**
- **We also have assembly programs on bully prevention being offered by our Social Worker.**
- **Girl Scouts Program targets second grade girls in an effort to build their self-esteem and increase their ability to participate in teams.**
- **Service providers collaborate with classroom teachers on the mathematics needs of target population, utilizing activities to support these weaknesses during their sessions with students.**

**Budget and resources alignment**

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

**As a Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Share Funding , Title III, SIIG funds and human resources to implement this action plan as indicated below:**

- **Math Coach**
- **Administration/support and implementation/follow-up in relation to the action plan**
- **Teacher per session to support curriculum mapping and the creation of CCLS-aligned curriculum-embedded math tasks**
- **Teacher per diem for administration of the ECAM (Early Childhood Assessment in Mathematics) assessments 2x a year**
- **Professional instructional resources to deepen problem-solving work by students**
- **CCLS-aligned Math consumable materials to be used in school and at home**

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June 2012, 100% of students in grades K-2 will have used e-books on the computer**

#### **Comprehensive needs assessment**

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

**The identified need that generated this goal is to use technology as a tool for organization, communication, research, and problem-solving.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Acquire software**
- **Have the Literacy/Technology Teacher coordinate the effective use of e-books throughout the year**
- **Provide professional development on the use of e-books by Follett**
- **Structure the technology period to allow for students to be able to learn and navigate through e-books**
- **Facilitate monthly grade meetings to analyze the number and type of books being read by each individual student**
- **By November 2011, second grade students will have established a log sheet to track the number of e-books read as well as the number of pages read in one sitting in setting goals and monitoring progress**
- **By January 2012, parents will have received training**
- **By April 2012, students will have moved the recommended reading levels for that time of year from where they started in September 2011**
- **By June 2012, all students will have been introduced to e-books on the computer**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Holding an annual Curriculum Conference**
- **Provide professional development to parents on the use of e-books**
- **Encouraging more parents to become trained school volunteers through Learning Leaders Program**

- Distribute quarterly newsletter to parents from cluster teachers by grade designed to keep parents informed about the content being taught and school activities
- Providing Teacher...Parent Communicator Folder for regular written communication between teacher and the home
- Arranging meetings at flexible times (morning, evening) to discuss our math program which is Every Day Math, expectations for homework, and ways in which parents can support their children at home.
- Providing child care for to those parents who cannot attend a regular meeting

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Presently, all of our teachers are highly qualified. Our recruitment efforts include attending job fairs as well as utilizing DOE Open Market system. Furthermore, we partner with Columbia University and New York University to advertise positions on their listserv in recruiting the best possible candidates.

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

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SEM (School-wide Enrichment) Program is offered to all students K-2 in cycles of 6-8 weeks. This program is implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design thematic units, some of which incorporate the use of technology, from the surveys that the children fill out with their parents' help and return to school.
- Principal's Book of the Month is connected to a Character/Values Education and is implemented by classroom teachers who conduct the read alouds with accountable talk followed by a written response.
- We also have assembly programs on bully prevention being offered by our Social Worker.
- Girl Scouts Program targets second grade girls in an effort to build their self-esteem and increase their ability to participate in teams.
- Service providers collaborate with classroom teachers on the needs of target population, utilizing activities to support these weaknesses during their sessions with students.

#### **Budget and resources alignment**

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

As a Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Share Funding , Title III, SIIG funds and human resources to implement this action plan as indicated below:

- Literacy/Technology Teacher
- Administration/support and implementation/follow-up in relation to this goal
- Teacher training to support implementation of e-books in school
- Parent training to support implementation of e-books at home

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>30</b>	<b>30</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>2</b>	<b>12</b>
<b>1</b>	<b>91</b>	<b>91</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>1</b>	<b>1</b>	<b>19</b>
<b>2</b>	<b>80</b>	<b>80</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>14</b>
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>For students who are not meeting the standards, the early grade intervention push-in teacher is providing small group instruction during the literacy block utilizing the Fountas &amp; Pinnell Early Reading Intervention Program. The IEP teacher services students who are recommended for SETSS or at-risk AIS via a pull-out model utilizing the Wilson Double-Dose Foundations Programs, and through Guided Reading.</p> <p>For students who are not meeting the standards, we are providing additional instruction in literacy through our after-school program which meets twice a week. The materials used include Guided Reading Content Areas Program from Scholastic which is a leveled reading program enhancing students' knowledge in Science, Social Studies, and Mathematics and builds reading skills; teacher-created Common Core-aligned performance tasks in mathematics; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.</p>
<p><b>Mathematics</b></p>	<p>A similar approach as above is implemented during math instruction with the early grade intervention push-in teacher and the IEP teacher.</p> <p>For students who are not meeting the standards, we are providing additional instruction in mathematics through our after-school program which meets twice a week. The materials used include teacher-created Common Core-aligned performance tasks in mathematics based on the <i>Contexts for Learning Mathematics</i> series by Catherine Fosnot and colleagues which focuses on math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models.</p>
<p><b>Science</b></p>	<p>N/A</p>

<b>Social Studies</b>	N/A
<b>At-risk Services provided by the Guidance Counselor</b>	N/A
<b>At-risk Services provided by the School Psychologist</b>	Counseling for mandated students as per IEP, as well as counseling at-risk
<b>At-risk Services provided by the Social Worker</b>	Counseling for mandated students as per IEP, as well as counseling at-risk
<b>At-risk Health-related Services</b>	Outreach and counseling to parents of children with medical issues (asthma, allergies, etc.) concerning the nurse's capability of administering medication if they give consent

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>CFN 410</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>222</b>
School Name <b>FF Christopher A. Santora School</b>			

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

Principal <b>Yvonne Marrero</b>	Assistant Principal <b>N/A</b>
Coach <b>Maria Archodis, Literacy</b>	Coach <b>Rossana Awais, Math</b>
ESL Teacher <b>Ramona Perrin, ESL</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Wendi Wallach, Literacy/Tech</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Harriet Berson, AIS</b>	Parent Coordinator <b>Zenaida Martinez</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader <b>Altagracia Santana</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
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	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>340</b>	Total Number of ELLs	<b>119</b>	ELLs as share of total student population (%)	<b>35.00%</b>
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## Part II: ELL Identification Process

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

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

There are a total of 119 ELLs between general education and special education classes, comprising 35% of the student population. In kindergarten there are 29 Spanish speaking students, 1 Mandarin speaking student, and 5 Bengali speaking students. In first grade, there are 40 Spanish-speaking children, 2 Bengali speaking students, 1 Bosnian speaking student, 1 Chinese speaking student, 1 Punjabi speaking student, and 1 Ukranian speaking student. In second grade, there are 32 Spanish speaking students, 4 Bengali speaking students, 1 Hindi speaking student, and 1 Urdu speaking student.

At enrollment, trained staff, Harriet Berson, teacher, and Ramon Perrin, ESL teacher meet with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the child to ascertain we gather the most accurate information. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Afterwards we notify the parents of their child's eligibility for services and invite them in for an orientation to provide them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated.

ELLs are retested to evaluate their English proficiency using the NYSESLAT. We notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above that level are no longer entitled to ELL services and can enter monolingual classes. However, they are entitled to transitional ESL support for two years as well as test modifications for those two years as per CR Part 154. Parents of ELLs in dual language classes are recommended to remain in the program for the length of their stay at P.S. 222, with or without ELL eligibility. Our Pupil Accounting Secretary, Janette Ortiz, downloads the following reports, that ensure all our ELLs receive the NYSESLAT: RCRL report to cross-reference students who are ELLs; the R-LAT, which shows their exam history; and the RNMR, the modality report. These are given to the Principal as well as the following teachers, Harriet Berson and Ramona Perrin. These teachers then administer the NYSESLAT to all the students in the school, with the assistance of the other ESL teachers, Ms. Lemmey, Ms. Reyes, and Mrs. Otero.

The teachers involved in our programs are as follows. In Dual Language, Ms. Ormeno, Bilingual Teacher; Ms. Arias, Bilingual Teacher; Ms. Wilches, Bilingual Teacher. In our free-standing ESL classes, the teachers are: Ms. Lemmey, ESL teacher; Ms. Reyes, ESL teacher; Mrs. Otero, ESL teacher.

Harriet Berson is responsible for distributing Entitlement letters, which include the Parent Survey and Program Selection Form, are distributed to parents and follow-up is conducted by trained staff in charge in order to ensure records are properly maintained in the school. These letters are copied and placed in a binder in the Principal's office. Placement letters are also distributed and maintained in the same binder. It's important to note that Parent Surveys and Program Selection Forms are reviewed in order to inform the types of ELL programs we offer in our school. As such, the trend in program choice for the past three years has been mainly the free-standing ESL for 2/3 of the parents and dual language for 1/3 of the parents.

We will continue to review these forms to update planning of programs in the future. Below is more specific information in terms of the trends in parent choice for the past three years:

- 56% or 2/3 of kindergarten parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of first grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of second grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish/English

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	35	0	0	0	0	0	0	0	0	35
ESL	82	0	0	2	0	0	0	0	0	84
Total	117	0	0	2	0	0	0	0	0	119

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	12	8	14	2	9	3													35	13
Chinese																			0	0
Russian																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	12	8	14	2	9	3	0	0	0	0	0	0	0	0	0	0	0	0	35	13

**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
<b>TOTAL</b>	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): 15

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:     

Asian: 0

Hispanic/Latino: 21

Native American:     

White (Non-Hispanic/Latino): 9

Other: 1

**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	33	18	14											65
Chinese	1	1	0											2
Russian	0	0	0											0
Bengali	5	2	4											11
Urdu	0	0	2											2
Arabic	0	0	0											0
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	1	0											1
Polish	0	0	0											0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	0	0											0
Other	0	2	1											3
<b>TOTAL</b>	<b>39</b>	<b>24</b>	<b>21</b>	<b>0</b>	<b>84</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The organizational models of our two types of programs for ELLs (DL and FS ESL) are push-in/pull-out model and self-contained. In both the Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. Teachers amplify the language by making summaries at the end of the lessons and presenting information using graphic organizers such as tables, charts, outlines and graphs. The workshop model of instruction is used in order to provide opportunities for utilizing specific second language methodologies, using language in authentic and meaningful activities. Students at the Beginner and Intermediate levels receive 360 minutes of ESL services. Students at the Advanced Level receive 180 minutes of ESL services and 180 minutes of ELA.

The DL program integrates ELLs with native English speakers so that all students develop second language skills while acquiring content area knowledge in both languages. Both groups serve as language models for each other, and through their interaction they experience growth in both languages. Students are expected to build academic skills in their native language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one session (one of the two AM Session) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in Spanish and 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English. We are using El Sol, a diagnostic assessment for our Dual Language Program.

## A. Programming and Scheduling Information

In as much as we are a Pre-K to 2 school, we do not have SIFE s (students with interrupted formal education). Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ESL teachers. Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English. There are also two holdovers in second grade. The instructional strategies for our ELL/SWD students are differentiated instruction and scaffolding strategies. Grade level materials across all content areas including leveled books ensure that ELL/SWDs are provided with access to academics in the content areas and acceleration in English language development. With the RSPD report, that details our ELL/SWDs , with are able to assure these students all the services that they need are provided to them. Our teachers are licensed in Bilingual and ESL. We also provide a Spanish speaking Paraprofessional for those students.

### Courses Taught in Languages Other than English ⓘ

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

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

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

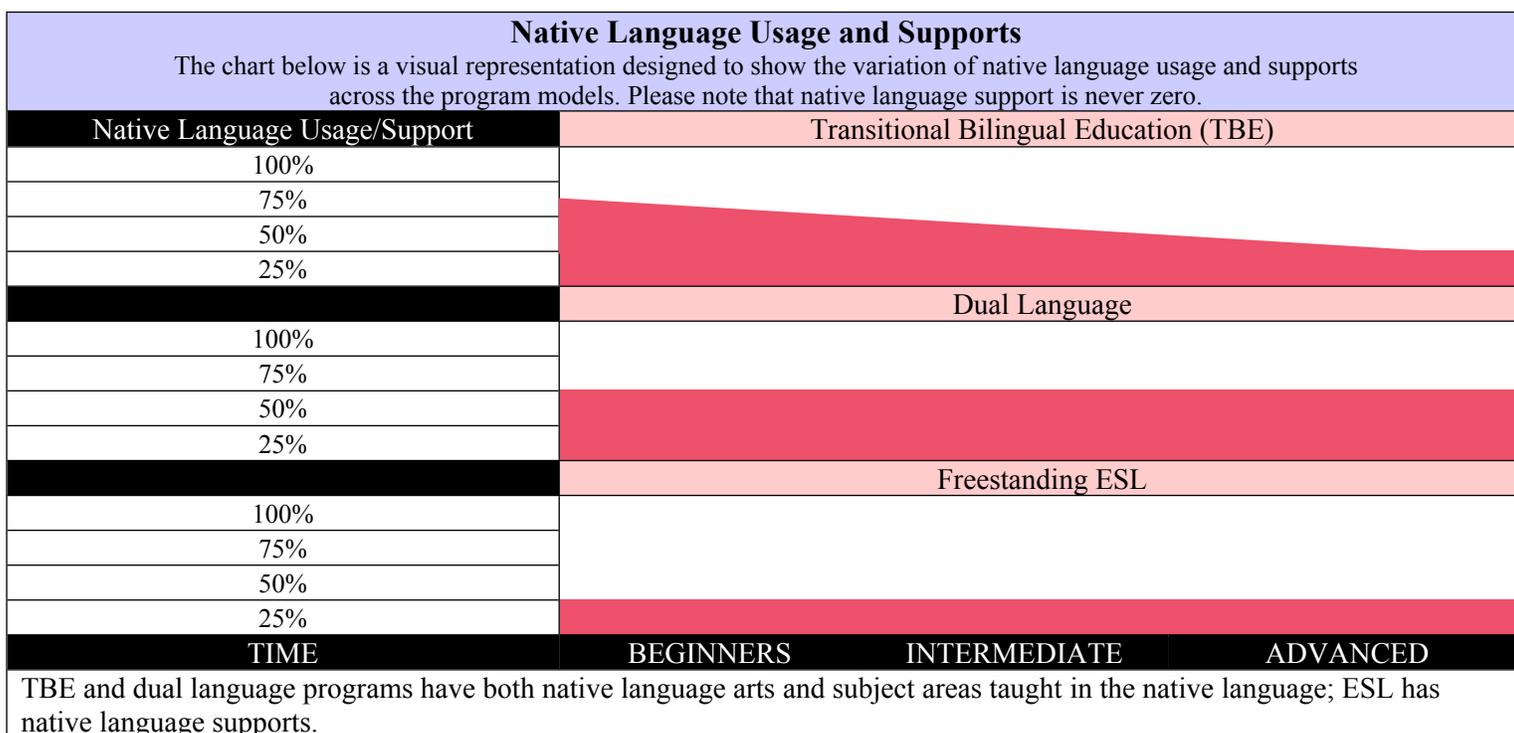
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

In regards to our intervention services, we have our Early Grade Class Size Reduction Teacher (EGCR) provide intervention services for kindergarten and first grade students, including ELLs. Guided reading lessons also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the after-school program with a certified ESL teacher. When needed, the ESL teacher will pull-out any former LEP who has tested out within two years, to give added language acquisition support. We're presently implementing the Common Core Learning Standards and all students including our ELLs will be expected to complete a CCLS aligned task in both ELA and math by June 2012.

ELLs participate in all programs offered to our students here at P.S. 222Q, including our School wide Enrichment Model (SEM), Dual Language, Extended Day, and After-School Programs. Our Title III program provides ELLs with supplemental instruction in an After School ESL program with service to ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

## 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?

In regards to our intervention services, we have our Early Grade Class Size Reduction Teacher (EGCR) provide intervention services for kindergarten and first grade students, including ELLs. Guided reading lessons also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the after-school program with a certified ESL teacher. When needed, the ESL teacher will pull-out any former LEP who has tested out within two years, to give added language acquisition support. We're presently implementing the Common Core Learning Standards and all students including our ELLs will be expected to complete a CCLS aligned task in both ELA and math by June 2012.

ELLs participate in all programs offered to our students here at P.S. 222Q, including our School wide Enrichment Model (SEM), Dual Language, Extended Day, and After-School Programs. Our Title III program provides ELLs with supplemental instruction in an After School ESL program with service to ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

The following instructional materials are used: Best Practices in Reading Intervention which teaches comprehension skills by pairing fiction with nonfiction; the Number Pals Intervention which provides literacy-review of math concepts with guided instruction; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency. The goal of this program is to support the acquisition of language skills so that our students make gains on the NYSESLAT.

In our ESL program, instruction is in English, and classroom libraries represent the languages of our students. Our push-in ESL teachers bring with them the ESL methodology and techniques into the mainstream classroom to enhance learning of our ELLs. Data analysis from the NYSESLAT Modality Report (RNMR) from ATS helps our teachers differentiate lessons based on the language modality sets of individual ELLs to strengthen areas in need of support. Required services and support corresponds to our ELLs age levels and grade levels given our curriculum for literacy, math, and the content areas of study. For literacy, we follow TC units of study for reading and writing. For math, we follow the Everyday Math curriculum. For science and social studies, we follow the DOE's scope and sequence, using Harcourt Houghton Mifflin for social studies, and Macmillian science, respectively. all which have been endorsed by the DOE. Our schools curriculum maps are collaboratively created by our teachers on each grade level. Therefore, our ELLs are supported through the use of age and grade level materials.

In order to assist our newly enrolled ELLs, we schedule an open house in the Spring, for students and their parents to familiarize them with our school and our programs.

## 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)?

### 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.

All personnel, teachers, paraprofessionals, and our Parent Coordinator, who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our network support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. Our partnership with TC allows teachers to further enhance their knowledge base and skill in working with ELLs in the area of literacy and English acquisition. The coaches at P.S. 222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum of 7.5 hours of ELL training. We maintain a listing of PD sessions attended by each staff member, which is kept in a binder. In addition, our ESL teachers turn-key information they have received at grade conferences.

In order to help our ELLs transition from grade 2 to grade 3, we collaborate with our partner school P.S. 69Q to invite parents to an open house/orientation session and help the students prepare for the “big move” by conveying expectations and answering questions. They are also invited to explore in the school. As our school does not have a guidance counselor, the articulation is handled by the Principal.

### 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 is assured through a monthly parent’s calendar that outlines parent programs, workshops and activities for the month, and important “Please Read” sidebars. We offer parent ESL classes in order to enhance the parents’ English language skills. In addition, partnerships with outside agencies and community-based organizations that provide workshops to our ELL parents include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents. To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children’s academic progress in school.

## 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)	27	17	1											45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	16	9											25
Advanced (A)	17	6	26											49
Total	44	39	36	0	0	0	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0										
	I	9	4	3										
	A	20	25	13										
	P	8	18	16										
READING/ WRITING	B	17	2	1										
	I	14	6	8										
	A	4	11	13										
	P	4	28	10										

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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?

## Additional Information

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

## Part VI: LAP Assurances

School Name: <b>FF Christopher A. Santora</b>		School DBN: <b>30Q222</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvonne Marrero	Principal		10/13/11
	Assistant Principal		
Zenaida Martinez	Parent Coordinator		10/13/11
Ramona Perrin	ESL Teacher		10/13/11
	Parent		
Wendi Wallach	Teacher/Subject Area		10/13/11
Harriet Berson	Teacher/Subject Area		10/13/11
Maria Archodis	Coach		10/13/11
Rossana Awais	Coach		10/13/11
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **30Q222** School Name: **FF Christopher A. Santora School**

Cluster: **4** Network: **CFN #410**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our Pupil Accounting Secretary, Janette Ortiz, runs the RSDS report in ATS to determine the percentage of parents' preferred home language.

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.

A review of the RSDS report indicated that 72% of parents' home language is Spanish.

## 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.

All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters.

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.

Per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language (Spanish), and with instructions on how to obtain such services.

The school will provide in a conspicuous location, at or near the main school entrance, a sign in the covered language (Spanish) indicating the office where a copy of the written notification can be obtained.

The school's safety plan will contain procedures for ensuring the parents needing language assistance services are able to reach the school in time of any emergency.

## 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: FF CHRISTOPHER A. SANTORA	DBN: 30Q222
Cluster Leader: CHRISTOPHER GROLL	Network Leader: ALTAGRACIA SANTANA
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 222 Title III Program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL Program which will service ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program, and a free standing ESL program.

The After School ESL classes will meet for a total of 45 sessions two days per week beginning November 2011 through April 2012 from 3:30 pm to 5:00 PM. The After School ESL classes will service ELLs in Grade 1 and Grade 2 on Tuesdays and Wednesdays. Group size will be maintained at 15 students per teacher. There will be a total of two classes for the After School ESL program servicing approximately 30 ELLs. There will be 2 teachers both of which are dually certified. The teachers will service students in the Dual Language Program and the free standing ESL program.

Our Title III teachers will collaboratively plan lessons for the After School Title III Program. We will use the following materials: Guided Reading Content Areas Program which is a leveled reading program enhancing students' knowledge in Science, Social Studies, and Mathematics and builds reading skills; Common Core-aligned performance tasks in mathematics; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development will be coordinated by the Administrative Cabinet which includes the Principal, the Literacy Coach, and the Math Coach at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Principal and the Empowerment Network ESL Specialist. Professional development will take place in four 2 1/2-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program.

Workshops will focus on:

### Part C: Professional Development

Thematic Teaching - Making Connections – November 2011

Writing and Publishing with English Language Learners - November 2011

Math and Literacy Connection - December 2011

Using Graphic Organizers – January 2012

Preparing for the NYSESLAT – February 2012

### Part D: Parental Engagement Activities

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

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

Begin description here: We offer parent ESL classes in order to enhance the parents' English language skills. This program will meet for a total of 23 sessions one day per week beginning November 2011 through May 2011 from 3:30 pm to 5:30 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: Workplace Plus which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level.

### Part E: Budget

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

Allocation Amount: \$14,216

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,061	teacher per session 2 tchrs x 1.5 hrs x \$50.06 x 45 days = \$6,758 1 tchr x 2 hrs x \$50.06 x 23 days = \$2,303
Purchased services	\$1,251	teacher per session

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

Allocation Amount: \$14,216

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"><li>High quality staff and curriculum development contracts.</li></ul>		2 tchrs x 2 1/2 hrs x \$50.06 x 5 days = \$1,302
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	\$3,904	Getting Ready for the NYSESLAT & Beyond (\$2,500) Scholastic Guided Reading Content Areas: Grade 1, Levels A-I (\$1,000) WorkPlace Plus Materials (\$409)
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$14,216</b>	