



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP) FINAL

SCHOOL NAME : DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X180

PRINCIPAL: FRANK UZZO EMAIL: FUZZO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE, COMMUNITY SUPERINTENDENT DISTRICT 11

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
Frank Uzzo	*Principal or Designee	
Arnold Burton	*UFT Chapter Leader or Designee	
Jeanette Pinero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools;</i>	
	CBO Representative, if applicable	
Maryalice Blackmore	Member/Guidance Counselor	
Margaret Greeley	Member/Assistant Principal	
Marisol Bonilla	Member/Teacher	
Demetri Tsoulos	Member/Teacher	
Doris Green	Member/Parent	
Michelle Gibson	Member/Parent	
Sally Rivera	Member/ Parent	
Susie Mateos	Member/ Parent	
Stephanie Rogers	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012 the number of students showing high growth in ELA as measured by a 75 percent growth percentile score or higher will increase by 5%.

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.

A review of the 2011 State Report Card, as well as, the 2011 Progress report, indicates that the subgroup "Students with Disabilities" was not meeting their Annual Yearly Progress or Safe Harbor for 2010 and 2011 in ELA as compared to the other subgroups in the school. All of which met the requirements.

As a result we have made the improvement for our subgroup "Students with Disabilities" in ELA a priority for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development-

PD will be given on the following topics: Interim assessments to monitor and revise curriculum for SWD.

The use of rubrics to provide feedback to students regarding their work in their classroom

The use of student data to plan and set goals and identify those at most risk.

The development of an Inquiry Team to review case studies and develop instructional strategies to help teachers of SWD plan lessons

Target Population-

Teachers servicing the subgroup “Students with Disabilities”

Responsible Staff Members

Assistant Principals, Staff Developers, Special Education teachers, Data Specialist, Principal, Inquiry Team members

Implementation Timeline- September 2011-June 2012

Activity #2

Collection of Data for analysis

Special Education teachers will be provided with data from the Data Specialist on each student in their classes.

Training for the use of disaggregated student data focusing on SWD subgroup and at risk students will be held.

Monitoring of student data from interim progress assessments and results of follow up activities will take place

AP’s will facilitate discussions of student progress and strategies with teachers in team meetings each month

Responsible Staff Members

Assistant Principals, Staff Developers, Lead Teachers, Data Specialist, Principal, Inquiry Team members

Implementation Timeline- September 2011-June 2012

Steps for including teachers in the decision making process

Special Ed. teachers will meet in grade level teams to review student data gathered from periodic assessments.

Special Ed. teachers set an interim benchmark (2%) increase in student performance to measure effectiveness in Feb 2012.

Periodic assessment dates of November 2011, January 2012 and March 2012 will be established to see if progress is being made.

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.

Teacher of Students with Disabilities will design training models and communicate with parents of the students

Parent Coordinator will host question and answer sessions for parents

The school will create and distribute materials to be sent home to parents

Parents will be trained how to use the ARIS link

Supplemental materials will be sent home for parent use

Translation services will be made available to parents

Strategies for attracting Highly Qualified Teachers (HQT)

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

Administrative staff will attend hiring fairs to identify and recruit highly Qualified teachers

The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support struggling and unqualified teachers.

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.

A full time SAPIS worker will do violence prevention workshops each week throughout the school year. Students or subgroups that are

identified as "at risk" or not meeting the AYP will be seen by ERST Counselors to resolve issues if problems exist. Conflict resolution is addressed in class presentations.

Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all 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 Student Funding (Tax Levy) Title I Funds, Title III Funds to implement this action plan from Sept 2011-June 2012 as indicated below.

Supervisor Per Session (2 days)

Professional Instructional Material to support curriculum development during the school day

Consumable instructional materials for use during the Extended Day programs.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

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 #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 the number of students showing high growth in Mathematics as measured by a 75 percent growth percentile score or higher will increase by 5%.

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.

A review of the 2011 State Report Card, as well as, the 2011 Progress report, indicates that the subgroup "Students with Disabilities" was not meeting their Annual Yearly Progress or Safe Harbor for 2010 and 2011 as compared to the other subgroups in the school in Math. All of which met the requirements.

As a result we have made the improvement for our subgroup "Students with Disabilities" a priority for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity #1

Professional Development-

PD will be given on the following topics: Interim assessments to monitor and revise curriculum for SWD.

The use of rubrics to provide feedback to students regarding their work in their classroom

The use of student data to plan and set goals and identify those at most risk.

The development of an Inquiry Team to review case studies and develop instructional strategies to help teachers of SWD plan lessons

Target Population-

Teachers servicing the subgroup “Students with Disabilities” in math.

Responsible Staff Members

Assistant Principals, Staff Developers, Special Education teachers, Data Specialist, Principal, Inquiry Team members

Implementation Timeline- September 2011-June 2012

Activity #2

Collection of Data for analysis

Special Education teachers will be provided with data from the Data Specialist on each student in their classes.

Training for the use of disaggregated student data focusing on SWD subgroup and at risk students will be held.

Monitoring of student data from interim progress assessments and results of follow up activities will take place

AP’s will facilitate discussions of student progress and strategies with teachers in team meetings each month

Responsible Staff Members

Assistant Principals, Staff Developers, Lead Teachers, Data Specialist, Principal, Inquiry Team members

Implementation Timeline- September 2011-June 2012

Steps for including teachers in the decision making process

Special Ed. teachers will meet in grade level teams to review student data gathered from periodic assessments.

Special Ed. teachers set an interim benchmark (2%) increase in student performance to measure effectiveness in Feb 2012.

Periodic assessment dates of November 2011, January 2012 and March 2012 will be established to see if progress is being made.

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.

Teacher of Students with Disabilities will design training models and communicate with parents of the students

Parent Coordinator will host question and answer sessions for parents

The school will create and distribute materials to be sent home to parents

Parents will be trained how to use the ARIS link

Supplemental materials will be sent home for parent use

Translation services will be made available to parents

Strategies for attracting Highly Qualified Teachers (HQT)

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

Administrative staff will attend hiring fairs to identify and recruit highly Qualified teachers

The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support struggling and unqualified teachers.

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.

A full time SAPIS worker will do violence prevention workshops each week throughout the school year. Students or subgroups that are

identified as "at risk" or not meeting the AYP will be seen by ERST Counselors to resolve issues if problems exist. Conflict resolution is addressed in class presentations.

Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all 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 Student Funding (Tax Levy) Title I Funds, Title III Funds to implement this action plan from Sept 2011-June 2012 as indicated below.

Supervisor Per Session (2 days)

Professional Instructional Material to support curriculum development during the school day

Consumable instructional materials for use during the Extended Day programs.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

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 the students in Grade 6 will be engaged in specific math tasks embedded into a rigorous curriculum unit aligned to the Core Curriculum Standards to improve their performance skills in math.

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.

A review of the Progress report indicates a decrease in student performance in all subgroups in grade 6 in math. By focusing in on a specific unit in the core curriculum in math, we intend to increase students scale score performances by 3% by June 2012.

By June 2012, 100% of classroom teachers in grade 6 will develop (on grade level teams) and implement a minimum of two measureable math tasks that are embedded in a rigorous curriculum unit aligned to the Core Curriculum Standards.

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) time line for implementation

Activity #1

Professional Development-

PD will be given on the following topics:

Interim assessments to monitor and revise curriculum in math

The use of rubrics to provide feedback to students regarding their work in math grade 6

The use of student data to plan and set goals in math in grade 6.

We will formulate an Inquiry Team to review case studies and develop instructional strategies in math and to assist teachers with selecting embedded tasks in math.

Target Population-

Teachers servicing the 6th grade math students

Responsible Staff Members

Assistant Principals, Staff Developers, Inquiry Team members, Lead Teachers, Data Specialist, Principal

Implementation Timeline- September 2011-June 2012

Activity #2

Collection of Data for analysis

Teachers will be provide with 6th grade math data from the Data Specialist for each student in their class.

Training for the use of disaggregated student data focusing on 6th grade subgroup and at risk students will be provided.

Teachers will monitor , review and analyze 6th grade student math data from interim assessments and formulate instructional strategies.

AP's will facilitate discussions of student progress and strategies and monitor that these tasks are being embedded in the lessons

Responsible Staff Members

Assistant Principals, Staff Developers, Lead Teachers, Data Specialist, Principal

Implementation Timeline- September 2011-June 2012

Steps for including teachers in the decision making process

Teachers of 6th grade math students will meet in teams every two weeks to review student data gathered from periodic assessments. Teachers of 6th grade students will set an interim benchmark (2% increase in student performance) to measure the effectiveness of the new strategies.

Periodic assessment dates will be established , (November 2011, January 2012 and March 2012) to determine whether the new strategies are effective.

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.

In the SLT meetings we will develop strategies to:

- provide materials and training to help parents in grade 6 work with their children to improve their achievement level in math;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children in math;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide assistance to parents in understanding City, State and Federal standards and assessments;

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 becomes highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly Qualified teachers

The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support struggling and unqualified teachers.

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.

A full time SAPIS worker does violence prevention workshops each week throughout the school year. Students who are identified as "at risk" are seen by ERST Counselors to resolve issues. At risk students are given Academic Intervention services both during the day and in the extended day Tues-Thurs during the 2011-2012 school year for 50 minutes each day. Conflict resolution is addressed in class presentations, by the Parent Coordinator and the deans.

Food services provide free breakfast to all students in all grades throughout the school year, as well as, free, reduced and full price lunch to all 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 Student Funding (Tax Levy) Title I Funds, Title III Funds to implement this action plan from Sept 2011-June 2012 as indicated below.

Supervisor Per Session (2 days)

Professional Instructional Material to support curriculum development during the school day

Consumable instructional materials for use during the Extended Day programs.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	25	15	12	2	4	5	4	4
7	14	22	9	4	3	3	2	3
8	27	18	11	7	4	4	4	5
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	During the school day we use a 12-1 small group setting for Academic Intervention. Materials used include Wilson strategies, Great Leaps (1:1) SRA, etc. State assessments are evaluated each year and predictive exams are monitored monthly. Students who fall below the standards in ELA are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
Mathematics	During the school day we use a 12-1 small group setting for AIS in Math. Materials used include math skills materials, worksheets, etc. Math State assessments are evaluated each yearly and predicative exams are monitored monthly. Students who fall below the standards in math are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
Science	Students meet after school and get assistance in Science projects, homework, test prep, etc. Long term investigations including robotics, weather station and research projects are also used.
Social Studies	Students meet after school and get assistance in Social Studies project work, homework, test prep, etc. Long term investigations and research projects are also used
At-risk Services provided by the Guidance Counselor	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.

<p>At-risk Services provided by the School Psychologist</p>	<p>Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management. Recommendations are also made by deans, counselors, staff and administration.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.</p>
<p>At-risk Health-related Services</p>	<p>Students are called in throughout the day for health related issues including vision screening, immunization, crisis intervention and other health related items.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X180

School Name: Dr. Daniel Hale Williams Middle School 180

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

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

Category: Basic Focused Comprehensive

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

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

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

A review of the data indicates that the subgroup "Students with Disabilities" was not meeting their AYP in Reading and Math. All other subgroups were meeting their AYP target.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We have implemented the following strategies to address the above issues.

- Review data and identify students in need of improvement in Reading and Math
- Provide staff development for Special Needs teachers to help them group their students based on their needs
- Purchase new materials for students in ELA/Math including test prep materials
- Include interactive technology in the Special Education rooms and train teachers to use it
- Create a series of baseline exams to continually monitor student progress
- Use extended day Academic Interventions on Tuesday, Wednesday and Thursday for at risk students
- We have implemented a Peer Tutoring program for Students with Disabilities during lunch Tues, Weds. And Thurs

Part B: For Title I SINI Schools Only

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

- Teachers are given the opportunity to attend seminars and outside classes for the improvement of instruction.
- Teachers attend Network meetings and turnkey information
- Teachers meet in teacher teams every Tuesday to share ideas and strategies
- Teacher teams work afterschool to review student work and develop lessons for improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teachers do inter-visitations and share strategies and ideas
 - New teachers are mentored by experienced teachers as required. (Ms Roche is mentored by Ms. Irons)
 - The Network provides mentoring services for teachers of Students with Disabilities.
 - Jack Rothman CEI mentor is here once per week to mentor teachers in need.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - Parents were notified by letter identifying the school as in need of improvement as required by the Department of Education. (Letters backpacked)
 - Parents were notified at the Parents Association Meetings, as well as, the School Leadership Meetings.

**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 Ben Soccodato	District 11	Borough Bronx	School Number 180
School Name Dr. Daniel Hale Williams			

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

Principal Frank Uzzo	Assistant Principal Letizia G. Isaia
Coach None	Coach None
ESL Teacher Marlene Roth	Guidance Counselor MaryAlice Blackmore
Teacher/Subject Area Josephine Baldini	Parent Doris Green
Teacher/Subject Area Cynthia Caruso	Parent Coordinator Rita Henry
Related Service Provider Gina Darbouze	Other type here
Network Leader Ben Soccodato	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	850	Total Number of ELLs	20	ELLs as share of total student population (%)	2.35%
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Part II: ELL Identification Process

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

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

1. Upon arriving at the office to register, Ms. Caruso would be called to do the oral interview and initial assessment. Help would be offered with filling out the Home Language Survey by either a bilingual secretary, school aide, or Ms. Caruso. This survey is then given to the ESL teacher, Mrs. Roth. Using the Home Language Survey as a guide, new students are given the Lab-R within ten days of arrival by the ESL teacher, and their English language needs are assessed. If the student is Spanish speaking, the Spanish Lab would also be administered. The student is then placed in the appropriate Freestanding ESL group as determined by Mrs. Roth according to level and need. Each May, the students are given the NYSESLAT exam in order to determine if the student needs to continue in the ESL program. The scores are examined by modality and accurate placement for the next year is assessed.
2. The ESL teacher in conjunction with the principal and the parent coordinator conducts a parent orientation within the first ten days of admission. A video describing the various choices of language programs offered in New York City such as: Dual Language, Transitional Bilingual or Freestanding ESL is shown in the native language and English. Ms Caruso is available to answer any questions in Spanish. Only Freestanding ESL is available at MS 180. At this time, parents are requested to make a choice of language program that they desire for their child. If the parent/guardian is interested in another program, other schools would be contacted for the parent to visit.
3. The entitlement letters and Parent Survey and Program Selection forms are distributed to the parent/guardian by the ELS teacher within the first ten days of enrollment. The ESL teacher is responsible for collecting the letters. If a letter is not returned, the parent coordinator makes a telephone call and tries to address the problem. The ESL teacher would also follow up. We would remind the parent that the child will be transferred to a bilingual program if we do not hear from them.
4. The Pupil Personnel Secretary, Parent Coordinator and interpreter meet the parent/guardian at registration. The parent/guardian is informed that MS 180 offers only a Freestanding ESL program and a description of that program is explained in detail, including how the child is placed and the services that will be afforded to the child. All communication is done in the native language of the parent/guardian. After the initial conversation with the parent, the LAB R will be administered by the ESL teacher. It will be hand scored and according to the results, the child will be placed in an appropriate ESL program or offered a transfer to another school so that they may attend a Bilingual or Dual Language program. At the parent orientation, the parent is asked to make a program choice. Ms. Caruso would be present to translate for the parents with the principal, ESL teacher, and parent coordinator to answer any questions that the parent may have.
5. At MS 180, the parents consistently choose to have their children placed in our ESL class. No child has left MS 180 in the past five years.
6. MS 180 only offers a Freestanding ESL program. Traditionally, the parents elected to have their children remain at this school. Therefore, we are aligned with the parent's wishes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	20
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	1	2	12	0	12	5	0	5	20
Total	3	1	2	12	0	12	5	0	5	20

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	5	7					18
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	1					1
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
Other							0	1	0					1
TOTAL	0	0	0	0	0	0	6	6	8	0	0	0	0	20

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).

A. Programming and Scheduling Information

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?

1a. MS 1MS 80 has a pull out model for ESL instruction. The group is ungraded but the children are grouped according to their English proficiency level. In literacy, a beginning student starts with basic English vocabulary. The vocabulary is used in speaking, reading, and creating basic phrases and simple sentences. The vocabulary is used to write phrases and simple sentences with the aid of picture prompts. Primers and picture books are the prime source of instructional materials for beginning ELL's and audio tapes help to promote language development. Intermediate and Advanced students build on prior knowledge in vocabulary, reading and writing. There are various grade level vocabulary books used to build word recognition and meaning, leveled libraries are available so students have a variety of reading material below or at grade level, and workbooks that use writing prompts help with the development of writing. Books on tape are also used to promote reading and language development.

1b. The class is homogeneously grouped by English proficiency as per the scores on the Nyseslat exam. The group consists of students from all grades.

2a. The only language of instruction at MS 180 is English. Beginning and Intermediate students receive 360 minutes of instruction per week and the Advanced students receive 180 minutes of instruction. Those students who have reached proficiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. The students also receive 10 periods of ELA instruction each week provided by the literacy teacher. Intermediate and advanced students receive help in the content areas of Science (vocabulary), Social Studies (writing by interpreting pictures, graphs, and maps) and Math (reading and writing strategies to solve word problems).

3. All instruction at MS 180 is in English. The children attend the content area classes and the ESL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. She also paraphrases the text books for better understanding. Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the NYS Standards and the Principles of Learning. There is articulation with the content area instructors to ensure continuity. Reading, Writing, Speaking, and Listening are incorporated into the ESL lessons in both English and content areas. The program uses an additive approach building on a child's prior knowledge. At MS 180 reading and writing skills are being addressed through the implementation of the components of a comprehensive literacy approach.

4. The NYS exams are given in Spanish to the Spanish speaking children. The interim assessments are translated for the children by a bilingual para who sits with them during the practice exam.

5a. SIFE children will be evaluated in reading and math. If the child has had no school experience, a beginning phonics program such as Wilson would be implemented. Basic Math such as addition and subtraction would be implemented as well. If the student has had some schooling, reading and writing skill would be addressed such as main idea, sequencing, punctuation. A teacher may be assigned to tutor that child during a professional period. Computer programs would be available.

5b. The ELL program starts the students reading and writing from the first class. Basic vocabulary is studied and from pictures, short stories consisting of a few sentences are written. As the child progresses, longer stories are read and written and concepts necessary for testing such as main idea, etc are introduced.

A. Programming and Scheduling Information

5c. Students in the program more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and Writing will encompass literature in the different subject areas and skills needed to understand those stories such as chunking.. A greater emphasis will be placed on reading and writing skills and Math. Reading of story problems and key words will be stressed.

5d. Children in the program six years will continue with content area instruction stressing reading and writing skills. Tutorials on the computer will be used to review skills that have been taught. Test taking skills will be emphasized.

6. The student's IEP drives instruction. The ESL teacher works closely with the content area instructors and reinforces the material that was used in class. The vocabulary would be reinforced and reading skills such as main idea, sequencing, details etc would be addressed again. Writing skills such as punctuation, editing, paragraphing would be reiterated. Instruction would match the level that is indicated by the student's IEP. The approach would be more individualized.

7. ESL is scheduled for the children during ARTS period so that there is a minimum disruption to the child's academic schedule. The curriculum is adapted to the needs of the individual student. The classes have a paraprofessional in attendance who works individually with children who are having difficulty. The school has elevators to transport the children from floor to floor so they can make use of all the building facilities such as the cafeteria, the library, the yard.

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

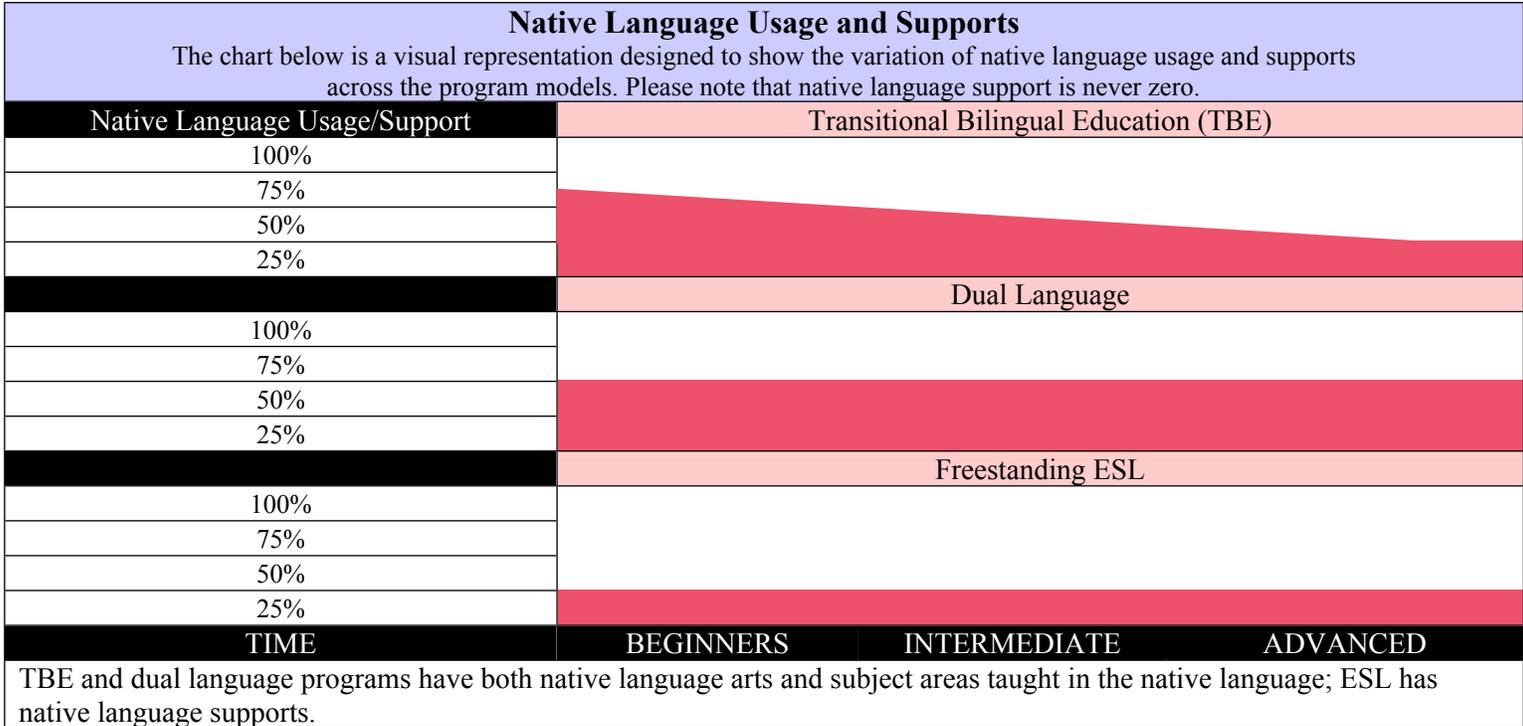
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	a			
Social Studies:	English			
Math:	English			
Science:	English			

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. The school offers a variety of interventions for both the general education and special education ELL population in English. Small group instruction is scheduled during the school day that targets specific skills in both ELA and math at a performance level that meets the needs of the individual student by grade and level. There is the 37.5 minutes period that targets basic literacy and math skills of the ELL's that attend by grade and level. these skills are applied to the content area subjects.

9. The ESL teacher meets periodically with the ELL's reaching proficiency at a mutually convenient time to discuss any academic concerns

B. Programming and Scheduling Information--Continued

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

- The school offers a variety of interventions for both the general education and special education ELL population in English. Small group instruction is scheduled during the school day that targets specific skills in both ELA and math at a performance level that meets the needs of the individual student by grade and level. There is the 37.5 minutes period that targets basic literacy and math skills of the ELL's that attend by grade and level. these skills are applied to the content area subjects.
- The ESL teacher meets periodically with the ELL's reaching proficiency at a mutually convenient time to discuss any academic concerns and offers assistance. These students receive ESL testing modifications for the 2 years after reaching proficiency.
- More interactive softwear is being examined.
- There are no services that will be discontinued for the ELL's this year.
- All ELL's are encouraged to participate in any academic and social programs that are offered during and after the school day. They are encouraged to participate in the 37.5 minutes. All sports activities are open to the ELL's such as basketball and cheerleading.
- The instructional materials include the following texts: Side by Side, Visions, and Main Stream. Listening programs such as Now Hear This can be done individually or as a group. To support the ELA, math and content area skills, computer programs are used by the student, individually, each working at their own level.
- There is no official native language support offered for ELLs. However, students buddy up to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid the new students.
- The required services, support, and resources are aligned to correspond to the age and grade level of the student. Sometimes it is necessary to adjust the program to a different level, such as in the case of the SIFEs..
- There are no formal activities to support newly enrolled ELL students before the beginning of the school year.
- Spanish is the only language elective offered to the students at MS 180.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1.The ESL Teacher attends all meetings at the BETAC at Fordham University. The ESL Teacher turn keys the information received at

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1. The ESL Teacher attends all meetings at the BETAC at Fordham University. The ESL Teacher turn keys the information received at these meetings to the teachers of ELLs and appropriate personnel (i.e. Pupil Personnel Secretary and Parent Coordinator).

2. The teachers are informed that they have an ELL child in their class, who will require assistance in the various subject areas. In mathematics a Spanish edition of the text is provided to support the child, if needed. Accomodations are provided based on recommendation of the ESL teacher and the student level for the different subject areas, including extra time for testing and questions read. If the student has not reached proficient level prior to grade 8, he/she is recommended, by the ESL Teacher and Guidance, to continue ELL services in accordance with the high school that the student attends.

3. The ESL Teacher meets with the subject teacher at the beginning of and throughout the school year to recommend strategies to use with the ELL; in the class environment. As the child becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the child should be able to achieve successfully. The ESL Teacher attends the meetings and turn keys the information to all teachers of ELLs and pertinent staff members. In addition, classroom teachers are informed of and encouraged to participate in the various professional development and courses offered at the BETAC and other colleges and universities throughout NYC.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are encouraged to join the PA which meets monthly. During the school year these parents join with their children and the school community to participate and celebrate in other events. Such activities include literacy, math, and family nights. Parents are notified of these events through the mail or internet, as well as notices sent home with the student also available in Spanish.

2. The parent coordinator along with various community organizations provides information to ELL parents regarding programs and opportunities available to them, allowing for an easier transition into the school and community.

3. Upon registration, the parent coordinator meets with the parent /guardian of the new ELL student to inform he/she about the variety of programs offered at the school both academically and socially. The parent coordinator will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators are available in Spanish.

4. ELL parents are invited to participate in the various academic and social activities available at the school. This gives them an opportunity to share their ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	L
Beginner(B)							2	3	7					12

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)							3	1	1					5
Advanced (A)							1	2	0					3
Total	0	0	0	0	0	0	6	6	8	0	0	0	0	20

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

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

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	1		4		0		0		5
7	2		3		0		0		5
8	3		0		0		0		3
NYSAA Bilingual Spe Ed	0		0		0		7		7

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	0		0		0		0		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	0			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	0			
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.

MS 180 is a school for the arts. All art programs such as drawing, vocal, drama, and learning a musical instrument are open to the ESL children to participate in and learn a new skill. This is an excellent opportunity for the ELL.

Part VI: LAP Assurances

School Name:

MS 180Dr. Daniel Hale Williams

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Uzzo	Principal		10/12/11
Letizia Isaia	Assistant Principal		10/12/11
Rita Henry	Parent Coordinator		10/12/11
Marlene Roth	ESL Teacher		10/12/11
Doris Green	Parent		10/12/11
Josephine Baldini	Teacher/Subject Area		10/12/11
Cynthia Caruso	Teacher/Subject Area		10/12/11
None	Coach		10/12/11
None	Coach		10/12/11
Maryalice Blackmore	Guidance Counselor		10/12/11
Ben Soccodato	Network Leader		10/12/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

Based on our home language surveys, we identified Spanish as the primary language in the majority of our student's homes. Using this information, all communications sent home are sent in two languages; English and Spanish. A monthly calendar provides families with important dates and information about our school in both languages. In addition, we have identified numerous homes where English is not spoken. We have taken a proactive approach to make sure that all communications reach the homes of these parents.

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.

The data we collected was reported to the community at parent information nights, PTA meetings, Open School Night and other parent meetings (i.e. Breakfast With The Principal). Translators are available at every parent gathering and questions are fielded in both languages. Responses are translated for everyone's comprehension. Our parent coordinator, Esmeralda Pelaez is fluent in both English and Spanish. Our Community Assisant, Franklin Arteaga is the primary contact at MS 322 who is the first person any parent interacts with as they enter the main office.

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 letters to parents, pertinent flyers and calendars are translated by school staff. Before any material is sent home, the translation is reviewed by other staff members for correct grammatical foreign language use. All materials are prepared well in advance of their due date and translations are closely examined and reviewed. We have taken a proactive approach to make sure that all communications reach the homes of parents in their home language. All letters and calendars are backpacked home. Teachers have the students sign for all letters and calendars. In addition, using our poster enlarger, important notices are visible throughout the community; posted on the streets directly outside the school and with the building. Our online grade book JupiterGrades includes automatic translation of everything from grades to behavioral notes into Spanish (with clear Spanish category labels throughout). Our school website (<http://www.sites.google.com/site/M322main/home>) also includes simple automatic translation. And, finally, School Messenger's attendance alerts and general notifications are also communicated in both English and Spanish.

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.

We are fortunate to have many teachers, administrators and members of our support staff who are fluently bilingual in English and Spanish. These staff members are frequently called upon to translate in a variety of situations from parent meetings to individual conferences. At larger community meetings, many staff members make themselves available to make sure that communications are clear. Questions and answers are repeated in both languages. At parent/teacher conferences and meetings of our SLT, we rely on the support of our close partnership with the Community Based Organization, the Children's Aid Society. They provide a team of translators for each parent conference day and the program director routinely sits in on our School Leadership Team to facilitate strong communication.

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>.

When translation is not readily available, a notice in the appropriate language or cover letter is attached to the front of any English document indicating to parents how they may request translation or interpretation of the document. We also provide translators throughout the day on site at school.

Translated signs and posters are available throughout the building. Bilingual glossaries are available in the main office as well as administrative areas.

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: Middle School 322	DBN: 06M322
Cluster Leader: 5	Network Leader: 532
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✳Other: In school
Total # of ELLs to be served: 182 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✳6 ✳7 ✳8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

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:

To meet the language needs of newcomers and long term ELLs in danger of stagnation in all three grades, we use two separate models of instruction each supported by Title III funds. Title III funds supplement these programs by allowing us to reduce effective class size (see below).

Students in our bilingual program are scheduled for a daily three period block of language instruction. Students are divided into seven groups by language acquisition level regardless of grade level. Using numerous data sources, ... Six small groups (of no more than ten students) are given intensive, differentiated instruction at 6 stations (including NLA, guided reading, writer's workshop, reader's workshop and computer mediated instruction). Four appropriately licensed teachers operate as a team in this 6 station rotation. The largest group, primarily composed of students who have already faced the ELA exam, receives instruction by a teaching team who provide a reader's / writer's workshop program based on our Teacher's College Reading and Writing Project units of study with careful differentiation and native language support. This larger group is taught by a team of two teachers, with certification in ELA and ESL. In both models, the dominant language of instruction is English. Classroom libraries include large numbers of appropriately leveled texts in both Spanish and English.

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: To ensure that teachers are conversant with the latest methodologies and that their work across the department is of a consistent standard, we have contracted an independent vendor Ilvia Osceola to provide targeted support to teachers working with English Language Learners. Dr. Osceola has worked with our school since its inception and meets with all teachers in bilingual and ESL classes. This year, she is scheduled to spend twelve full days with our staff. In addition to systematic classroom observations and individual feedback, she has provided model lessons demonstrating best practices. Her work has covered guided reading strategies, supporting independent reading, writing for ELLs, ESL vocabulary development, reciprocal teaching, aural language development and persuasive writing. She has also worked with our math and science teachers focusing on ELL strategies for content teachers.

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: Ongoing monthly workshops are conducted in collaboration with our CBO Children's Aid Society and the City College Academy of the Arts at the SUMA parent room in our campus. A wide range of topics are covered, from testing and homework strategies to community resources. A highlight of this year will be a Saturday Fair in March which will provide our parent community with a guide to a wide range of important community resources including community banks and medical, dental and insurance options.

Our ELL consultant Dr. Ilvia Osceola provides workshops for our parents as part of her contracted services. Three times per year, she holds a morning workshop. Her topics include (but are not limited to) strategies to help children with homework, whole family literacy, and reading strategies which foster a greater love of literature.

Parents are notified of these meetings through various sources: phone messenger, flyers which are backpacked home, posters in English & Spanish as well as personal calls to parents. These events are also posted on our school website.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		