



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** PS 291

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X291

**PRINCIPAL:** CARLOS VELEZ

**EMAIL:** CVELEZ1@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

**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
Carlos Velez	*Principal or Designee	
Maggie Grant	*UFT Chapter Leader or Designee	
Elyn Alcantara	*PA/PTA President or Designated Co-President	
Skyler Mariani	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
<b>Krystal Ilarraza</b>	Member/General Ed Teacher	
<b>Assunta Mariani</b>	Member/Special Ed Teacher	
<b>Anna Ciani</b>	Member/ESL Teacher	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1      Professional Development**

Increase opportunities for teachers' professional and collaborative discourse and planning. Seventy-five percent of our staff members will participate in our ongoing Professional Development sessions. We will look for evidence of our professional development by the following instruments of measure:

- Formal and informal observations of teachers
- Lesson plans
- Student work
- Planning units
- Meeting agendas
- Attendance logs
- Teachers surveys
- Increased student achievement

The responsible staff members will periodically review our instruments of measurement to look for gains in teacher pedagogy three to five times throughout the school year.

### **Comprehensive needs assessment**

Due to the upcoming implementation of the Common Core Learning Standards (CCLS) we have decided to continue our participation in the NYC pilot program. We are currently a learning site where we are implementing common core learning tasks and reviewing and revising curriculum to support these tasks. All classroom teachers (K-4) are analyzing curriculum to ensure it is aligned to the CCLS. Teachers are working collaboratively to revise, adjust and supplement ELA and Math curriculum as needed. In addition, teachers are creating curriculum maps and common assessments based on the CCLS. This is a work in progress that will continue. Also, we have begun the process of incorporating the CCLS into our content areas. Lastly, this work around the CCLS will support the implementation of the Citywide Initiative of ELA and Math tasks.

Several new initiatives we have incorporated in our school include Webb's Depth of Knowledge (DOK), Universal Design for Learning (UDL) and Charlotte Danielson's Framework for Teaching. All teachers have begun training on these initiatives. We will continue professional development throughout the year to increase our pedagogy in these areas.

Lastly, after analyzing our school wide data we have decided to focus on our lowest third population for our inquiry work this year. These students include our ELL students with IEP's. The participating teachers will meet regularly to determine the needs of this population and develop specific learning plans and outcomes. In addition, these teachers will participate in study groups and research best models for targeted instruction for this group of students.

### **Instructional strategies/activities**

We encourage deep reflection on our professional development methods to enhance and refine our pedagogy. Professional development is provided using a variety of systems:

- Coaches and consultants demonstrate best teaching techniques to enhance teachers' instructional practices as per Charlotte Danielson framework for enhancing professional practice
- Coaches and consultants will support alignment of curriculum to Common Core Learning Standards
- Coaches and consultants will support development of common assessments based on Common Core Learning Standards.
- Common grade planning meetings
- Planning meetings for special education, ESL and bilingual teachers
- Inter-visitations & Intra-visitations
- Lab-sites

At the end of the 2011 school year, we surveyed the staff to determine their professional development needs. This data was used to determine the professional development that would be provided. In addition, staff developed individual professional development goals based on Danielson's Framework for Teaching. Overall, we expect the targeted professional development of our teachers will help to improve their pedagogy which in turn will improve student achievement. Our timeframe for this goal is September 2011 - June 2012.

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

In order to increase parental involvement to achieve this goal, we will provide workshops on the Common Core Learning Standards and the roles of parents in achieving these standards. In addition, parents will receive grade specific monthly newsletters that will inform them of their child's curriculum and expectations and the alignment to the CCLS in ELA and Math.

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

Through the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving their NYS mandated professional development hours. Approximately 95% of our teachers are highly qualified.

### **Service and program coordination**

Our school has the following community partnerships:

- Lehman College Professional Development Partnership
- Bronx Community College Student Interns

Each year, we have numerous interns from Bronx Community College and Lehman College. These interns are assigned to work with seasoned teachers to develop their best instructional practices. In addition, the interns are active participants of the professional development offered at the school (planning meetings, etc.). Also, due to our partnerships, our teachers participate in professional development at the college level. Our

cooperating teachers earn free college credit to further their pedagogy.

### **Budget and resources alignment**

#### Responsible Staff Members:

- Coaches (literacy and math)
- Consultants (literacy, math, science & social studies)
- Administration
- Teachers
- AIS Coordinator

#### Target Population:

- Classroom teachers including bilingual and special education
- AIS providers
- Cluster teachers

#### Funding/Scheduling

- Scheduling of funds for Per Session
- Scheduling funding for F-Status staff developers to provide professional development sessions
- Scheduling of funds to purchase materials and resources such as professional literature

#### Funding Sources

- Title 1
- Fair Student Funding
- Contract for Excellence

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2: Closing the Achievement Gap for Students with Disabilities**

Our goal is to implement targeted instruction to meet the needs of our at-risk population that include self-contained and part-time special education students. Teachers will gather and analyze data for these students in order to inform instruction to best support their academic needs and IEP goals. This will be accomplished by creating structural models to support continuous academic growth. Student achievement in ELA and Math will increase by 5%.

Instruments of Measure:

- Delivery of Instruction
- Student academic progress
- Student Portfolios, Citywide Initiative Tasks
- Increase in standardized assessment scores: ELE , ELA, Math, EPAL, LAB, NYS Science Exam, NYSESLAT
- Increase in periodic assessment scores: DRA- 2, Acuity, Rigby,
- Writing celebrations
- Student projects
- Progress towards meeting IEP goals.

The responsible staff members will periodically review our instruments of measurement to look for gains within our students with disabilities population three to five times throughout the school year.

### **Comprehensive needs assessment**

Upon analyzing our standardized assessment data, we noticed that our IEP students are struggling to meet proficiency and grade level in both ELA and Math. Other data sources, including: DRA assessments, Periodic assessments, Everyday math assessments, Rigby benchmarking assessments, NYC EPAL assessment and teacher created assessments, as well as student work, confirm this need. We noticed that our special education population need to bridge the gap between themselves and the general education population. These students score within our lowest third according to state testing.

### **Instructional strategies/activities**

There are three 3R bilingual (12:1:1) classes; the ratio is 12 students with 1 teacher and 1 educational assistant. We also have one collaborative team teaching class. Student support staff and related service providers work with the students in literacy and mathematics. Individual student needs

are met as recommended on their Individual Education Plan (IEP). In addition, their program reflects three periods a week of small group instruction (SGI). During these periods each classroom has a support person assigned to them for the purpose of guided reading. The teacher's approach is process oriented, using a literature and content-based curriculum in addition to differentiating instruction. This approach is consistent with all classes across the grades. In addition, some of these classes are receiving additional services such as Wilson to help the students meet their IEP goals. Our timeframe for this goal is September 2011 - June 2012.

**Tasks/Strategies:**

**-General Education Students with IEP's**

Students with IEP's in general education classes will receive support from both the classroom teacher and a SETTS teacher. This support and instruction will be provided during ELA and math instruction within the general education classroom. In addition, students classified as part time special education will be placed in a self contained special ed class for their area of academic need or receive instruction in a part time special education class.

**-Self Contained Special Education Classes**

Teachers and administrators will collaboratively assess which students will qualify for mainstreaming into a general education class. The criteria for mainstreaming will include student academic ability in addition to the social and emotion development of the child. Throughout the year, teachers and administrators will monitor the progress of these students during mainstreaming.

**-Collaborative Team Teaching Class**

This year we have a collaborative team teaching class in first grade. The class make up is general education with special education students. The supports for this class include a licensed first grade teacher and a licensed special education teacher.

**-At Risk Students in General Education and Special Education**

At risk students will be identified based on assessments such as State ELA and Math assessments, DRA 2, Everyday Math Unit assessments, running records, conferring and informal teacher observations. These students will be provided targeted small group instruction in a variety of modalities including guided reading, guided math, after school and extended day programs. Also, classroom teachers and paraprofessionals will provide differentiated instruction to their at risk students. Throughout the year, these students will be assessed to determine next steps and continuously inform instruction.

**These models will provide the following benefits:**

- Reduce pupil teacher ratio to enable intensified remediation for at risk students
- Provide targeted instruction in ELA and Math
- Differentiate Instruction
- Foster collaboration between classroom teachers and service providers (SETTS, AIS, Special Ed teachers) to provide targeted student instruction
- Provide multiple opportunities for presenting information
- Model listening, speaking and working collaboratively in a partnership
- Provide flexible grouping
- Assess individual special students areas of strengths in order to determine placement for mainstreaming into general education classes

- Monitor and evaluate special ed students performance in the general education population

**Through these collaborative models, general education, special ed, AIS and SETTS teachers will employ strategies to:**

- Collect data
- Analyze student work
- Use data to inform differentiated instruction
- Provide articulation between general ed and SETTS teacher for planning, analyzing assessments and IEP implementation.
- Monitor and revise student IEP goals

#### **Teacher Support**

- Team teaching with licensed Special Ed teacher (CTT class)
- Planning periods with push in support teacher (SGI) to strengthen collaboration
- SGI periods to support targeted small group instruction
- Professional development on aligning curriculum to the CCLS
- Professional development on creating standards based common assessments
- Professional development on Webb's Depth of Knowledge and Universal Design for Learning
- Math and Literacy coaches
- Inquiry work study group

#### **Student Support**

- Implementation of standards based curriculum for ELA (reading, writing, listening and speaking)
- Implementation of standards based math, science and social studies curriculum
- Integrate technology with SmartBoard, IPad's and classroom computers to meet various learning styles and modalities
- Participate in targeted small group instruction with classroom teacher
- Participate in targeted small group instruction with AIS (ELA & Math) teachers
- Differentiated instruction to meet the wide range of needs of students
- After school, Saturday School, Spring Academy and Extended time to further support academic needs and ELA/Math progress

#### **Responsible Staff Members:**

- Consultants
- Administration
- General Education and Special Education Teachers
- Data Specialist Coordinator
- IEP Teacher
- Related service providers (SETTS, speech teachers, occupational therapists, counselor, physical therapist)
- AIS Teachers

**Target Population:**

- Students with IEP's
- Classroom teachers including bilingual and special education
- Educational Assistants
- SETTS teachers

**Strategies to increase parental involvement**

To increase parental involvement, the school will offer monthly parent workshops, where the parents will learn tips and strategies that they can use to support their children at home. Parents are welcome to attend parent-teacher conferences, curriculum night, IEP meetings, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their IEP goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child's educational plan.

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

Our special education teachers are fully licensed and have five or more years teaching experience. They work collaboratively with the general education teachers to plan instruction that will support this population. Our school offers continuous professional development to enhance teacher pedagogy. Through the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving their NYS mandated professional development hours.

**Service and program coordination**

Our school has the following community partnerships:

- Lehman College Professional Development Partnership
- Bronx Community College Student Interns
- Good Shepherd Community Program
- Healthy Snack
- Head Start Preschool program
- Child Health Plus

These partnerships support our goal in closing the achievement gap for special education students. Our local college partnerships provide interns who work with this population of students to support their goals. In addition, many of our special education students are enrolled in Good Shepherd, which provides social and academic support. Head Start prepares our students for their educational career. Many of our students are identified early and provided with intervention services to help close the achievement gap. Lastly, Child Health Plus and Healthy Snack ensures our students have medical coverage and are provided a daily, nutritious snack.

## **Budget and resources alignment**

### Funding/Scheduling

- AIS Coordinator
- Special Education Teachers
- Classroom Teachers
- SETTS and IEP Teachers
- Time for Professional Development Days including Summer Academy (Per Diem)
- Phase 1 SE Transitional Funding

### Funding Sources

- Title I
- Student Fair Funding
- IEP Teacher
- NYSTL Software
- Phase 1 SE Transitional Funding
- NYSTL Textbook

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3 Closing the Achievement Gap for English Language Learners**

Our goal is to implement targeted instruction to meet the needs of our at-risk population that includes English Language Learners in bilingual classes or free standing ESL. Teachers will gather and analyze data for these students in order to inform instruction to best support their academic needs. We plan to develop a system for improvement of ELL students to close the achievement gap in ELA and Math. This will be accomplished by creating structural models to support continuous academic growth and continuous professional development for teachers who support our ELL population. Student achievement for ELL's in ELA and Math will increase by 5%.

#### **Instruments of Measure:**

- DRA2 and Ribgy Assessment K-4
- Acuity Assessment 3-4
- Delivery of Instruction
- Student academic progress
- Student Portfolios, Citywide Initiative Tasks
- NYSELAT Assessment k-4
- Standardized Assessments 3-4
- Math unit assessments
- Informal classroom assessments

#### **Comprehensive needs assessment**

Upon analyzing our standardized assessment data, including NYSELAT, we noticed that our ELL students are struggling to meet proficiency and grade level in both ELA and Math. Other data sources, including: DRA assessments, Periodic assessments, Everyday math assessments, Rigby benchmarking assessments, NYC EPAL assessment and teacher created assessments, as well as student work, confirm this need.

We noticed that our ELL population need to bridge the gap between themselves and the English proficient population. Student support staff including AIS service providers work with the students in literacy and mathematics. The teacher's approach is process oriented, using a literature and content-based curriculum in addition to differentiating instruction. This approach is consistent with all classes across the grades.

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

The bilingual program at P.S. 291 is a transitional program. There are four bilingual classrooms, Kindergarten to third grades, and three 3R bilingual special education classes. In addition, we have a large population of English Language Learners. Our program is designed to increase students' second language instruction as they progress in their educational career and at the same time continues to nourish their literacy in the native language. The antecedent is reflected through the weekly class schedule in which the language of instruction for each content area to be delivered is shown. The schedule is implemented as prescribed in order to guarantee the literacy development in the native language and the second language acquisition. In addition, their program reflects three periods a week of small group instruction (SGI). During these periods each classroom has a support person assigned to them for the purpose of guided reading. With the use of linguistic and scaffolding strategies, the teacher can

accommodate the English Language Learners (ELL) different levels of English language proficiency. This is true for both the bilingual ELL's and the ELL's in our monolingual classes. Our ESL program services approximately 98 students. The program is a push-in program serviced by a licensed ESL teacher. In addition, the students who have passed the New York State English as a Second Language Achievement Test (NYSESLAT) continue to be supported using ESL methodologies. ELLs participate in the arts, science and literacy programs. Our timeframe for this goal is September 2011 - June 2012.

#### **Teacher Support**

- Team teaching with licensed ESL teacher
- Planning periods with push in ESL teacher to strengthen collaboration
- SGI periods to provide targeted small group instruction
- Planning periods with SGI support teacher to strengthen collaboration
- Professional development on aligning curriculum to the CCLS
- Professional development on creating standards based common assessments
- Professional development on language acquisition strategies for ELL's
- Professional development on Webb's Depth of Knowledge and Universal Design for Learning
- Math and Literacy coaches
- Inquiry work study group

#### **Student Support**

- Implementation of standards based curriculum to support English language acquisition for reading, writing, listening and speaking
- Implementation of standards based math, science and social studies curriculum
- Integrate technology with SmartBoard, iPad's and classroom computers to meet various learning styles and modalities
- Participate in targeted small group instruction with classroom teacher
- Participate in targeted small group instruction with AIS (ELA & Math) teachers
- Differentiated instruction to meet the wide range of needs of students
- After school, Saturday School, Spring Academy and Extended time to further support language acquisition and ELA growth/progress

#### **Responsible Staff Members:**

- Literacy and Math coaches
- Classroom teachers
- ELL Teacher
- Administration
- Consultants

#### **Target Population:**

- Current ELL students (Beginner, Intermediate and Advanced proficiency levels)
- Former ELL's to provide continued academic support

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

To increase parental involvement, the school will offer monthly parent workshops, where the parents will learn tips and strategies that they can use to support their children at home. Parents are welcome to attend parent-teacher conferences, curriculum night, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their classroom academic goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child.

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

Our bilingual and ESL teachers are licensed and have five or more years teaching experience. Our bilingual and ESL teachers work collaboratively with each other in addition to their grade level colleagues. Our school offers continuous professional development to enhance teacher pedagogy. Through the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving their NYS mandated professional development hours.

### **Service and program coordination**

Our school has the following community partnerships:

- Lehman College Professional Development Partnership
- Bronx Community College Student Interns
- Good Shepherd Community Program
- Healthy Snack
- Head Start Preschool program
- Child Health Plus

These partnerships support our goal in closing the achievement gap for our ELL students. Our local college partnerships provide interns who work with this population of students to support their academic needs. In addition, many of our ELL students are enrolled in Good Shepherd which provides social and academic support. Head Start prepares our students for their educational career. Lastly, Child Health Plus and Healthy Snack ensures our students have medical coverage and are provided a daily, nutritious snack.

### **Budget and resources alignment**

#### **Funding/Scheduling**

- Classroom teachers
- ESL teacher
- Literacy and Math coach
- Literacy and Math staff developer

- Literacy and Math cluster teachers
- Technology cluster teacher
- Consultants
- Early childhood reduction teacher

**Funding Sources**

- Tax Levy
- Title I
- Title IIA Supplemental
- Title III LEP
- Summer School Shared
- Tax Levy Translation
- DYO Assessment

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4: Math**

Implement Common Core Learning Standards based Math curriculum where students will be able to develop an understanding of mathematical concepts and facts using a hands on approach. To create a competent and coherent system where students will be able to problem solve, communicate and reason mathematically, and transfer these concepts to real life experiences.

#### **Instruments of measurement:**

- Unit Tests
- Standardized Assessments for Grade 3 and 4
- Acuity Assessment 3-4
- Portfolios & Citywide Initiative Tasks
- Math Logs/Journals
- Homework
- Conferencing
- Hands on investigations
- Student Work/Project Displays

### **Comprehensive needs assessment**

A review of our State assessment data shows a decrease in student proficiency in mathematics. In addition, our other assessments (unit assessments, Acuity, tiered tasks, student work products, etc. ) show a need in enhancing our mathematics instruction. We decided to review, revise and strengthen the mathematical instruction in all grades (k-4).

### **Instructional strategies/activities**

Implement Common Core Learning Standards based math curriculum, which promotes empirical exposure of concepts and skills to foster mastery overtime. This curriculum focuses on the skills and strategies students are learning in the classroom. Furthermore, it will provide students with additional opportunities to develop mastery through practice. Our timeframe for this goal is September 2011 - June 2012.

#### **Tasks/Strategies: (Teacher Support Service)**

Professional Development:

- Onsite Math Coach
- Professional development on aligning Everyday Math curriculum to CCLS
- Everyday Mathematics program curriculum alignment pacing
- Professional development on developing CCLS based tasks
- Professional development on analyzing and developing unit assessments
- Professional development on Webb's Depth of Knowledge and Universal Design for Learning

- SmartBoard resources

**Tasks/Strategies: (Student Support Service)**

- Math Steps resource K-4
- Math AIS Teacher 1-4
- After school program
- AIS periods built in to curriculum pacing k-4
- Classroom libraries
- SmartBoard, IPad's and classroom computers
- Hands on manipulatives
- Acuity resources

**Instructional Practices:**

- Cooperative Work
- Content Integration: Reading, Writing, Science and Art
- DOK Questioning (open-ended )
- Justification of Reasoning
- Content Writing
- Accountable Talk
- Use of Equipment/Manipulatives
- Problem-Solving Strategies
- Goal setting
- Ongoing assessments (unit assessments, conferring, tests)
- Differentiated instruction (tasks)

**Responsible Staff Members:**

- Coaches (literacy and math)
- Consultants
- Administration
- Teachers
- Data Specialist Coordinator
- Math AIS Teachers

**Target Population:**

- Classroom teachers including bilingual and special education

- Math AIS teachers
- Students in grades K-4

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

To increase parental involvement, the school will offer monthly parent workshops, where the parents will learn tips and strategies that they can use to support their children at home. Parents are welcome to attend parent-teacher conferences, curriculum night, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their classroom academic goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child.

### **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.

At PS 291, our teachers are licensed and have four or more years teaching experience. Our teachers work collaboratively with their grade level colleagues in addition to meeting with support staff and AIS service providers. Our school offers continuous professional development to enhance teacher pedagogy. Through the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving their NYS mandated professional development hours.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school has the following community partnerships:

- Lehman College Professional Development Partnership
- Bronx Community College Student Interns
- Good Shepherd Community Program
- Healthy Snack
- Head Start Preschool program
- Child Health Plus

These partnerships support our goal in closing the achievement gap for our ELL students. Our local college partnerships provide interns who work with this population of students to support their academic needs. In addition, many of our ELL students are enrolled in Good Shepherd which provides social and academic support. Head Start prepares our students for their educational career. Lastly, Child Health Plus and Healthy Snack

ensures our students have medical coverage and are provided a daily, nutritious snack.

**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.

**Funding/Scheduling**

- Classroom Teachers
- Math Coach
- Literacy Coach
- Math Staff developer
- Literacy Staff developer
- Math/Science/Technology Cluster
- Early Childhood Reduction Teacher

**Funding Sources**

- Title 1
- Student Fair Funding
- NYSTL Textbook
- Summer School Shared
- Contract for Excellence

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	60		N/A	N/A	1			
<b>1</b>	124		N/A	15	1			
<b>2</b>	116	50	N/A	15	2			1
<b>3</b>	117	50	20	15	2			1
<b>4</b>	116	65	20	15	3			
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).		
	Academic Intervention Service	Method of Delivery	When
<b>ELA:</b>	Wilson Guided Reading Words Their Way SGI (Targeted Small Group Instruction) Project Ram Project Merit	Small Group Small Group Small Group Small group Small Group Small Group	During School During School During School During School 50 minutes After School Saturday
<b>Mathematics:</b>	Everyday Math Project Ram Project Merit Guided Math Groups Everyday Math Online Games	Small Group Small Group Small Group Small Group Individual	During School After School Saturday During School During School
<b>Science:</b>	Guided Reading teachers utilize science themed non-fiction books to support reading strategies and science content	Small Group	October -June
<b>Social Studies:</b>	Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content	Small Group	October -June
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counseling	Individual and/or Small Group as per IEP	During School
<b>At-risk Services Provided by the Social Worker:</b>	Counseling Crisis Intervention	Individual Individual as needed	During School During School
<b>At-risk Health-related Services:</b>	Educational Assistant - Health	Individual	During School
<b>Social/Non-Instructional Support Services:</b>	Conflict Resolution Advisor Student Council	Individual or small group Small group	October -June

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## **PARENT INVOLVEMENT POLICY (PIP)**

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 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, math, accessing community and support services; and technology training to build parents' capacity to help their children at home; disseminating information through the PS 291 web-site
- 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; ARIS
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, curriculum night, 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;
- schedule additional meetings with classroom teachers to discuss child's progress
- 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 such as Cultural Diversity, Thanksgiving Celebration
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents (available in school library)
- 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 on school web-site 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;

**PS 291 School-Parent Compact**

School Responsibilities: PS 291 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Teach classes interesting and challenging lessons that promote student achievement.
  - Endeavor to motivate the students to learn.
  - Have high expectations and help every child to develop a love of learning.
  - Communicate regularly with families about student progress.
  - Provide a warm, safe and caring learning environment.
  - Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-2 and 60 minutes 3-4).
  - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
  - Actively participate in collaborative decision making, consistently work with families and school colleagues to make our school an accessible welcoming place for families.
  - Respect the school, students, staff, and families.
  - Provide necessary assistance to parents so they can help their child learn.
  
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
  - 3<sup>rd</sup> week in November and 2<sup>nd</sup> week in March
  
3. Provide parents with frequent reports on their children's progress. This information will be disseminated during Parent/Teacher Conferences or individual meetings.
  - Report cards
  - Math progress report
  - Reading progress report
  - Attendance report
  - ARIS
  - Acuity (3<sup>rd</sup> & 4<sup>th</sup> grade)

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents could set up appointments with their child's teacher by contacting the parent Coordinator
  - Teachers will have one preparation period a week or as need it dedicated to meeting with parents
5. Provide parents opportunities to volunteer and participate in their child's classroom activities, as follows:
  - attend class trips
  - complete clerical work at the Main Office.
  - sit in their child's classroom and observe the Literacy and Mathematics workshops.
  - attend classroom celebrations
6. Involve parents in the planning, review, and improvement of the Public School 291's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the Public School 291's participation in Title I, Part A programs, to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Public School 291 will invite all parents of children participating in Title I programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. (monthly newsletter, disseminating information on school web-site)
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the Public School 291's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Public School 291 will respond to any such suggestions as soon as practicably possible.
12. Public School 291 will provide each parent an individual student report about the performance of their child on the State assessments in math, ELA, science, and NYSESLAT.

13. Public School 291 will provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-4).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or other or policy groups.

Other discretionary activities:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

#### Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.

- Know and follow school and class rules.
  - Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
  - Limit my TV watching.
  - Respect the school, classmates, staff and families.
  - Complete my studies and homework every day.
-

## **P.S. 291 Language Allocation Policy 2011-2012**

In order for our English Language Learners to meet the high standards, it is imperative that they have access to a coherent program that ensures their engagement in rigorous academic activities that promote conceptual and linguistic development. At Public School 291, we have approximately 204 English Language Learners in grades Kindergarten through Fourth grade. These students are being serviced in bilingual classrooms or through a free-standing ESL program.

### ELL Identification Process

At PS 291 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. If one question is answered with a language other than English in questions 1-4, and two questions answered with a language other than English in questions 5-8, the student is eligible to be tested with the LAB-R to determine the level of English proficiency. Upon completion of the HLIS, such pedagogues initiate an informal oral interview with the parents to get more information about their child's level of literacy skills in the native language, especially when "Other" is checked in item # 5 and all other responses are checked in English (5-8). This assessment is used to identify the child's receptive/expressive language skills in both languages, L1 and L2. .

Cut scores on LAB-R determine service eligibility for new entrants. If the student does not meet the cut score for the grade level using the LAB-R, and the other language identified on the HLIS is Spanish, the Spanish LAB is administered. This is used to identify the dominant language, which should be considered when determining the language of instruction. Along with the parent(s) response to the type of program they have chosen for their child, these results will identify the program model the child will attend. We do not inform parents of the available programs at the school prior to viewing the video. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

After the student has been tested with the LAB-R and Spanish LAB if appropriate, and identified as an ELL student, the parents are invited to attend a parent orientation workshop. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents view the NYC language program video in their preferred language and meet with our ESL teacher to discuss concerns. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and

option to choose a program model for their child. In cases where the home language is one that no one in the school speaks, the pedagogues seek assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

An invitation, Entitlement letter, and the Parent survey and Program Selection Form are sent to the parent inviting them to the parent orientation session. During the parent orientation session, the parents view the video, ask any questions they may have, and return the Parent Survey and Program Selection Form. The school follows up with a Placement Letter informing the parents of the child's program placement. These documents are available upon the completion of the parent orientation session and are kept on file at the school.

If a student passes the LAB-R, then the Non-Entitlement Letter is sent to the parent and a copy is kept on file with the date it was sent to the parent.

In the case where parents do not attend the parent orientation session and do not return the Parent Survey and Program Selection Form, the default program is Transitional Bilingual. Notices concerning this procedure are sent to the parents in their native language.

Our school ensures that this entire process is completed within ten days of enrolling the student into our school.

Eligibility continues until the student demonstrates proficiency on the NYSESLAT. Until that time, parents are notified using the Continued Entitlement Letter, which is kept on file, and dated when it was sent to the parent.

When the student reaches proficiency on the NYSESLAT, the parents receive the Non-Entitled/Transition Letter, informing them of the ELL Transitional Services that will be provided for their child, for one school year. A copy of this notice is kept on file with the date it was sent to the parent.

After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore, the majority of our parents are choosing monolingual classes with ESL services. The program models provided at our school are all aligned with parent requests.

## ELL Programming and Scheduling

We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, and writing. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. As the student's English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years
- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Push-in Model: The ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Self Contained Model: A licensed ESL teacher will provide instruction in English using ESL methodologies.

We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ESL classes.

During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in monolingual classes will be given their mandated minutes of ESL instruction by a free-standing ESL teacher using the push-in model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

To develop content understanding we are using Everyday Mathematics developed by the University of Chicago. Grade specific Scott Foresmen's textbook are being utilized for Science and Social Studies in order to provide instruction in the students native language. All instructional resources selected will improve our ELL students' skills through content rich curriculum and incorporate the New York State Standards into their work.

We ensure that ELLs are appropriately evaluated in their native language by using the following assessments:

- Spanish LAB
- ELE
- El Sol
- Teacher Observations
- Teacher conferences with students

There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:

- AIS guided reading
- After-School
- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Foundations
- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their Reading, Writing and Mathematic skills. Our I.E.P. teacher provides small group instruction to our Special Education ELL Students. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day. We will also provide support to these students during the 50 minutes extended time as well.

Long term ELLs will receive extra support through the use of Q-TEL strategies. This will be used by the ESL teacher who has been trained in Q-TEL. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

Some instructional strategies and grade level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are:

#### Program Names

- Phonics Street/Alphachants
- Great Leaps
- Small group instructional support by the reading specialist.
- Reading Basics program to build fundamental reading skills, including sounds-letter correspondence, word families & patterns, and decoding
- Differentiated instruction according the student's interest, and learning ability.
- Extended day and After-school program
- Saturday Academy
- Kidspiration multimodal tool to develop writing, thinking and vocabulary skills.
- English at your Command, which includes activities to support the writing process and models, as well as grammar and mechanics.

#### Instructional Strategies

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

- Encourage students not to focus too much on their mistakes
- Encourage writing for real purposes by publishing in innovative ways
- Encourage the use of different strategies for accessing vocabulary needed and for recording new vocabulary for use in future writing
- Teach all aspects of word knowledge and spelling through specific activities including games, quizzes, etc.

Teachers help students learn when and how to use instructional strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.
- Modeling all aspects of the writing process
- Teaching the text organization and language features of different genres through a range of different activities
- Jointly constructing texts with students
- Supporting the development of editing and proof reading skills
- Using shared experiences to write class or individual books/texts
- Using photos and other visual stimuli (pictures) in the early stages of writing development
- Using groups and pairs to develop group texts

Teachers discuss the purposes of reading with students.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by mainstreaming students whenever a student shows strengths in a specific content area. This is possible due to grade level teachers

planning together to ensure that the entire grade (general ed. Teachers and special ed. Teachers) is meeting the Common Core Learning Standards. Our scheduling is such that content areas are taught at common times which promotes mainstreaming.

By continuously analyzing data from the ELL assessment (LAB-R, NYSESLAT) and other assessments (DRA, teacher observations) throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional modalities.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Avenues Program. This program provides comprehensive, research-based instruction which is aligned to the Common Core Learning Standards. The program provides multi-level teaching strategies, multi-level materials, and multi-level assessment. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

- Dream Yard
- Book of the Month
- Poem in your Pocket
- Project Arts
- SETTS (selected students with IEPs)

In order to provide transitional support to these students, we will invite them to attend the same afterschool programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from ESL teacher. The ESL teacher and the classroom teacher have ongoing articulation to monitor the progress of these students throughout the school year. In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years.

After analyzing our LAB-R, NYSESLAT, ELA, and Math data, we conclude that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the reading and writing program Good Habits Great Readers, LeapFrog, and Reading Basics to provide supplemental support to our ELL students.

At this time, we have no plans to discontinue any of our programs or services to our ELL students.

Our ELL students are invited and participate in all school programs such as Project Arts, Project MERIT, and Project RAM. This participation is not limited to academics. It extends to social events such as Parent and Student Celebrations, Cultural Diversity Day, and Parent Engagement in the Arts.

We have purchased instructional materials to support our ELLs. These materials include but are not limited to Avenues, Kidspiration, Reading Basics, and SmartBoards in all ELL classrooms.

Native language support in Transitional Bilingual and ESL classes is provided in the following ways:

- Instructions/Directions in the native language
- Glossaries
- Buddy system

All of our ELL support services, resources, and materials correspond to ELLs' ages and grade levels.

Our parent Coordinator and our Guidance Counselor hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.

### Professional Development and Support for School Staff

As always, professional development will be a priority at our school. Our professional development is geared to address the needs of the staff to enhance instructional practices. Our ESL instructor, literacy and math coach, and staff developers provide staff development by modeling lessons, conferring with teachers, and assisting with planning lessons. They also arrange for interclass visitations so teachers are able to observe and debrief best instructional practices as they learn from each other. In addition, grade specific educators meet on a weekly basis with the coaches and/or staff developers to discuss implementation outcomes, express

needs, concerns, and plan next steps for the grade (individual teachers) and/or staff development for the next session.

Our ESL teachers and our bilingual teachers attend Q-tel trainings, BETAC workshops, and workshops offered by OELL. The ESL teacher then turn keys pertinent information to the rest of the school staff during school based PD. Our teachers participate in grade level meetings with the ESL and Bilingual teacher where ELL strategies are discussed and shared.

The parent coordinator and the guidance counselor reach out to the local middle school to set up a parent orientation. At this orientation, parents become familiar with middle school expectations and procedures such as departmentalization.

All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P. This professional development will include:

- What is the Jose P. consent decree?
- CR Part 154
- Extension of Services
- Language Allocation Policy
- How is an ELL student identified?
- ELL Programs
  - Dual
  - Bilingual
  - ESL
- Testing
  - LAB-R
  - NYSESLAT
  - Accomodations
- Data/Data Interpretation
- How do we distinguish between a disability and language acquisition?
- Stages of Language Acquisition
- Strategies to teach ELLs
  - CALLA
  - BICS
  - CALP

### Parental Involvement

Parental involvement at our school is encouraged. Our parent coordinator schedules one-to-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to

attend celebrations, parent engagements, and workshops throughout the school year. For example, before testing time, parents of third and fourth graders are invited to attend a testing workshop with the principal. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent news letter.

Our Guidance Counselor along with our Parent Coordinator reach out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, Mammography Screenings, Bronx Community College for English classes, GED classes in the community, and Alianza Dominicana (support for newcomers).

We evaluate the needs of our parents through conversations and surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

### Review of Data

Our school uses DRA and Rigby to assess the early literacy skills of all our students including our ELLs. Our data indicates that our ELL students are struggling readers performing below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school had hired consultants to provide professional development (guided reading, differentiated instruction, aligning the curriculum to the Common Core Learning Standards) to our teachers in an effort to help the teachers better meet the students needs.

Last year, our school experienced a heavier than usual influx of newcomer ELL students with little or no formal education. This has resulted in more of our students scoring on the beginner and intermediate levels than in past years.

### **Transitional Bilingual Education - NYSESLAT DATA Spring 11**

Grade	English Language Proficiency			
	Beginner	Intermediate	Advanced	Proficient
K	2	3	9	9
1	10	9	10	1
2	11	13	14	1
3	10	7	11	3
4	0	0	0	0
Total	33	32	44	14

Students in the free-standing ESL program are doing considerably well. We have the fewest number of students at the beginner level. We have the highest number of students at the advanced level. Sixteen of our ESL students have reached the proficiency level.

### **Free Standing ESL - NYSESLAT DATA Spring 11**

Grade	English Language Proficiency			
	Beginner	Intermediate	Advanced	Proficient
K	4	1	4	1
1	0	3	9	3
2	0	5	9	1
3	1	0	7	4
4	3	6	13	7
Total	8	12	33	16

In past years, an analysis of the breakdown of NYSESLAT scores across the four modalities of: reading, writing, listening and speaking showed that students performed higher on the listening and speaking than they did on the reading and writing sections. That data pattern affected our instructional decisions in many ways. For example, since we found that our ELLs were weaker in reading and writing, we provided differentiated instruction and small group instruction during the school day, extended time, and after school in the area of literacy. Our coaches and AIS team members supported these struggling students in addition to the classroom teachers. This has resulted in improved reading and writing scores on last years NYSESLAT.

	Modalities	Spring 2011			
		B	I	A	P
<b>K</b>	<b>Listening &amp; Speaking</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>15</b>
	<b>Reading &amp; Writing</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>16</b>
<b>1</b>	<b>Listening &amp; Speaking</b>	<b>6</b>	<b>8</b>	<b>25</b>	<b>6</b>
	<b>Reading &amp; Writing</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>13</b>
<b>2</b>	<b>Listening &amp; Speaking</b>	<b>4</b>	<b>6</b>	<b>32</b>	<b>12</b>
	<b>Reading &amp; Writing</b>	<b>11</b>	<b>18</b>	<b>21</b>	<b>4</b>
<b>3</b>	<b>Listening &amp; Speaking</b>	<b>6</b>	<b>3</b>	<b>25</b>	<b>9</b>
	<b>Reading &amp; Writing</b>	<b>11</b>	<b>7</b>	<b>12</b>	<b>13</b>
<b>4</b>	<b>Listening &amp; Speaking</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>16</b>
	<b>Reading &amp; Writing</b>	<b>3</b>	<b>7</b>	<b>12</b>	<b>8</b>
	<b>TOTAL LISTENING &amp; SPEAKING</b>	<b>19</b>	<b>26</b>	<b>102</b>	<b>58</b>
	<b>TOTAL READING &amp; WRITING</b>	<b>40</b>	<b>45</b>	<b>66</b>	<b>54</b>

Students in our bilingual program have continued their progress in their native language. At the same time, we have seen growth in their academic development as it pertains to English Language Arts. Bilingual students have made major gains in their mathematics achievement.

Students in our ESL program have also made positive gains in the ELA state exam, as well as the DRA2. Data shows that our ESL students are closing the achievement gap faster than the students in bilingual program. As a school community (parents, teachers, administrators) we have begun a more indepth conversation and data analysis to effectively provide additional support to our students in bilingual education.

We evaluate the success of our programs for ELLs by looking at our data. We look at our students' entry level and we monitor their progress using DRA, Rigby, Periodic Assessment, NYSESLAT, Simulations, and teacher observations. The results will determine the need for further intervention.

In reviewing our data from the ELA exam we find the following (see chart below):

- Out of the 55 ELL students who have taken the ELA, most students have scored a level 2 (approaching grade level).
- 12 of our third and fourth grade ELL students are performing on grade level.
- No ELL students achieved a level 4.

In reviewing our data from the Math exam we find the following (see chart below):

- Out of the 64 ELL students who have taken the MATH exam, 13 students have scored a level 3 (performing on grade level).
- In addition 1 ELL students achieved a level 4.
- 37 ELL students scored a level 2 (approaching standards)
- 13 ELL students scored a level 1 (below grade level)
- 15 students took the MATH exam in their native language.

ELA and MATH Exam Data for 2011

	Grade	Level 1		Level 2		Level 3		Level 4		Total	
		ENG	NL	ENG	NL	ENG	NL	ENG	NL	ENG	NL
ELA											
ELA	3rd	9		16		7		0		32	
	4th	3		15		5		0		23	
	Total	12		31		12		0		55	
MATH											
MATH	3rd	3	7	20	2	8	0	1	0	32	9
	4th	0	3	12	3	5	0	0	0	17	6
	Total	3	10	32	5	13	0	1	0	49	15

### Conclusion

We firmly believe that all children can learn regardless of place of origin. We also believe that they can meet and exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all ELL students develop their basic interpersonal communication skills and cognitive academic language needed to succeed.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Varleton McDonald</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>291</b>
School Name <b>PS 291</b>			

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

Principal <b>Carlos Vélez</b>	Assistant Principal <b>Giovanna La Pietra, Patty Vulaj</b>
Coach <b>Lesley Rivera</b>	Coach <b>Vera Bucaj</b>
ESL Teacher <b>Anna Ciani</b>	Guidance Counselor <b>Rafael Sandoval</b>
Teacher/Subject Area <b>Maggie Grant</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Adalgisa Rodriguez</b>
Related Service Provider	Other
Network Leader <b>Varelton McDonald</b>	Other

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

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>581</b>	Total Number of ELLs	<b>200</b>	ELLs as share of total student population (%)	<b>34.42%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At PS 291 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. If one question is answered with a language other than English in questions 1-4, and two questions answered with a language other than English in questions 5-8, the student is eligible to be tested with the LAB-R to determine the level of English proficiency. Upon completion of the HLIS, such pedagogues initiate an informal oral interview with the parents to get more information about their child's level of literacy skills in the native language, especially when "Other" is checked in item # 5 and all other responses are checked in English (5-8). This assessment is used to identify the child's receptive/expressive language skills in both languages, L1 and L2. .

Cut scores on LAB-R determine service eligibility for new entrants. If the student does not meet the cut score for the grade level using the LAB-R, and the other language identified on the HLIS is Spanish, the Spanish LAB is administered. This is used to identify the dominant language, which should be considered when determining the language of instruction. Along with the parent(s) response to the type of program they have chosen for their child, these results will identify the program model the child will attend. We do not inform parents of the available programs at the school prior to viewing the video. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

2. After the student has been tested with the LAB-R and Spanish LAB if appropriate, and identified as an ELL student, the parents are invited to attend a parent orientation workshop. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents view the NYC language program video in their preferred language and meet with our ESL teacher to discuss concerns. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to choose a program model for their child. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

3. & 4. An invitation, Entitlement letter, and the Parent survey and Program Selection Form are sent to the parent inviting them to the parent orientation session. During the parent orientation session, the parents view the video, ask any questions they may have, and return the Parent Survey and Program Selection Form. The school follows up with a Placement Letter informing the parents of the child's program placement. These documents are available upon the completion of the parent orientation session and are kept on file at the school.

If a student passes the LAB-R, then the Non-Entitlement Letter is sent to the parent and a copy is kept on file with the date it was sent to the parent.

In the case where parents do not attend the parent orientation session and do not return the Parent Survey and Program Selection Form, the default program is Transitional Bilingual. Notices concerning this procedure are sent to the parents in their native language.

Our school ensures that this entire process is completed within ten days of enrolling the student into our school.

Eligibility continues until the student demonstrates proficiency on the NYSESLAT. Until that time, parents are notified using the Continued Entitlement Letter, which is kept on file, and dated when it was sent to the parent.

When the student reaches proficiency on the NYSESLAT, the parents receive the Non-Entitled/Transition Letter, informing them of the ELL Transitional Services that will be provided for their child, for one school year. A copy of this notice is kept on file with the date it was sent to the parent.

5. After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore, the majority of our parents are choosing monolingual classes with ESL services.

6. The program models provided at our school are all aligned with parent requests.

## 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="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	2	2	1									7
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	0	1	1	0									3
<b>Push-In</b>		1			1									2
<b>Total</b>	2	2	3	3	2	0	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	200	Newcomers (ELLs receiving service 0-3 years)	178	Special Education	33
SIFE	5	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	118		22	13		13				131
Dual Language										0
ESL	60	5		9						69
Total	178	5	22	22	0	13	0	0	0	200

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	22	32	41	12									131
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>24</b>	<b>22</b>	<b>32</b>	<b>41</b>	<b>12</b>	<b>0</b>	<b>131</b>							

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

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

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	10	15	8	27									68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>8</b>	<b>10</b>	<b>16</b>	<b>8</b>	<b>27</b>	<b>0</b>	<b>69</b>							

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, and writing. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. As the student's English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years
- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive

## A. Programming and Scheduling Information

all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Push-in Model: The ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Self Contained Model: A licensed ESL teacher will provide instruction in English using ESL methodologies.

We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ESL classes.

2. During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in monolingual classes will be given their mandated minutes of ESL instruction by a free-standing ESL teacher using the push-in model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

3. To develop content understanding we are using Everyday Mathematics developed by the University of Chicago. Grade specific Scott Foresmen's textbook are being utilized for Science and Social Studies in order to provide instruction in the students native language. All instructional resources selected will improve our ELL students' skills through content rich curriculum and incorporate the New York State Standards into their work.

4. We ensure that ELLs are appropriately evaluated in their native language by using the following assessments:

- Spanish LAB
- ELE
- El Sol
- Teacher Observations
- Teacher conferences with students

5. There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:

- AIS guided reading
- After-School
- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Foundations
- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday

## A. Programming and Scheduling Information

academies to build their Reading, Writing and Mathematic skills. Our I.E.P. teacher provides small group instruction to our Special Education ELL Students. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day. We will also provide support to these students during the 50 minutes extended time as well.

Long term ELLs will receive extra support through the use of Q-TEL strategies. This will be used by the ESL teacher who has been trained in Q-TEL. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

6. Some instructional strategies and grade level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are:

### Program Names

- Phonics Street/Alphachants
- Great Leaps
- Small group instructional support by the reading specialist.
- Reading Basics program to build fundamental reading skills, including sounds-letter correspondence, word families & patterns, and decoding
- Differentiated instruction according the student's interest, and learning ability.
- Extended day and After-school program

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%			
75%			
Instructional Strategies			
• Previewing: previewing titles, section headings			
• using knowledge of the type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content			
• Skimming and scanning: using a quick search to make predictions			
• instead of stopping to pick them up			
• Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text			
• Encourage students not to focus too much on their mistakes			
• Encourage writing for real purposes by providing a context			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

Teachers help students learn when and how to use instructional strategies in several ways.

## 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.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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10. What new programs or improvements will be considered for the upcoming school year?
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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. By continuously analyzing data from the ELL assessment (LAB-R, NYSESLAT) and other assessments (DRA, teacher observations) throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional modalities.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

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- Dream Yard
- Book of the Month
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- SETTS (selected students with IEPs)

9. In order to provide transitional support to these students, we will invite them to attend the same afterschool programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from ESL teacher. The ESL teacher and the classroom teacher have ongoing articulation to monitor the progress of these students throughout the school year. In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years.

10. After analyzing our LAB-R, NYSESLAT, ELA, and Math data, we conclude that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the reading and writing program Good Habits Great Readers, LeapFrog, and Reading Basics to provide supplemental support to our ELL students.

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**C. Schools with Dual Language Programs**

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

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Math:				
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**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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- Extension of Services
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4. We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

## B. Programming and Scheduling Information--Continued

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	10	11	11	3									41
Intermediate(I)	4	12	18	7	6									47
Advanced (A)	13	19	23	18	13									86
Total	23	41	52	36	22	0	0	0	0	0	0	0	0	174

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	6	4	6	2								
	I	5	8	6	3	4								
	A	12	25	32	25	8								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	15	6	12	9	16								
READING/ WRITING	<b>B</b>	5	10	11	11	3								
	<b>I</b>	4	9	18	7	7								
	<b>A</b>	8	13	21	12	12								
	<b>P</b>	16	13	4	13	8								

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	16	7	0	32
4	3	15	5	0	23
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	7	20	2	8	0	1	0	41
4	0	3	12	3	5	0	0	0	23
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			10	6	6	0	1		23
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

### New York State Regents Exam

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

### Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses DRA and Rigby to assess the early literacy skills of all our students including our ELLs. Our data indicates that our ELL students are struggling readers performing below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school had hired consultants to provide professional development (guided reading, differentiated instruction, aligning the curriculum to the Common Core Learning Standards) to our teachers in an effort to help the teachers better meet

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Public School 291

**School DBN:** 10X291

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Velez	Principal		1/1/01
Patty Vulaj	Assistant Principal		1/1/01
Adalgisa Rodriguez	Parent Coordinator		1/1/01
Anna Ciani	ESL Teacher		1/1/01
	Parent		1/1/01
Maggie Grant	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Vera Bucaj	Coach		1/1/01
Lesley Rivera	Coach		1/1/01
Rafael Sandoval	Guidance Counselor		1/1/01
Varleton McDonald	Network Leader		1/1/01
	Other		1/1/01

## 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: Public School 291	DBN: 10X291
Cluster Leader: <a href="#">Chris</a>	Network Leader: Mac McDonald
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 291 will have an after school program that will serve students in grade 1 through grade 4. Students will be grouped according to their language acquisition level as measured by the results of the NYSESAT, ELA and MATH. The Program will provide additional assistance to ELL students three times a week from 3:30 pm to 5:00 for a duration of 20 weeks. This after school program will support a total of 110 ELL students (5 classes).

### 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:

After conducting a needs assessment, we have concluded the following:

1. An analysis of the breakdown of NYSESLAT scores for grades K to 4 across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections.
2. An analysis of the breakdown of the 3rd and 4th grade ELA scores shows that 8 students scored a level 1, 34 students scored a level 2, 28 of our students scored a level 3, and 0 of our ELL students scored a level 4.
3. An analysis of the breakdown of the 3rd and 4th grade MATH scores shows that 2 students scored a level 1, 7 students scored a level 2, 57 of our students scored a level 3, and 79 of our ELL students scored a level 4.

In order to enhance academic growth and support our ELL students, an after school program is needed in order to provide these students with differentiated instruction through small group work. The program will focus on students' needs and areas of weakness such as vocabulary, comprehension, and reading fluency. The program will also look at maintaining and further developing student strengths in the area of mathematics. By supporting ELL students in the early grades of 1st and 2nd we hope to keep the achievement gap of our ELLs from growing. By supporting our ELL students in grades 3 and 4 we know students will achieve grade level standards.

- Description of the Program

## Part C: Professional Development

Six bilingual teachers will implement the literacy and math frameworks in six classrooms using the workshop model. This model allows teachers to work with students on an individual basis, in small groups and whole class. In order to support our ELL students in the best possible way, we will break up our after school program into the following focus areas:

### Grades 1-2

Students in grades 1-2 will focus on vocabulary building, decoding, phonics, and reading strategies. The teachers will use literature in which the illustrations match the text. In the content area of mathematics, the teachers will use inquiry and project based learning activities. This requires using hands-on manipulatives for greater comprehensive for the English Language Learners. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics.

### Grades 3-4

Students in grades 3-4 will focus on reading comprehension and fluency. Learning activities are planned to scaffold students' learning from previously mastered material to new concepts. We will look at the outcome of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and achieve student outcome. Therefore, through the careful analysis of running records, teacher made exam, check lists, portfolio and teachers observation we can achieve this and also look at additional support systems to put in place in order to move the students to excel to their maximum potential. English will be the primary language of instruction. We will also purchase materials in the student's first language (classroom library) to ensure that they continue reading in their native language as they acquire the second language. We will purchase NYSESLAT Support Materials (Empire State NYSESLAT ESL/ELL. In the content area of mathematics, students will continue to develop their vocabulary and math skills. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics

## Part D: Parental Engagement Activities

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

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

Begin description here: We intend to have a celebration every four weeks. Students will showcase the culminating activity for the unit they have been studying. This celebration will include a share aloud in which parents will have an opportunity to listen to their children read as well as become active participants in the development of their child's academic progress.

Prior to the celebration, the ESL teacher will meet with the parents to discuss how the students' work is linked to the state exams of NYSESLAT, ELA, and MATH. The parents will receive packets discussing expectations for each exam. In addition, parents will also receive information on what the school is doing to help their children and how they, the parents, can help support their children at home.

### Part D: Parental Engagement Activities

At the end of every celebration, we will have time built in, to ensure that all parents have time to sit with the classroom teacher to discuss each child’s individual progress along with the best possible ways to support the student at home.

Our Professional Development will be around Guided Reading. Guided Reading is a small group instructional model that allows teachers to provide instruction that targets specific reading strategies for the 4-6 students he or she is working with at one time. Guided reading groups are at the students’ instructional reading level. This means that students can successfully read 90% - 94% of the words correctly. Students should be assessed before being placed in an appropriate homogeneous group at their instructional reading level. Guided Reading Groups are the backbone of a balanced literacy program. Because students are grouped by reading ability, you can target each group’s specific needs. Ideally, you should meet with each group at least 4 days a week for approximately 20 minutes each day. If this is not possible, you may consider meeting with your “at-grade-level” groups and “below-grade-level groups 4-5 times a week while meeting with your “above-grade-level” group(s) 2-3 times a week. Research indicates that, to increase fluency and comprehension, the same story should be read 3-5times.

### Part E: Budget

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		