



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**HIGH SCHOOL FOR VIOLIN AND DANCE**

**09543**

**PRINCIPAL:**

**MR. FRANKLIN SIM**

**EMAIL:**

**FSIM3@SCHOOLS.NYC.GOV**

**SUPERINTENDENT:**

**DONALD CONYERS**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Name	Position and Constituent Group Represented	Signature
Franklin Sim	*Principal or Designee	
Adam Feinberg	*UFT Chapter Leader or Designee	
Babbie Watson	*PA/PTA President or Designated Co-President	
Jacqueline Arroyo	DC 37 Representative, if applicable	
Shaqwayla Reid Nyaisha Truesdale Renee Norris Renee Roldan Cairo Davis Damali Berkley Brianna Arlee	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kim Dixon	Member/	
Charles DiGruccio	Member/	
MS. Roldan	Member/	
Denise Morgan	Member/	
Shavonne Davis	Member/	
Dolores Norris	Member/	
Sophia Pentoliris	Member/	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1 - Math**

Students will engage in Math performance based assessment tasks aligned to the common core and modeled by NYCDOE instructional bundles.

#### **Comprehensive needs assessment**

- Item Analyses from Periodic Assessments:
- Periodic Assessments (DYO) will be given to the 9th, 10th, 11th grade students at least three times a year

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

- All Mathematics teachers will use different problem solving strategies to solve Algebra and Geometry problems
- Math Department Meetings will begin workshops on how to plan unit lessons using CCS
- Math teachers will begin intervisitations and provide feedback to improve instruction
- Periodic Assessment data will be used to create smaller learning circles to support students in need of targeted academic support / enrichment
- Each Periodic Assessment will measure student growth level and identify achievement / instructional needs trends

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

- Conduct parent workshops with topics that may include: AFL literacy, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Provide materials and training to help parents work with their children to improve their achievement level in math and in the effective, relevant and meaningful use of technology

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

- Professional Development (NYCDOE)
- HSVI School-facilitated Professional Development
- Network Support / Outreach

#### **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.

Programs provided by the schools:

- Violence Prevention Program – in coordination with Bronx Arts Ensemble
- College Summit
- AVID

- Character Education

**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

There is per session in FSF funds allocated to teachers and supervisors for after schools programs to implement the violence prevention program and Character Education. Per session in FSF funds is also provided for after school and Saturday tutoring. Also, OTPS – non-contractual services using State Misc 18 provides admissions and trips for students in program. There is also an OTPS in Title 1 line for curriculum development for support given by Teacher College in creating DYO assessments.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2 - Attendance**

- Increase school-wide attendance rate.

**Comprehensive needs assessment**

Data Sources: ATS, Skedula

**Instructional strategies/activities**

- a) Utilization of Automated School Messenger System on a daily basis to connect with students' homes
- b) Attendance staff home-contact, including home visits
- c) Weekly mailings to absentees (progress reports)
- d) School counselor intervention via allocated school position for dropout prevention
- e) Perfect attendance awards ceremonies, prizes, movie tickets, gift cards, etc. as incentives
- f) Tracking system for truants

**Strategies to increase parental involvement**

- Parent conferences with student, teachers, counselor, dropout prevention coordinator
- Skedula online system to outreach to parents / inform parents of child's attendance data
- Daily phone calls to parents via designated staff member
- Weekly mailings to parents informing them of child's attendance patterns; to request parental conference
- Truants placed on daily tracking sheets that require parental signature on a daily basis

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

BEDS

NYCDOE Professional Development

School-wide Professional Development

**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.  
Programs provided by the schools:
- Violence Prevention Program – in coordination with Bronx Arts Ensemble
- College Summit

- AVID
- Character Education

**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.
- There is per session in State Misc 18 and Ed Improvement 54 allocated to teachers and supervisors for after schools programs to implement the violence prevention program and Character Education. Students are also provided with after school and Saturdays tutoring using FSF funds. Also, OTPS in State Misc 18 – non-contractual services - provides admissions and trips for students in program.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3 – Social Studies**

Students will engage in Social Studies performance based assessment tasks aligned to the common core and modeled by NYCDOE instructional bundles.

#### **Comprehensive needs assessment**

- NYS Regents Data Trends
- Academic Performance Assessments ( DY0)
- Report card data
- Mid-marking period progress data.

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

- All SS teachers will teach essay writing using the T-E-E method
- All SS teachers will have students write multiple-drafts
- All SS teachers will have students edit their own essays using the editing checklist
- All SS teachers will start having students analyze sources and DBQ documents for information only in 9<sup>th</sup> grade, adding perspective in 10<sup>th</sup> grade, and adding credibility in 11<sup>th</sup> and 12<sup>th</sup> grades
- 9<sup>th</sup>-12<sup>th</sup> grade teachers will begin integrating technology in their classroom, with 11<sup>th</sup> and 12<sup>th</sup> graders using the Internet to research their own sources
- SS Department Meetings will begin workshops on how to use the editing checklist, the T-E-E method, and technology
- SS teachers will begin intervisitations to observe lessons on writing, editing, and technology
- Principal Sim will attempt to purchase a new cart of laptops by November to increase the use of technology
- At November 8<sup>th</sup> PD, SS team will explore these goals for the first time
- At January 30<sup>th</sup> PD, SS team will use an inquiry protocol to analyze how our students are progressing towards their year-end goals and develop action plans to address student weaknesses
- At Spring Saturday retreat SS team will use an inquiry protocol to analyze how our students are progressing towards their year-end goals and develop action plans for the final push towards the Regents exam/end of year projects
- At June 7<sup>th</sup> PD, SS team will use an inquiry protocol to compare patterns and progressions in student work from November to June

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Providing assistance to parents in understanding City, State and Federal standards and assessment as well as HSVD Periodic Assessments
- Providing professional development opportunities for parents with the assistance of school and community staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

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

- Professional Development (NYCDOE)
- HSVD School-facilitated Professional Development
- Network Support / Outreach
- Beds

**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.  
Programs provided by the schools:
- Violence Prevention Program – in coordination with Bronx Arts Ensemble
- College Summit
- AVID
- Character Education

**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.
- There is per session allocated to teachers and supervisors for after schools programs to implement the violence prevention program and Character Education using State Misc 18 and Ed Improvement 54. Per session is also provided for after school and Saturday tutoring using FSF funds Also, OTPS – non-contractual services – provides admissions and trips for students in program using State Misc 18. There is also an OTPS line for curriculum development for support given by Teacher College in creating DY0 assessments using Title 1 funds.

**ACADEMIC INTERVENTION SERVICES (AIS)**

	<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>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	19	19	19	19	15	N/A	N/A	N/A
<b>10</b>	0	28	28	0	6	N/A	N/A	N/A
<b>11</b>	0	25	37	40	12	N/A	N/A	N/A
<b>12</b>	10	21	12	11	7	N/A	N/A	N/A

<b>Name of Academic Intervention</b>	<b>Description</b>
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Services (AIS)	
<b>ELA</b>	AIS services for ELA include: DYO/Common Core Standards, Inquiry-based teaching and learning; Alignment of curriculum maps; one on one and small group tutoring during lunch and after school, PM school during the week for students needing credit and/or Regents prep and also Saturday school for those students. Additionally, we have an Extended Time on Task Program (ETOT) that we use to identify struggling students before the end of a semester and provide them with extra support in the subject area, by having multiple teachers in the classroom and also small group or one to one instruction during the school day.
<b>Mathematics</b>	AIS services for Mathematics include: Campus schools collaborating with AUSSIEs to support high need students; Alignment of curriculum maps; DYOs, Common Core Curriculum; one on one and small group tutoring during lunch and after school, PM school during the week for students needing credit and/or Regents prep and also Saturday school for those students. Additionally, we have an Extended Time on Task Program (ETOT) that we use to identify struggling students before the end of a semester and provide them with extra support in the subject area, by having multiple teachers in the classroom and also small group or one to one instruction during the school day.
<b>Science</b>	AIS Science for ELA include: DYOs, Alignment of curriculum and instruction to Common Core Standards; Inquiry-based teaching and learning; one on one and small group tutoring during lunch and after school, PM school during the week for students needing credit and/or Regents prep and also Saturday school for those students. Additionally, we have an Extended Time on Task Program (ETOT) that we use to identify struggling students before the end of a semester and provide them with extra support in the subject area, by having multiple teachers in the classroom and also small group or one to one instruction during the school day.
<b>Social Studies</b>	AIS services for Social Studies include: one on one and small group tutoring during lunch and after school, Inquiry based teaching and learning; DYOs, Alignment to common core curriculum; PM school during the week for students needing credit and/or Regents prep and also Saturday school for those students. Additionally, we have an Extended Time on Task Program (ETOT) that we use to identify struggling students before the end of a semester and provide them with extra support in the subject area, by having multiple teachers in the classroom and also small group or one to one instruction during the school day.
<b>At-risk Services provided by the Guidance Counselor</b>	Parents/guardians of students or the students themselves can request counseling by approaching one of our counselors and asking for the services. Once it is established and a schedule is created students may receive counseling for any of the following reasons: self- esteem, social relationships, personal/family issues etc. One to one counseling, mentoring, outreach, Town Halls focused on academic achievement, incentives, and support and celebration; Additionally, guidance counselors provide mandated counseling as instructed by a student's Individualized Education

	Plan.
<b>At-risk Services provided by the School Psychologist</b>	

## **HSVD 2011 – 12 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. 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.

To increase and improve parent involvement and school quality, our school will:

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: AFL literacy, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Christopher Groll</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>543</b>
School Name <b>HS for Violin &amp; Dance</b>			

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

Principal <b>Franklin Sim</b>	Assistant Principal <b>Julio Lopez</b>
Coach	Coach
Teacher/Subject Area <b>Steven Littman/ESL</b>	Guidance Counselor <b>Lillian Hernandez</b>
Teacher/Subject Area <b>Maria Piquero/Science</b>	Parent <b>Maria Galindo</b>
Teacher/Subject Area	Parent Coordinator <b>Sarita Borrero</b>
Related Service Provider	Other <b>Sophia Pentoliros, Asst. Prin.</b>
Network Leader <b>Cristina Jimenez</b>	Other <b>type here</b>

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

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### D. School Demographics

Total Number of Students in School	342	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	9.06%
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## Part II: ELL Identification Process

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

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

1. When a student arrives at our school for the first time, we collaborate with the Pupil Accounting Secretary to determine whether or not the child has an existing Home Language Survey by accessing the Biographical Report in ATS. If we find out that there is no existing HLIS, we then hand the Home Language Survey to the parent, who is asked to complete it on the spot. If it is impossible to do so, the parent is advised that it is due within ten days. The intake process at HSVD begins at the Main Office, being facilitated by the PPS secretary, Maricruz Dones (fluent in Spanish), where protocols for the intake process are being followed. The HLIS is provided to the parent with the assistance of the bilingual (Spanish) counselor, Lillian Hernandez, who will then facilitate the conversation in terms of parent questions and answers to the form. Secondly, Mr. Littman, ESL Teacher/Coordinator, is apprised of the possible ELL status of the child, who is taken to Mr. Littman's office for an informal interview in English and Spanish, if applicable. The ESL Coordinator uses a variety of assessments to determine language proficiency in English, i.e. question and answer, informal written essay, etc. He then administers the LAB-R (and the Spanish LAB in the case of a Spanish-speaking ELL) to the student, after which it is hand-scored and aligned to the current memo of assessment in terms of the appropriate cut scores for the year. If the student is determined eligible, Mr. Littman generates the eligibility/entitlement letter and provides it to the parent, informing them now that the child is eligible for ESL services. Conversely, if a child scores proficient on the LAB-R, Mr. Littman generates a non-entitlement letter, attesting to the fact that this student is not eligible for ESL services. In the interim, HSVD continuously analyzes the RNMR jobname in ATS as a data source to initiate conversations with content area teachers who have ELLs in their classes. In addition, we also use the data to further scaffold and differentiate instruction in all our classes. Annually, the ATS report RLER is run by Mr. Littman to determine which students are still ELL and are eligible to take the NYSESLAT. A schedule is drawn up of students, exam times and rooms for each section of the exam and Mr. Littman tests all students in all sections until completed.

2. At the time of intake, we determine whether the parent is capable of understanding and communicating well in English, and if not, we find a person capable of translating to the parent's language, whether within the school, or at the DOE's translation services. Our bilingual (Spanish) guidance counselor, Ms. Hernandez, meets with the student and the family. The counselor will immediately consult with our ESL teacher, Mr. Littman (bilingual-Spanish) who follows the LEP Identification Process. The ESL teacher conducts the informal interview and uses a variety of assessments to determine language proficiency in English; i.e., question-and-answer, informal written essay, etc. The Parent Coordinator, is a major stakeholder in the process as a liaison to the parent. Ms. Borrero, Parent Coordinator (fluent in Spanish), then shows the DVD that outlines the three program choices for the parent in their native language. After which, a question and answer forum is facilitated by the ESL Coordinator, Parent Coordinator and interpreter, if applicable, in order to answer any questions or concerns with a specific program. Once it has been determined that the parent has a fair understanding of the three different programs, Mr. Littman, the ESL Coordinator, then asks the parent to fill out the Program Selection Form by asking them to rank their choice accordingly. Once done, they sign the document and Mr. Littman will then inform the parent of what specific programs exist at HSVD. If the parent choice is not supported by the existing program at the school level, Ms. Borrero, Parent Coordinator, assisted if necessary by a Principal's Designee, will then contact the Office of ELLs at [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) to alert them of the parent's request, and to work with the Office of Student Enrollment to attempt to find a suitable bilingual program. We also provide referrals to schools that focus on serving ELLs if the parent so requests. In the interim, we program the child based on what HSVD currently offers and provide an amicable timeline with the parent that would

identify the results of the outreach and outcome. This usually takes between two to three weeks, depending on seat identification from OSEPO. The parent's choice is then logged in on ATS, using the new ELPC function. The Parent Coordinator will serve as the liaison between the school and the parents, should a previously selected program not available at the time become available at a later time.

3. Mr. Littman, ESL Coordinator, coordinates with Ms. Borrero, Parent Coordinator, who handles the logistical aspect of the Parent Orientation in a timely manner. In addition, after a parent has gone through the orientation process, the Parent Survey is completed. In conjunction with the viewing of the parent video, the Program Selection Form is then provided by Mr. Littman to the parent to ascertain their choice of program, according to preference. This form is handed to the parents after the question and answer portion of the video session. However, in cases wherein the parent would request to take home the form to review, we then deploy the Parent Coordinator to follow up in the retrieval process in a timely manner. The Parent Coordinator will serve as a liaison between the school and the parents of ELL's and will distribute entitlement letters and oversee the completion and collection of all forms. All forms are stored in the students' cumulative envelopes and a database is maintained with the choices and contact information for the parents.

4. Students are programmed based on parent choice. However, since HSVD currently offers only a freestanding ESL program, we program the students according to proficiency level, as far as ESL mandated units are concerned. As part of being transparent to our parents, in terms of school goals, we maintain an open communication with ELL parents, inviting them to several consultative meetings during the year. For example, in September, we identify a day before school and/or after school, when the bilingual parent coordinator and the bilingual guidance counselor will meet with parents to outline the student program as well as answer any queries from the parents regarding second language acquisition. Special Ed ELL's are placed in CTT classes with a licensed special education teacher. In addition, this provides HSVD parents explicit academic expectations that can be reinforced by the parents at home. As a follow-up, we have allotted a parent meeting specific to our ELL population after each of the six marking periods, with an appropriate language interpreter, as needed.

When a new student is placed into our ESL program, a placement letter is generated and sent to the parent, a copy is placed in the student's cumulative envelope, and a database is kept by Mr. Littman, the ESL coordinator. At the beginning of each school year, letters for the parents of students who continue to be entitled are sent to those parents, and a copy is placed in the cumulative envelope, and the information is kept in Mr. Littman's database.

5. Since HSVD is a 9-12 school, we get our students through the high school application process, whereby students from the middle school articulate. In cases wherein we have over-the-counter cases, parents have chosen free-standing ESL historically for the past three years (SY 2008-09; SY 2009-10, SY 2010-11). This is evidenced with the results of the parent selection form as we tabulated it longitudinally to determine any trends or patterns. For the past 5 years, there has been a minuscule number of over-the-counter ELL students registering at HSVD.

6. Yes, the program model currently being offered at HSVD is 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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	14
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	2	3	7	2	2	14	0	9	31
<b>Total</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>0</b>	<b>9</b>	<b>31</b>

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

### C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	4	4		27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>31</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. Currently we have 31 ELLs; they range in skill levels from beginner to advanced. All but four come from Spanish-speaking households. Based on the results of the spring 2011 NYSESLAT Exam, most of the ESL students at HSVD scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the vast majority of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more years. They are orally proficient in English, but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area

## A. Programming and Scheduling Information

classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect, we have implemented an ESL instructional program is a push-in/pull out model (pull-out for beginning ESL; push-in for other courses). We have four grade-level teams that serve ELLs. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Instruction is differentiated, based on the students' skill levels.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

### Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background, and many members of our teaching staff, including our ESL teacher, are bilingual, we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers, in conjunction with content teachers and the administration, have developed a language policy that we feel takes into account the individual needs of all of our students.

### Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at HSVD participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in and pull-out models, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

### Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the Regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

### Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

## A. Programming and Scheduling Information

We have an ESL instructional program that uses a variety of approaches - push-in model and pull-out models. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

### 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%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
<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.

of a new student whose native language is not Spanish and no one can be found who speaks that language, the DOE's translation services are used. In addition, students are asked to provide a writing sample in their native language.

## B. Programming and Scheduling Information--Continued

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

8. We provide a variety of intervention services.

After-school tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.

Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with

## 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with several teachers on the team to identify why the student is struggling and how to improve performance.

ELLs are programmed in an advisory class with a Spanish-speaking teacher.

9. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be granted ELL testing accommodations and receive ESL support in a Collaborative Team Teaching approach. The AVID program supports students throughout their high school years.

10. We will have professional development regarding support for ELL's through in-house training as well as DOE-sponsored professional development. Ramp Up for Literacy, AVID, Rosetta Stone and Curriculum Mapping including content area and ESL teachers.

11. N/A

12. ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included. Programs include Computer Club, advanced dance and orchestra, sports teams, book club and events such as dances and recitals. ELL's are also enrolled in all classes (except ESL) alongside English-dominant students.

13. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards. Teachers also use guided note-taking graphic organizers and have students do dictation. In addition, we utilize word walls with pictures and Spanish translations. We have four laptop carts that we employ for many of our programs and projects. Curriculum planning and mapping custom-designed to meet out students' needs are done through the website Rubicon Atlas (<http://cfn406.rubiconatlas.org/c/pi/v.php/Atlas/Authentication/View/Login>). Written materials in content areas, such as readings and assignments, are translated into Spanish for those who require it.

14. In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not

## B. Programming and Scheduling Information--Continued

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ELLs are programmed in an advisory class with a Spanish-speaking teacher.

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**Courses Taught in Languages Other than English** ⓘ

**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)?

N/A

Math:

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

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

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- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > bilingual parent newsletter;
- > annual open house;
- > activities open to parents, such as the annual picnic, senior breakfast, and Second Cup of Coffee.
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

All written materials are translated into Spanish by bilingual staff members; these staff members also provide oral translations when required.

2. Currently we are partnering with Big Brothers/Big Sisters, which pairs ELL's with successful adults who were once ELL's, and BISCEP (character education).

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

4. We use the Learning Environment Survey to determine what the needs of the parents are. We have an active parent association that meets regularly. We conduct activities, such as the school picnic and parent-teacher conferences, to support the needs of the parents.

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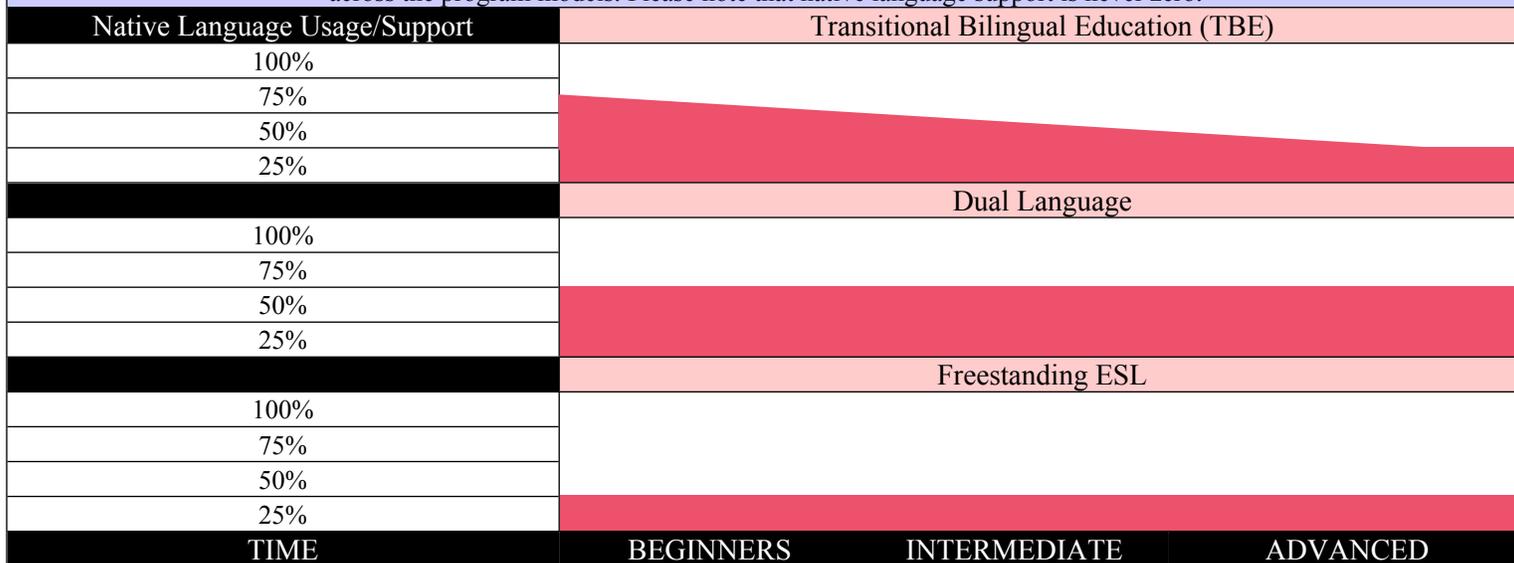
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

**B. Programming and Scheduling Information--Continued**

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

8. We provide a variety of intervention services.

After-school tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.

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Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with several teachers on the team to identify why the student is struggling and how to improve performance.

ELLs are programmed in an advisory class with a Spanish-speaking teacher.

9. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be granted ELL testing accommodations and receive ESL support in a Collaborative Team Teaching approach. The AVID program supports students throughout their high school years.

10. We will have professional development regarding support for ELL's through in-house training as well as DOE-sponsored professional development. Ramp Up for Literacy, AVID, Rosetta Stone and Curriculum Mapping including content area and ESL teachers.

11. N/A

12. ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included. Programs include Computer Club, advanced dance and orchestra, sports teams, book club and events such as dances and recitals. ELL's are also enrolled in all classes (except ESL) alongside English-dominant students.

13. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards. Teachers also use guided note-taking graphic organizers and have students do dictation. In addition, we utilize word walls with pictures and Spanish translations. We have four laptop carts that we employ for many of our programs and projects. Curriculum planning and mapping custom-designed to meet out students' needs are done through the website Rubicon Atlas (<http://cfn406.rubiconatlas.org/c/pi/v.php/Atlas/Authentication/View/Login>). Written materials in content areas, such as readings and assignments, are translated into Spanish for those who require it.

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## 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

## 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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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents and families of students in HSVD are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at HSVD we:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > bilingual parent newsletter;
- > annual open house;
- > activities open to parents, such as the annual picnic, senior breakfast, and Second Cup of Coffee.
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

All written materials are translated into Spanish by bilingual staff members; these staff members also provide oral translations when required.

2. Currently we are partnering with Big Brothers/Big Sisters, which pairs ELL's with successful adults who were once ELL's, and BISCEP (character education).

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

4. We use the Learning Environment Survey to determine what the needs of the parents are. We have an active parent association that meets regularly. We conduct activities, such as the school picnic and parent-teacher conferences, to support the needs of the parents.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	2			9
Intermediate(I)										7	4			11
Advanced (A)										7	0	4		11
Total	0	0	0	0	0	0	0	0	0	21	6	4	0	31

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Integrated Algebra	10		3	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		0	
Physics				
Global History and Geography	5		1	
US History and Government				
Foreign Language	10		10	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We examine the students' scores on the NYSESLAT, periodic assessments, and classroom assessments. The data shows above all that most students' oral abilities outpace their written abilities. Sixteen out of sixteen returning students have scored higher on the listening/speaking component of the NYSESLAT than on the reading/writing component. ESL classes therefore put greater emphasis on these latter skills.

2. We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population.

3. Since in all cases (16 out of 16), students are weaker in reading/writing than listening/speaking, instruction will emphasize the written word. Authentic literature and high-level non-fiction texts, such as New York Times articles, will be used as the focus of the instruction. Support will be given in content areas to understanding written texts and documents and producing quality writing on an appropriate high level. Curriculum has been written indicting what texts are applicable.

4. a. The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs passed the English Regents with scores of more than 75.

b. We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results. Teachers use line-item analyses of all periodic assessments to inform their instructional goals and practices. Team leaders use data to inform their curriculum and lesson planning. Administrators use data to determine what courses and after-school help are necessary to schedule, and in what areas to provide professional development.

c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed. The native language is used to provide alternate texts, translations, oral explanations and glossaries in Spanish and other languages. Communication with parents is done in both English and Spanish.

5. Not applicable

6. Evaluation is an ongoing process. We meet as an ESL committee bi-weekly. Our Grade Teams meet weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on DYO Periodic Assessment exams and ongoing assessments in our classrooms. Our Data Specialist, Mr. Dan Rubin, produces hard data based on Periodic Assessments and standardized testing that informs instructional decisions.

## 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

<b>School Name: HS for Violin &amp; Dance</b>		<b>School DBN: 09X543</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Franklin Sim	Principal		12/1/11
Julio Lopez	Assistant Principal		12/1/11
Sarita Borrero	Parent Coordinator		12/1/11
Steven Littman	ESL Teacher		12/1/11
Maria Galindo	Parent		12/1/11
Maria Piquero	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		0/0/00
	Coach		0/0/00
	Coach		0/0/00
Lillian Hernandez	Guidance Counselor		12/1/11
Cristina Jimenez	Network Leader		12/1/11
Sophia Pentoliros	Other <u>Assistant Principal</u>		12/1/11
	Other		0/0/00
	Other		0/0/00
	Other		0/0/00

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x543      **School Name:** High School for Violin and Dance

**Cluster:** 4      **Network:** 406

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

**Part A: Needs Assessment Findings**

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

Based on emergency cards and language information, the majority of non English speaking parents are literate in Spanish. Our school aides and parent coordinator are fluent in Spanish and assist parents with oral translations as well as assist teachers with written translations when needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on our school's population and feedback from our parents, HSVD was made to realized that there is a need for Spanish translation. As far as oral interpretation needs, we have received positive feedback and will continue to have translators available for parent events.

## Part B: Strategies and Activities

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

All correspondence with parents will be translated into Spanish by our Spanish speaking parent coordinator. The majority of our parents who speak another language read in Spanish and have the opportunity to contact the parent coordinator for further information if there are any concerns about written forms of communication sent home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

During student parent advisor conferences, all advisors inform the parent coordinator of the quantity of parents in each advisory in need of translation services. Non advisors including school aides and deans on the staff who are fluent in Spanish provide translation services for those parents during the student parent advisor conferences.

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

The main office always has a Spanish speaking employee to greet parents who have concerns. Interpretations are provided by the office staff for parents and teachers during walk-ins, scheduled meetings, and phone communication. In addition to a Spanish speaking parent coordinator, parents have numerous resources for oral and written translations.

## 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: HS for Violin and Dance	DBN: 09x543
Cluster Leader: Chris Groll	Network Leader: Cristina Jimenez
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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: 1. Currently we have 31 ELLs; they range in skill levels from beginner to advanced. All but four come from Spanish-speaking households. Based on the results of the spring 2011 NYSESLAT Exam, most of the ESL students at HSVD scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the vast majority of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more years. They are orally proficient in English, but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect, we have implemented an ESL instructional program is a push-in/pull out model (pull-out for beginning ESL; push-in for other courses). We have four grade-level teams that serve ELLs. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Instruction is differentiated, based on the students' skill levels.

### 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

## Part C: Professional Development

Begin description here: 1) Every Monday we meet as a whole staff for one hour and have professional development. The plan for this year so far and moving forward is as follows: In August we learned about the vision of the school, classroom expectations, the important components of being on a team, the three C;s (College/Career, Commitment and Confidence) and through team building activities we learned to work together in a variety of ways. In September we received PD on having difficult conversations with staff members to make our team meetings more effective, we worked on baseline assessments within teams for our students, and we discussed discipline data and concerns. In October we discussed CEP goals, we received professional development on strategies to implement with our English Language Learners and how they connected to the common core standards from our ELL network specialist, worked on curriculum maps and will discuss discipline by reviewing the data and creating next steps. In November we will receive professional development from Roberta Kang from Columbia University (Teacher's College) on applying rubrics. We will also learn how to use protocols to look at student work as well as look at assessment data to create next steps. In December we will be looking at student work focusing on our English Language Learners and will look at more discipline data while we reflect on classroom management strategies.

Besides the professional development mentioned above we have and will continue to receive PD from an organization named Aussie that will support our ELA and Math teachers for 25 times per year in each discipline with the lens of increasing achievement for our English Language Learners. This is through funds the building council collaborated on to have all English and Math teachers (including ESL) receive the necessary support to improve the reading and writing of our ELL students because the data shows that in those areas the biggest lack exist.

2)Our bilingual guidance counselor addresses the psychosocial needs of the students, providing sessions that are mandated and that arise situationally. She also does group guidance with 9th and 10th grade classes. All our ELL students receive character education for one period a week through the BISCEP program that helps support common adolescent issues. All 9th graders receive freshman seminar that consist of important components necessary to the adjustment to high school. For example, graduation requirements, Chancellor's code of discipline, note-taking skills through cornell notes, how to organize your binder, who is who at our school so they know who to go to with an issue or particular support in a certain area, goal setting and conflict resolution. Many students take the AVID elective, which provides support in how to be a successful high school student.

3) In accordance with the Jose P. ruling, we provide ELL training to all staff. The first hour occurred in October with Enrico Domingo when he taught our staff strategies and connected them to the common core. In December we will spend another hour with our staff on looking at student work for our ELL students. In January during regents week we will use half a day (3 hours) to focus on topics such as strategic grouping, assessment for learning, and academic vocabulary (tier two words). In March during our spring retreat with our staff we will spend ninety minutes on professional development regarding the different levels of English Language Learners and their path from the LAB-R to the NYSELAT. The

### Part C: Professional Development

different sections of the assessment from the reading and the writing to the listening and the speaking to the beginner, intermediate, advanced and proficient levels so they are aware. Data will be used so they can see the connection to their students since most teach English Language Learners. The last hour will be conducted in June where a reflection will occur with our teachers in regards to their curriculum, efforts and supports to our ELL students.

Although it hasn't been finalized, we would like to incorporate somewhere mid year a PD by our veteran global teacher and his Teacher's College ESL resident that he team teaches with daily and regarding what makes them a successful duo.

### 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: 1. Parents and families of students in HSVD are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

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- > conduct monthly Parent's Association meetings;
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- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the

**Part D: Parental Engagement Activities**

- school community;
- > encourage parents to network with each other and to communicate with school staff;
  - > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children’s education programs;
  - > meetings are scheduled at various times during and after the school day to accommodate parents;
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**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</li> </ul>		

**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.
development contracts.		
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 (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		