



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 16 LEONARD DUNKLY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K016

PRINCIPAL: MARY RENNY

EMAIL: MRENNY@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICIA WINNICKI

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mary Renny	*Principal or Designee	
Martin Pietrusiewicz	*UFT Chapter Leader or Designee	
Priscilla Natareno	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia McGarrigle	Member/Teacher	
Nicole Tirado	Member/Parent	
Esperanza German	Member/Parent	
Elizabeth Morillo	Member/Parent	
Jennifer Maoirana	Member/Teacher	
Ms. S. Jefferson	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Presently, across classrooms teaching strategies inconsistently reflect rigorous, differentiated activities for all students. For example, students work on similar activities with few opportunities for them to receive specific supports or extensions to help them increase their learning. This limits student engagement, restricts efforts to increase rigor, and hinders improved student outcomes.” (QR, 2010-11, pg. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, the school will support struggling sub-groups by providing intervention and support services to increase student achievement.

Instructional strategies/activities

We will use our Focus Grant funds for direct instructional supplemental programs, which will be provided by staff members of P.S. 16. A large percentage of our students consistently do not complete their homework. We have found a direct correlation between homework completion and academic success. The students who struggle the most with homework are a majority of the students in our focus sub-groups. Many of our students lack a support system outside of school that would guide them in the completion of their homework. Our students learn skills during the school day, but they do not get the practice necessary for the skills to be internalized. Many of them fall behind due to this. We as a school have exhausted all means in trying to get the students to complete their homework. We feel that we must implement a Homework Helpers program to provide the additional support here at the school. This program will not only help our focus group it will benefit all of our students in grades K-5. All students stay for extended time in grades 1-5, allowing for additional practice.

This program will take place before school, Mondays through Thursdays.

Our after-school program will focus on grades 3, 4, and 5. The emphasis will be on our sub-groups. We want to foster critical thinking skills across reading and writing. The students’ verbal skills are far superior to their writing skills. Supplemental text materials will be used to support at risk students in these programs. These materials will be purchased from Rally & triumph learning.

Our Saturday Academy’s aim is to help our focus group in grades 1 to 3 meet or exceed the Common Core Learning Standards. Our major focus will be on non-fiction reading and writing. This has proven to be an area of need for our students. For grades 4 and 5, we will provide enrichment opportunities for our students who are levels 3 and 4’s.

We will purchase additional computers and printers to be used in classrooms for instructional purposes. Students will research, type and

create presentations on the Power Point.

Throughout the course of the year, teachers will use both formative & interim assessment data as well as student work products to assess progress towards meeting the goal, from September 2012-June 2013

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Focus & priority

Service and program coordination

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Before school - Homework Helpers 4 days a week 2 teachers half an hour per day

For 25 weeks. Beginning December 3, 2012

For grades K-5

Before School Supervisor Per-session 4 days per week for 1 ½ hours for 25 weeks

Saturday Academy - 12 wks equals 36 hours times 3 teachers For grades 1-5 for academics; grades 4-5 for enrichment

Beginning January 5, 2013

Saturday Academy Supervisor per-session - 12 wks equals 36 hours

After-school - 14 weeks equals 84 hours times 3 teacher For grades 3-5

January 7, 2013

After school Supervisor per-session – 14 weeks equals 84 hours

14 Lenovo Desk Top ThinkCentre Computers

9 Lexmark Printers

Supplemental Materials for at-risk from Rally education, triumph learning

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“In an effort to measure student and class progress, teachers create and use common assessments. Currently, however, these assessments are not consistently aligned to key State standards, thus diminishing efforts to improve student outcomes to close the achievement gap.” (QR, 2010-11 pg. 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Our students in grades 1 through 5 will show progress in ELA writing performance tasks. By June 2013, 50% of our students in grades 1 through 5 will move from apprentice to practitioner or higher based on ELA writing performance tasks as evidenced by the CCLS-aligned rubric. During the course of the year, students will show steady progress as measured by three writing tasks from the CCLS.

Instructional strategies/activities

Throughout the year during common planning periods, our teachers have and will continue to receive professional development on the CCLS, rubrics, and task bundles. Teachers have engaged in the work of designing rubrics and tasks aligned with the CCLS. Teachers will receive professional development sessions on the use the CCLS rubrics in assessing student writing. All students were taught the rubrics and are being given opportunities to examine the task bundles. Teachers will design the first task bundle, which will be non-fiction/science or social studies, due by the end of November, the second in March will be on comparing and contrasting, and the third in June will be a persuasive writing task. The writing genres were chosen based on citywide expectations.

Teachers will assess student progress from writing tasks, formative assessments, and student work product.

The timeline for this goal is September 2012-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Teacher meet for common planning during the contractual day

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

“Expand the use of the classroom observation tool and analysis of student outcomes in order to support a common instructional focus to improve student outcomes and professional growth increase learning.” (QR, 2010-11, pg. 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

We will have short and frequent cycles of teacher observations using Danielson’s Framework for Teaching and we will provide objective feedback.

By June 2013, we will increase the number of observations with feedback by 25% over 2011-12.

Instructional strategies/activities

Throughout the course of the year, teachers will continue to receive professional development on Danielson’s Framework for Teaching at teacher team meetings and professional development opportunities. This work will be supported through formal and information observations and teacher feedback sessions.

Teacher observations will begin in early September and will be done daily.

Two formal observations will be done for each tenured teacher; non-tenured teachers will have three to four formal observations. There will be two to three informal observations done for each teacher. Each cycle of informal observations will focus upon a different category within Danielson’s Framework for Teaching. During observation, administration will focus on CCLS and the Habits of the Mind. At a post-conference, the administrators provide feedback based upon the observable data collected during the evaluation. The teacher receives an objective account of the lesson and three to four charts displaying objective data. The data can be compared to subsequent observations. Based on the data and feedback, goals are revised.

Informal observations are done daily and feedback is given that day or the following day. Feedback is based upon Danielson’s Framework for Teaching.

In addition to the Danielson framework, administration utilizes the eCove software. During the lesson, an objective account of the lesson is typed and several areas are focused upon using eCove teacher evaluation software. These include time on task rates, teacher questioning, and behavior management).

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-diem, the purchase of instructional materials and professional materials.

- Professional development sessions and grade conferences devoted to the dissemination of Danielson's, "Framework for Teaching" with teacher input. (Title I and TL Per diem)
- Danielson Framework Handbook (Tax Levy)
- ECove Teacher Observations Licenses (Tax Levy)
- June Planning sessions during which teachers have direct input and tweak curriculum lessons and activities. (Title I and TL Per diem)
- Differentiated professional development activities for teachers and paraprofessionals will be planned and implemented during the 2012-2013 school year. (Title I and TL Per diem)
- CFN 612 Achievement Coach will provide additional PD for teachers.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- On the 2011-12 Learning Environment Surveys, 35% of parent responded “Once in a while” to the statement, *Students threaten or bully other students.* (page 7).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

To improve student behavior and decrease behavioral infractions by 25% in order to provide a safer and more orderly school environment.

Instructional strategies/activities

- We have incorporated the “Leader In Me” program into our school community
- We will build upon the school-wide discipline plan and the 6 Pillars of Character programs that were implemented in 2011-12.
 - * A Student of the Month award
 - * Character Counts monthly award; the winners star in movies
 - * Monthly spirit assemblies centering on a monthly character trait
 - * A school-wide Super Kids behavior management system
 - * Individual behavior modification plans
 - * Daily reminders of the weekly Habits of the Mind focus
- We will implement a peer mediation and mentoring program. Twelve students in grades four and five will be trained in conflict mediation skills in order to prevent further conflicts between students.
- We will track the students whom were suspended during the 2011-12 school year and provide support to prevent future suspensions.
- We will continue to track each behavioral infraction, according to the Chancellors Regulations, by keeping a log on each student.
- We will analyze the infraction data in November, March and June in order to assess the need for interventions.
- We will keep an Excel file for each student on which school infractions and parent contacts will be logged. We will analyze this data in November, March and June and compare it to the data at the same points in 2011-12 to assess progress made with school infractions. We will compare the number of Principal Suspensions on OORS reports in November, March and June to the same points in 2011-12.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- We received a three-year grant from the Franklin Covey Foundation to implement the program into our school environment.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

On the 2011-12 Learning Environment Survey, only 50% of our parents answered “strongly agree to this statement: *How well your child’s school helps you understand what you can do to support your child’s learning needs.*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- We will provide a parent workshop series on the *7 Habits of Highly Effective Families* in order to provide families with an understanding of the school’s Leader in Me program and how to implement the program at home.

Strategies to increase parental involvement and engagement

We have begun a three-year program called the *Leader In Me*. The program focuses on nurturing leadership qualities in all of our students by embedding and reinforcing Stephen Covey’s *7 Habits of Happy Kids*. Staff members have received extensive training and have begun to introduce the habits to their students. The program will be celebrated at monthly assemblies and has already become an integral part of the school culture.

A necessity for this program is parent involvement. Parent involvement is crucial for this program to succeed. We want to provide parents with an understanding of the program and to provide workshops for parents to implement the program at home. The *7 Habits of Highly Effective Families*, for instance, correlates perfectly with the *7 Habits of Happy Kids*. The more the program’s ideals are reinforced at home, the more successfully they will become a part of the school’s identity. We will hold workshops and create a library of materials at the school. The library will also include sets of storybooks that correlate with the habits that parents can bring home to read to their children. We will provide childcare as well as food.

Sessions for families were held afterschool once a week for 8 weeks. A teacher that is trained in the *7 Habits* facilitated the training. Family members were trained in the family component of the program that is utilized school-wide by classroom teachers during the regular school day.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: focus & priority

Service and program coordination

A teacher will lead the eight-week program. 1 teacher X 1 ½ hours X 8 weeks

A para-professional will provide childcare so parents can attend. 1 para X 1 ½ hours X 8 weeks

A supervisor= 1 supervisor X 1 ½ hours X 8 weeks

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	We hired an F-status teacher and an ATR for three days a week each.	Small group.	Before school, after school and during the school day.
Mathematics	We hired an F-status teacher and an ATR for three days a week each.	Small group.	Before school, after school and during the school day.
Science		Small group.	After school.
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Given by the guidance counselor and the school psychologist.	One on one.	During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We have had an extremely low teacher turnover rate. Any turnovers have been due to retirement or excessing (register loss). We provide all teachers with professional development weekly, individually, with small groups and as a school staff. Our formal and informal observations drive our professional development and determines if the professional development should be individualized, small group, or whole group. We differentiate by helping the teachers reach their personal, professional goals that they set for themselves and also based on our observations.

2012-13 Parent Involvement Policy and Parent-School Compact for PS 16

Section I: Title I Parent Involvement Policy

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 an effective partnership with parents in our school. Therefore PS 16, [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. PS 16's policy is designed to keep parents informed by actively involving them in planning and decision-making in the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council.

PS 16 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level;
2. Fostering a caring and effective home-school partnership to ensure that parents can support and monitor their child's progress;
3. Providing assistance to parents in understanding City, State and Federal standards and assessments;
4. Sharing information about school and parent related programs, meetings and other activities in languages that parents can understand;

PS 16'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.

In developing the PS 16's Title I Parent Involvement Policy, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 16 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents. She will work to ensure that our school environment is welcoming and inviting to all parents;
- Provide opportunities for parents to help them understand the accountability systems, including student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, and ARIS;
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of Title I children in the program, about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the NCLB;
- Translate during meetings and events as needed;

PS 16 will further encourage school-level parental involvement by:

- Holding annual Title I Parent Grade Conferences;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Supporting OFEA District Family Day events;
- Establishing a Parent Resource Center and lending library for parents with materials in both English and Spanish;
- Providing monthly written progress reports to parents to keep parents informed of their children's progress;
- Distributing all school notices to parents monthly via email;

Section II: School-Parent Compact

PS 16 (in compliance with the Section 1118 of Title I, Part A of the NCLB) is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 16 staff and the

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.

School Responsibilities:

- Provide high quality curriculum and instruction consistent with State Standards and the Common Core Learning Standards (CCLS) to enable children to meet all standards;
- Respect cultural, racial and ethnic differences;
- Implement a curriculum aligned to State Standards;
- Provide instruction by highly qualified teachers;

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement;
- Arranging additional meetings at other flexible times and providing transportation, child care or home visits for those parents who cannot attend regular meetings;
- 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, parent programs, meetings and other activities in their home language;
- Providing parents with timely information regarding performance of their children;
- 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 communicate with limited English speaking parents effectively;
- Having a meeting area;
- Providing both school and classroom schedules;

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;
- Sharing and communicating the school-wide curriculum;
- 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 NCLB Title I requirement;

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;
- Read to my child and discuss what my child is reading;
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular activities such as after-school programs, Saturday Academy, clubs and team sports;
- Encourage my child to follow school rules and Chancellor regulations and discuss this Compact with my child;
- Volunteer in my child's school at least twice a year;

Participate, as appropriate, in the decisions relating to my child's education. I will also:

- Communicate with my child's teacher;
- Read and respond to all notices received from the school;

- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in training offered by the school and district;
- Take part in the school's Parent-Teacher Association as often as possible;
- Take responsibility for the academic achievement of my child;

Student Responsibilities:

- Attend school every day and be on time;
- Complete homework and submit all assignments on time;
- Follow the school rules, be proactive, and take responsibility for your actions;
- Show respect for yourself, others and property;
- Resolve disagreements or conflicts peacefully;
- Always be a leader;
- Always use kind words and caring hands;
- Be honest and follow through with promises;

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Margarita Nell	District 14	Borough Brooklyn	School Number 016
School Name Leonard Dunkley			

B. Language Allocation Policy Team Composition

Principal Mary Renny	Assistant Principal Erik Van Gunten
Coach n/a	Coach n/a
ESL Teacher Priscilla Mundo	Guidance Counselor Lisa Borgognone
Teacher/Subject Area Jane Adler/ SETSS	Parent Shenequa Jefferson
Teacher/Subject Area type here	Parent Coordinator Iraida Cortes
Related Service Provider Stephanie Foster/ Speech	Other Anona Evans/ Data Specialist
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	304	Total Number of ELLs	41	ELLs as share of total student population (%)	13.49%
------------------------------------	------------	----------------------	-----------	---	---------------

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. At the time of initial registration, the Pupil Accounting Secretary, Norma Caraballo, gives all parents who are enrolling their child in NYC Public Schools for the first time, a HLIS (Home Language Identification Survey) form. The form is available in the student/family's home language. (If a form is not available in the home language a translator will be provided. After the form is completed by the parent, a pedagogue, usually the ESL teacher, Priscilla Mundo, will conduct an informal oral interview as outlined on the HLIS. Ms. Mundo is proficient in Spanish and therefore will conduct interviews that take place in English or Spanish. For other languages an outside translator will be contacted. After the HLIS and interview are complete, Ms. Mundo will review the forms to see which students are eligible for LAB-R testing. Students whose forms indicate a language other than English once in questions 1-4 and twice in questions 5-8 will be eligible for LAB-R testing as well as students who prove to be ELLs after the interview has been conducted. All students who are eligible for testing will be administered the LAB-R assessment by the ESL Teacher, Priscilla Mundo. Students who score below the proficiency cut score for their respective grade will be entitled to services. Students whose home language is Spanish, and who score below the proficiency cut score, will also be administered the Spanish LAB. The Spanish LAB indicates a child's proficiency in their native language. This process will take place within the first 10 days of registration. Each spring, all students who have been identified as ELLs will be administered the NYSESLAT. The following fall, the scores will be reviewed and the students who have scored below the cut scores will continue to receive services. The students who have scored above the cut scores for proficiency will no longer be considered ELLs, although they will continue to receive support for two years.

2. After students have been identified as ELLs, the parents will be invited to attend an orientation where they will learn about the options available to their children to support their English Language Development. The ESL teacher will send out a flyer inviting parents to attend the orientation and the Parent Coordinator, Iraidia Cortes will also make contact with the parents during drop-off, dismissal, and through phone calls to ensure that all parents are aware of the meeting. The parent orientation meeting will be conducted in collaboration by the Principal, Mary Renny, the ESL teacher, Priscilla Mundo, and the Parent Coordinator, Iraidia Cortes. The video provided by the Department of Education will be played for parents in their native language followed by a question and answer period. This video explains all three program choices available to the parents. All parent will fill out the Program Selection form and Orientation Survey. Parents who are not able to attend the meeting will be contacted by the parent coordinator to schedule a make-up session. This process will be completed within 10 days of registration.

3. During the first week of school Entitlement letters will be sent home to all applicable students by the ESL teacher. A list of students is created for each entitlement letter distributed and students must initial to show that parents have received letters explaining placement, continued entitlement, non-entitlement/transition, or non-entitlement. Most of the Program Selection forms and Orientations Surveys will be collected at the parent orientation meeting. A spreadsheet is kept to keep track of all forms being returned as well as the programs parents have selected. If parents do not return a form, the Parent Coordinator will contact the parent to ensure that the form is in fact returned. If a parent does fail to turn in a Program Selection form, the program choice will marked as Transitional Bilingual Education by default as Per CR-Part 154.

4. Students are placed in a program based on parent choice. Parents indicate on their program selection survey which program they would like to have for their child by ranking the options 1-3. The choices are: Free Standing ESL, Transitional Bilingual, or Dual Language. If parents select a program that is not currently offered at the school they are notified of their right to transfer to a school that does currently offer the program. Parents are also informed that if a program is not currently offered at our school, but 15 students in two consecutive grades indicate a preference for the program, the program will be opened.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been 1) ESL, 2) Bilingual, and 3) Dual Language. The majority of parents at our school have selected ESL as their first choice, and we offer free-standing ESL as our program for ELLs.

6. Parent choice is aligned with the program that is offered at P.S. 16, which is Freestanding ESL. To date there have not been enough students in two consecutive grades and/or parent interest to open a transitional bilingual or dual language class.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	7	7	0	5	1	0	1	41
Total	33	0	7	7	0	5	1	0	1	41
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	13	5	2	4	7								38
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	1								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	7	13	6	3	4	8	0	41						

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. The organizational model at P.S. 16 is a pull-out model. Students are grouped based on grade and/or proficiency on the NYSESLAT/LAB-R. The groups are divided homogeneously based on proficiency levels and may have multiple grades in a group.

2. Students are scheduled for pull-out sessions with the ESL Teacher such that they meet the mandated number of minutes required by CR-Part 154. Beginning and Intermediate students have pull-out sessions with the ESL teacher for 360 minutes per week. Advanced students have pull-out sessions with the ESL teacher for 180 minutes per week and additionally have 180 minutes of ELA with their classroom teachers.

3. Content area instruction is generally delivered by the classroom teachers. When necessary the ESL teacher is available to support the classroom teacher in making content comprehensible for ELLs. Some strategies that may be utilized may include scaffolding, TPR, schema-building, contextualization, bridging, modeling, and meta-cognition. When necessary the ESL teacher may support the classroom teacher in content area instruction by reinforcing the content area lessons in the pull-out sessions. Advanced students receive additional content area instruction from the ESL teacher through literacy, such as the reading and writing of social studies and science topics.

4. Students who are identified as ELLs and it has been indicated that their home language is Spanish, are evaluated in their native language using the Spanish LAB. This assessment is used to tell proficiency of the student's native language, which helps when planning instruction.

5. Differentiation for ELL subgroups:

- a. SIFE: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students meet with the ESL teacher for 360 minutes per week. Students will be grouped based on proficiency and grade level. Additional resources such as high interest/low level books are given to the students to supplement their class books, the students are also part of inquiry teams which work in small groups. These students are also given native language or bilingual books to take home.
- b. Newcomers: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy.

A. Programming and Scheduling Information

Students meet with the ESL teacher for 360 minutes per week. Students will be grouped based on proficiency and grade level. Additional resources such as high interest/low level books, bilingual dictionaries, bilingual stories, native language books, books on tape, computer programs, are given to the students to supplement their class materials. These students are often placed in classes where the classroom teacher is bilingual, which provides native language support.

c. 4-6 years: students will be invited to attend the following intervention programs: 37.5 minutes, afterschool program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. Special focus will be placed on preparation for the NYSESLAT as well as the ELA and content area exams. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target, in order to help students attain proficiency.

d. Long Term ELLs: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. Special focus will be on preparation for the NYSESLAT as well as the ELA and content area exams. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target in order to help students attain proficiency.

e. Special Needs: Students will be invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target, in order to help students attain proficiency. The ESL teacher will use the IEP to guide instruction for students with special needs. The ESL teacher will work with the special education teachers to deliver appropriate instruction that is aligned with both the IEP and ESL standards.

6. Some of the grade-level materials as well as instructional strategies used to teach ELL-SWDs are: Materials like pictures or photographs that go with new grade-level vocabulary, picture dictionaries or glossaries, thesauri, realia as well as instructional strategies such as scaffolding, Total Physical Response, schema-building, contextualization, bridging, modeling, and meta-cognition.

7. ELL-SWDs receive ESL services along with the general education ELL population. IEPs are used to help determine classroom grouping and seating arrangements, as well as guides differentiated instruction in the ESL classroom. Instruction is based on grade level as well as English proficiency for all ELL students, including ELL-SWDs. The ESL curriculum focuses on the needs of all ELL students and also includes accommodations that can be used for ELL-SWDs to ensure that their needs are met within the least restrictive environment. Scheduling flexibility allows all ELL-SWDs to attend their special classes such as art, gym, music, and computers in addition to receiving the mandated ESL services.

Courses Taught in Languages Other than English ⓘ

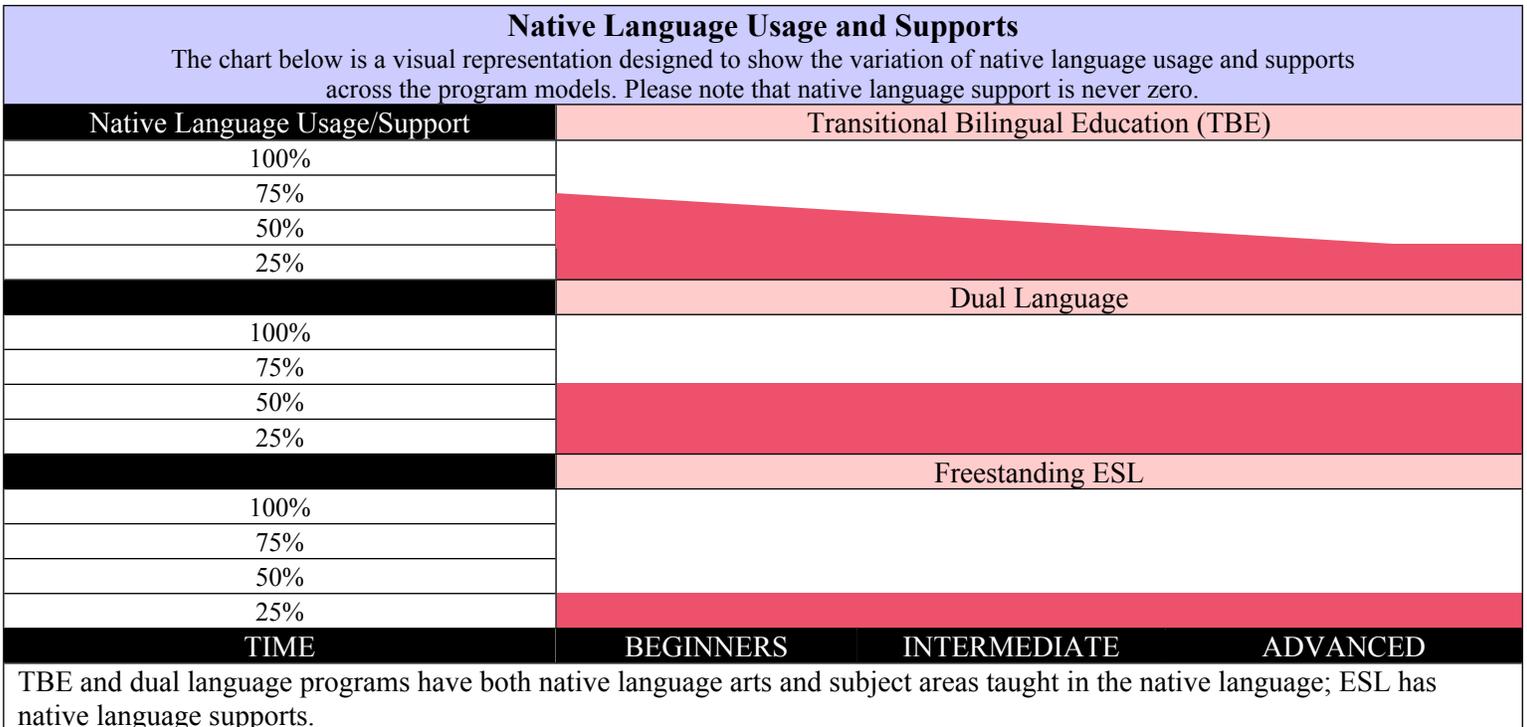
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. For all ELL subgroups (newcomers, SIFE, ELLs with 4-6 years, and Long Term ELLs) the following interventions will be offered for ELA, Math, Science, and other content areas: after school program for ELLs for 3 hours per week for a duration of 25 weeks, Saturday Academy for ELLs for 3 hours per session for a duration of 17 weeks, extended time 2 times per week for 50 minutes per session. Long term ELLs, SIFE, and newcomers are particularly encouraged to attend these programs. Intervention services will be offered in English. When needed for newcomers or SIFE students, one on one support with a Spanish speaking teacher will be offered. Both Academic Intervention and Inquiry Team Services are also provided for these students one period per week for 45 minutes.

9. Students who have achieved proficiency as per the NYSESLAT will be carefully monitored to ensure their continued success. Where appropriate they will be invited to attend any/all interventions for ELLs mentioned above in question #8 for two years. They will also have the opportunity to attend the after school and Saturday Academy offered to the general population of students. They will also continue to receive testing modifications for two years.

10. For the 2011-2012 school year we are planning to offer an ESL course for parents that are interested in learning English.

11. No programs are being discontinued for the 2011-2012 school year.

12. ELLs receive the same opportunities as the general population of students. They are invited and encouraged to attend all school programs and supplemental services. As per Jose P. all teachers are trained in ESL methodologies in order to include and accommodate for ELL students. After school and Saturday Academy programs are offered to all ELLs to provide support and language development in all content areas. Letters inviting students to attend programs are always sent home in the native language. Supplemental programs such as soccer and YMCA are offered to all students, including ELLs.

13. Instructional materials in ELA: leveled books, ELL support workbooks and teacher's guides in the Treasures reading program, picture dictionaries, bilingual glossaries, thesauri, laptops, overhead projector, listening center
 Instructional materials in Math/Science: native language text books, dictionaries, bilingual glossaries
 Instructional materials in language development: listening center, games, picture cards, realia, computer programs, Carousel of Ideas language program, NYSESLAT test prep books

14. We do not have a TBE or Dual Language program at our school. Our ESL program is delivered in English with native language support provided to newcomers and/or beginner level ESL students, as well as any students who may still need the support. When appropriate, native language support is offered in the following ways: bilingual/native language books, one-on-one support from a bilingual teacher, text books in the native language, glossaries and picture dictionaries, access to computers for use in translation. In addition, students are encouraged to speak and read in their native language at home in addition to English.

15. For support services and programs students are grouped according to age, ability, and proficiency. A range of materials are available to ELLs from grades K-5 including but not limited to books, games, text books, programs. Differentiation is used to ensure that resources correspond to ELLs ages and grade levels.

16. Newly enrolled ELLs are welcomed to the school community by a bilingual speaking staff member. They are given an orientation including a tour of the school, a back to school supply list, and families are introduced to the parent coordinator.

17. There are currently no language elective courses offered at the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teacher will attend monthly professional development meetings through the network/CLSO on a variety of topics related to ELLs. For classroom teachers of ELLs, opportunities will be provided to attend professional development through the Office of English Language Learners. Additionally, the ESL teacher will provide in-house training/professional development to the assistant principal, the secretary, and all teachers regarding ESL methodologies and strategies for supporting ELLs in the general education classroom and within the school, beginning from the registration process and continuing as they receive services. Professional Development will be held once a month on Mondays from 3:45-4:45p.m. on the following dates: November 21, December 19, January 23, February 27, March 19, and April 23.

2. The guidance counselor, Lisa Borgognone, and parent coordinator, Iraida Cortes, work with all parents and students, including ELLs and their parents, to educate them about middle schools and the application process. Students are given information through school visits, open houses, and brochures to prepare them for the transition from elementary to middle school. The guidance counselor supports teachers by providing them with student surveys to gauge the students' interest and determine the school that best suits each student. The guidance counselor also invites middle schools to present information about their schools to the 5th graders. All information is translated into the parents' and students' native language to ensure that they understand the application process. ELLs are also offered extended time and after school programs to provide academic support as they transition from one school level to another.

3. For teachers who have not yet met the minimum requirements for ELL training as per Jose P, opportunities are provided to attend professional development. We have also offered in-house Jose P. training for teachers not yet meeting the requirements. The training includes methodologies and strategies for teaching and supporting ELLs in the general education and/or self-contained classroom. A copy of each teachers certificate or proof of hours is kept on file, along with sign-in sheets of professional development workshops that teachers have attended.

E. Parental Involvement

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

1. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. The Learning Leader program trains parents to work as volunteers in the classrooms. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts, and ELL parent workshops.

2. The school partners with a number of agencies and community-based organizations to provide workshops for all parents, including parents of ELLs. We have partnered with Cookshop Classroom, Learning Leaders, Brooklyn Public Library, and Woodhull Hospital to provide workshops for parents.

3. The parent coordinator helps to determine the needs of parents by conducting surveys, as well as by having constant communication with them both over the phone and in person. Parents are also given the opportunity to complete “Question/Comment” cards in response to workshops and programs in which they participate.

4. The parent coordinator uses the information gathered both formally and informally to determine which activities and workshops to offer to the parents each year. In the past, workshop topics have included nutrition, CPR, and literacy. Based on a number of parent requests, this year we will offer an adult ESL class for parents interested in learning English.

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)	4	5	0	1	0	2								12
Intermediate(I)	0	6	1	0	1	1								9
Advanced (A)	3	2	5	2	3	5								20
Total	7	13	6	3	4	8	0	0	0	0	0	0	0	41

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	2	3	2	3	5	2							
	P	1	4	1	8	4	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	4	0	12
4	2	5	1	0	8
5	2	2	0	0	4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	1	0	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	6	0	5	0	1	0	12
4	2	0	4	1	2	0	0	0	9
5	1	1	2	0	1	0	0	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	2	1	3	0	9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

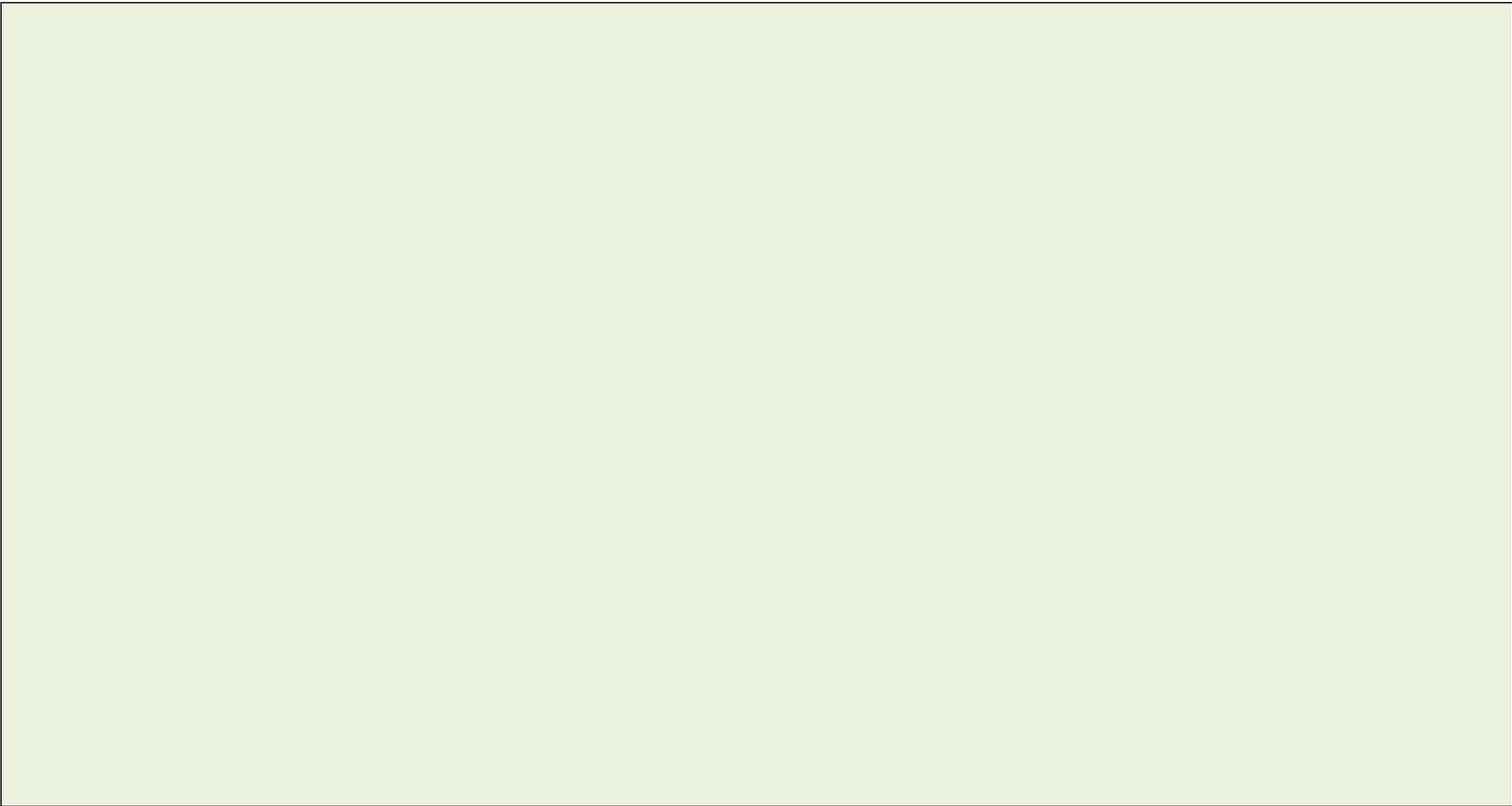
B. After reviewing and analyzing the assessment data, answer the following

- 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. There are a number of assessment tools used to assess the early literacy skills of ELL students. ECLAS-2, Fountas and Pinnell, and running records are used to assess a variety of literacy skills. ECLAS-2 data provides specific insight as to how well each student can decode words, how fluently they can read, as well as how much of a story the student comprehends. It also has a spelling and vocabulary component which determines the level of each student in those categories. The listening and writing data from ECLAS-2 provides teachers with writing samples that can be analyzed in order to find each students specific strengths and weaknesses. Running records help to determine each students reading level and allows both the teacher and student to develop specific reading goals. Instruction is driven by the data collected from these assessments and data is then used to decide specific skills that must be taught.
2. In Listening/Speaking the majority of students tested advanced or proficient according to the NYSESLAT. In Reading/Writing the majority of students tested intermediate or advanced according to the NYSESLAT.
3. Most students have scored proficient on the listening and speaking portions of the NYSESLAT. Therefore, the data shows that instruction should focus on reading and writing to push students to overall proficiency.
4. After examining patterns across proficiencies and grades, NYSESLAT scores show that more students in the upper grades (3-5) have scored advanced or proficient in both listening/speaking and reading/writing. Overall, most students scored advanced or proficient in listening/speaking. Since we only offer an ESL program, all proficiency exams are in English. ELL periodic assessments are used to adjust differentiated groups, as well as to predict how students will do on the NYSESLAT. Periodic assessments help determine what skills and strategies students must work on and scores show which modality should be the focus of instruction. Periodic assessments provide formative feedback for the ESL teacher and help to drive instruction. These assessments, like the NYSESLAT, have shown a need to focus on reading and writing for the majority of ELLs, especially ELLs receiving services for three or more years. Newcomers have scored higher on tests taken in their native language(math and science) when compared to scores on content tests taken in English.
5. N/A
6. The success of ELL programs are evaluated by analyzing NYSESLAT data to determine how many students are making progress by advancing a proficiency level or improving their scale score. In addition, ELA and math data are analyzed to determine how many students met grade level standards. Our school had a total of three students who tested proficient on the 2010 NYSESLAT and tested out of ESL, as opposed to a total of eighteen students who tested proficient on the 2011 NYSESLAT. The increased number of students testing proficient has shown an improvement in our ESL program and is one way we evaluate the success of our program. We also calculate AMAO in order to note scale score increases and look at the number of students who advance a proficiency level. Our low percentage of long term ELLs also shows the level of success our ESL program has had over the years.

Additional Information

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



Part VI: LAP Assurances

School Name: <u>Leonard Dunkley</u>		School DBN: <u>14K016</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Renny	Principal		10/11/11
Erik Van Gunten	Assistant Principal		10/11/11
Iraida Cortes	Parent Coordinator		10/11/11
Priscilla Mundo	ESL Teacher		10/11/11
Shenequa Jefferson	Parent		10/11/11
Jane Adler/SETTS	Teacher/Subject Area		10/11/11
Stephanie Foster/Speech	Teacher/Subject Area		10/11/11
n/a	Coach		10/11/11
n/a	Coach		10/11/11
Lisa Borgognone	Guidance Counselor		10/11/11

School Name: Leonard Dunkley

School DBN: 14K016

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margarita Nell	Network Leader		10/11/11
Anona Evans	Other <u>Data Specialist</u>		10/11/11
	Other		10/11/11
	Other		10/11/11
	Other		10/11/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K16 **School Name:** Leonard Dunkly

Cluster: 612 **Network:** Grapevine

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

Part A: Needs Assessment Findings

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

We use home language surveys. We translate 100% of family correspondences into Spanish. 40% of our staff are fluent in Spanish. At least one teacher in each grade is fluent in Spanish.

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.

All parent notices need to be translated due to home language surveys.

Part B: Strategies and Activities

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

We have ESL classes for parents. At all meetings, interpreters are available. Written translation services are provided by staff members.

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.

Oral interpretation is provided by school staff members.

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>.

We use home language surveys. We translate 100% of family correspondences into Spanish. 40% of our staff are fluent in Spanish. At least one teacher in each grade is fluent in Spanish. All parent notices need to be translated due to home language surveys. We hand out stickers on which parents write native language.

2012-13 Comprehensive Education Plan (CEP)

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: Leonard Dunkley	DBN: 14K016
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

Direct instruction for our Title III supplemental program will target all ELLs and ELL-SWDs. Our school has an ESL program; therefore English is the language of instruction that will be used in our supplemental program as well. Our goal is to address the needs of these students so that they are able to attain English proficiency and succeed in the monolingual classroom. Based on the NYSESLAT, the majority of students scored lowest on the reading and writing modality, so our instruction will primarily focus on teaching students reading and writing skills.

Our after school program will be offered to all ELLs in grades 1-5, and instruction will focus on reading and writing with the use of standards based skills and strategies. There will be a total of 24 (1.5 hour) sessions held on Mondays and Tuesdays between the months of December and April.

The Saturday Academy will be offered to beginner and intermediate level ELLs in grades K-2, and instruction will focus on reading and writing through social studies and science content. Theme based field trips will coincide with the content being covered in the Saturday Academy and will help newcomers culturally acclimate. There will be a total of seven (3 hour) and four (4 hour) sessions held on Saturdays between the months of January and April.

Materials such as the NYSESLAT and Beyond and Continental Press reading comprehension workbooks will be used to have students practice reading and writing skills and strategies. The Carousel of IDEAS English Language Development Program will also be used to help with the vocabulary and grammar components. Instruction will be delivered by Priscilla Mundo, the ESOL certified teacher.

Part C: Professional Development

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

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

Begin description here:

Professional development available to assistant principals, secretaries, and teachers, will focus on the methods of teaching ELLs, as well as strategies that could be used for differentiation in the general and special education classroom. This professional development will also include the process of identifying and servicing ELLs beginning with registration and continuing as they receive services. Some of the

Part C: Professional Development

topics will include: Accommodating and Assessing ELLs, ELLs and the Common Core Standards, Distinguishing between Language Acquisition and Learning Disabilities, and RTI as it relates to ELLs. Our goal is to provide teachers with ways to address the needs of their ELLs and to provide resources that will support the instruction of ELLs. It also aims to inform all personnel about services and accommodations ELLs are entitled to receive. All personnel will be invited to attend the professional development sessions. Priscilla Mundo, the ESOL certified teacher, will provide five professional development sessions throughout the 2012-2013 school year. Each session will be one hour long and will be held once a month (Wednesdays) between January and May. Sessions will be held on the following dates: January 16, February 13, March 13, April 17, and May 15.

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:

In order to engage parents, we will offer an adult ESL class, which will provide English language instruction to parents of ELLs. The focus of instruction will be listening/speaking skills, and activities that provide time for conversational interaction between parents. Listening and speaking skills are necessary for daily activities which adult ELLs encounter as parents, workers, family members, community members, and classroom learners. Teaching parents English will directly impact higher achievement for ELLs because the parents will be able to better support their children academically. Learning English will empower parents and help them become more involved in their child's education. Priscilla Mundo, the ESOL certified teacher, will provide 11 adult ESL classes for parents throughout the 2012-2013 school year. The classes will be held on Saturdays between the months of January and April. All parents of ELLs will receive invitations to join the ESL class.

In addition to the ESL class, a parent breakfast and a multicultural festival will be held as culminating celebrations for ELL parents and students. The multicultural festival will be held in December and the parent breakfast will be held in May. ELL parents and students will receive a formal invitation to these events. The purpose of these events will be to show appreciation to parents for supporting our school and ESL program, as well as for helping their children succeed throughout the school year. The programs will also enable parents to share some aspect of their culture with other students and their families. Parents will also be able to give feedback and suggestions about Title III programs, which will be used when planning programs for next year.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		