



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** HENRY WOODWORTH

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 14K017

**PRINCIPAL:** DR. ROBERT A. MARCHI

**EMAIL:** [RMARCHI@SCHOOLS.NYC.GOV](mailto:RMARCHI@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ALICJA WINNICKI



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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dr. Robert A. Marchi	*Principal or Designee	
Maureen Boler	*UFT Chapter Leader or Designee	
Maria Rivera	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Cassandra Byrd	Member/Teacher	
Anthony Cordaro	Member/Teacher	
Iris Morales	Member/Paraprofessional	
Colleen Carney	Member/AP/Chairperson	
Maribel Rodriguez	Member/Parent	
Christine Garcia	Member/Parent	
Jessica Espinosa	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**To continue increasing teacher knowledge and understanding of the New York City Department of Education's Educational Expectations regarding the Common Core State Standards.**

### **Comprehensive needs assessment**

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

The need has been identified by the NYCDOE. Survey results from last year's professional development from Pearson Associates indicted a need to continue the professional development for this year.

### **Instructional strategies/activities**

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

**The school will bring in outside professional developers to provide expert training relating to the CCSS. Follow-up activities will take place during monthly grade meetings and monthly professional development sessions the first Friday of each month. Teacher feedback through surveys and observations will help to inform the appropriate and meaningful activities needed by staff to implement the CCSS.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted throughout the year to familiarize them with the CCSS.

### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).

Central and Network CCSS initiatives will be incorporated into the staff development program for this year.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To continue to refine the implementation of the 6 Danielson Frameworks components initiated last year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
Classroom visitations from 2011-12 suggests the need to continue professional development in these areas.

### **Instructional strategies/activities**

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

**Professional development activities will be conducted during monthly grade meetings and first-Friday PD sessions. Teachers will be observed informally throughout the year to ensure progress is being made in the identified components.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.  
Parents will be informed through workshops and monthly PTA meetings about the focused components for this year.

### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).  
Tax Levy and Title I funding sources will be utilized to provide coverage for teachers as needed to conduct the necessary professional development to meet this goal.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

**Teachers will continue to develop and use performance tasks in mathematics and begin their use in literacy, social studies and science.**

#### **Comprehensive needs assessment**

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

The NYCDOE has determined that the implementation of the CCSS necessitates changes in the forms of assessment that will be required for the future. Therefore it is necessary to continue the process begun last year in math and expand to the other major content areas for 2012-13.

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

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

**Network personnel will continue to assist in the implementation of performance assessments in the major content areas by providing ongoing professional development opportunities for staff members to attend. In addition, on-site professional development from both the Network personnel and representatives from Exemplars will include demonstration lessons and debriefing sessions throughout the year. Teachers will have a prep schedule that will allow for a common planning period on a daily basis.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted demonstrating the more complex demands of the CCSS and their future assessment.

#### **Budget and resources 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      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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). Title I funding will be used to support this work.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).

**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	Guided reading; phonics; Teachers College reading/writing program; basal reading program.	Small group.	During the school day.
Mathematics	Exemplars, McMillan McGraw Hill program; Everyday Math; Flash cards.	Small group.	During the school day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus is on self-esteem and anger management strategies.	One-to-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.

All teachers for the current school year are highly qualified. In order to remain highly qualified, professional development is provided both on-site and off-site through a combination of school-based, Network and Central initiatives offered during the year by experienced and knowledgeable personnel.

## PS 17 Title I Parent Involvement Policy

### I. General Expectations

PS 17 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 17 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - Keep parents informed of all meetings conducted by the Community Education Council for Community School District 14.
  - Have Parent Coordinator maintain close contact with District 14 parent liaison.
2. PS 17 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Use the monthly School Leadership Team meetings as a forum to assess school needs and for offering recommendations on how to improve academic and non-academic performance of the students of PS 17.
  - Conduct parent workshops throughout the year in math and literacy.

3. PS 17 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Meet with the Executive Board of the PTA on a monthly basis to plan and schedule activities that will support increased parental involvement throughout the year.
4. PS 17 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:
  - Working with community based organizations to provide after-school literacy programs for parents and their children.
5. PS 17 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Reviewing collaboratively the outcomes produced by the Learning Environment Survey that is part of the school's Progress Report. The Parent Coordinator will be responsible for conducting this joint review.
6. PS 17 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - Conduct parent workshops throughout the school year.
      - Purchase resources need to effectively implement these workshops.
  - b. PS 17 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Working with community based organizations to conduct family literacy initiatives for parents and their children.
    - Offering workshops on how parents can access student data through ARIS.
    - Offering parents opportunities to use technology at PS 17 to access ARIS and the Renzulli Learning System for differentiated instructional activities for their children.

- c. PS 17 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
  - Apprising staff of relevant workshops conducted by the CFN 612 regarding parental involvement activities.
  - Conducting a Fall Curriculum Conference to acquaint parents with teacher expectations, room environment, etc.
- d. PS 17 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
  - Providing information in a timely manner through PTA meetings, workshops, open forums, etc.
- e. PS 17 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - All communications are sent home in English and Spanish.
  - Translators are available for all meeting (PTA, Parent-Teacher Conferences, etc.)

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance data. This policy was

adopted by PS 17 on December 18, 2012 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 21, 2012.

Principal's Signature: Dr. Robert A. Marchi  
Date 12/18/12

## PS 17 School Parent Compact

PS 17, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

### **Required School-Parent Compact Provisions** **School Responsibilities**

PS 17 will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Hiring staff who are supportive of the PS 17 educational philosophy;
  - Providing staff with high quality, ongoing professional development opportunities to improve skill levels in all disciplines;
  - Using our physical and fiscal resources to support differentiated instruction for all students;
  - Providing parents with frequent opportunities to interact with staff and become familiar with the curriculum across all grade levels;
  - Provide parents with opportunities to use our library and computer lab facilities to learn about student data (ARIS) and differentiated instructional activities (Renzulli Learning System).
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 14, 2012 and March 12, 2013.
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards distribution dates of November 14, March 12, and June 26.
- ⇒
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may schedule meetings with teachers during Parent-Teacher Conference Days, the Fall Curriculum Conference, prep periods, and before or after school.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents may visit classrooms any day they wish as long as they make an appointment in advance. In addition, classrooms are open for parental visitations during Open School Week in the fall and the spring.
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ participating in school activities on a regular basis;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

### **Optional Additional Provisions**

#### **Student Responsibilities (revise as appropriate to grade level)**

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Name	Signature	Date
School – Dr. Robert A. Marchi Principal		
Parent – Maria Rivera PTA President		
Student (if applicable)- Print Name		

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

**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 <b>Jose Ruiz/Margarita Nell</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>017</b>
School Name <b>Henry D. Woodworth (K017)</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dr. Robert Marchi</b>	Assistant Principal <b>Ms. Colleen Carney</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Lolo Saney</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Diana Rose</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>30</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>385</b>	Total Number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>16.62%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1.

- At the time of initial registration to NYC public school system, the Home Language Identification Survey ( HLIS) is presented to the parent/ guardian of a new entrant, and they are asked to complete and sign the form .
- A trained pedagogue conducts an informal oral interview in English and in the native language of the parent / student to elicit information about the language/s spoken at student's home.
- Ms. Saney, who is fully certified in ESL K-12 and Childhood Education K-6 , usually conducts these interviews with the help of a translator when needed. When Ms. Saney is not available, a trained pedagogue conducts these interviews .
- The results of the HLIS and information elicited from the parent are evaluated by the ESL teacher who also determines student's eligibility as a potential ELL. If the student is determined to be a potential ELL, the LAB-R will be administered within 10 days from the date of registration.
- Two copies of the HLIS are filed as follows:
  1. The original HLIS will be kept in the students' cum file
  2. A copy of the HLIS will be kept in the ESL room

INITIAL ASSESSMENT:

- The LAB-R will be administrated within 10 days of initial enrollment by Ms. Saney if the student is determined to be an ELL .
- Upon completion of the LAB-R, a DOE formatted letter with the LAB-R's results will be sent home to inform the parent/guardian.
  - If the child tests out of LAB-R, the letter informs the parent/ guardian of the child's proficiency in English and his/her ineligibility to receive language services.
  - On the other hand, if the child does not test out of LAB-R, and if the child's second language is Spanish, the Spanish LAB - R will be administered to determine language dominance by Ms. Thelma Lacorazza, who is certified in Special Education and fluent in Spanish.
- A copy of theses letters are kept on file in the ESL room.

## THE STEPS TAKEN TO ANNUALLY EVALUATE ELLs USING THE NYSESLAT:

- The groupings of the ELLs are changed from performance categorizations to grade categorizations to accommodate for the NYSESLAT prep in te Spring.
- The ELLs are then grouped in such a manner as to receive a rigorous NYSESLAT test prep based on their grade level.
- We use various instructional materials and specially the Empire State NYSESLAT ESL/ELL by Continental Press.
- Throughout test prep, we also embed mini lessons as the need arises to clarify / or teach a point.
- Furthermore, the ESL teacher also aligns her instruction with the curricular themes such as poetry, essay writing, and current affairs.
- The test coordinator, Ms. Ruth Babicz coordinates the testing schedule and this process is approved by Dr. Marchi , the principal.
- The NYSESLAT testing is administered by the ESL teacher and other educators as needed during the testing period and as determined by the State mandates.
- The Speaking subtest is admininsterd individually by the ESL teacher, Ms. Saney in the ESL classroom. The Listening, Reading and Writing subtests are administered as mandated and as explained above.
- The ELL Periodic Interim Assessment is administered twice a year in the fall and in spring to grades 3, 4 and 5. The results of these assessments are used to guide instruction and to differentiate teaching of ELLs with various intelligences.

2.

- There is a language assistance structure in place at PS 17.
- There are teachers and paras who also speak Spanish and Arabic.
- Our parent coordinator, Ms. Diana Rose is fluent in Spanish.
- Ms. Saney, the ESL teacher is fluent in Persian; familiar with Urdu, French and literate in Arabic.
- We also could use traslation services as the need arises.

## PARENT ORIENTATION MEETING:

- All newcomer parents/ guardians whose children are identified as LEPs are invited to two ELL Parent Orientation sessions, usually held in September.
- The invitations are made by sending DOE formatted letters home.
- A copy of each letter is kept in the ESL room.
- The ESL teacher also makes phone calls to parents to follow up and encourage active participation .
- On the day of the meeting, the parents sign in as they arrive to the Parent Orientation. A copy of the agenda and ELL Parent Brochure in the language of preference are distributed.
- Every measure is taken for the parents to understand the three language option programs offered by NYC DOE fully at these meetings.
- We present the Orientation DVD for Parents of English Language Learners in their language of preference.
- Interpreters are provided for each language present at the meeting.
- The three language programs (Transitional Bilingual, Dual Language, and Freestanding ESL Programs ) are fully explained at the orientation meeting.
- We provide answers to any questions parents / concerns / guardians might have.
- Parents are encouraged to complete the Parent Survey and ELL Parent Program Selection forms if not completed before.
- If the parent chooses not to sign/ select a program, the default language program is TBE as per CR Part 154.
- Since PS 17 only offers a Freestanding ESL program, the ELLs will be served in the ESL program , and parents will be informed.
- The ELLs will be served with the manadated minutes of instruction in the Freestanding ESL Program.
- We do honor parent's choice for their selected language program fully and we do assisst them if they choose to transfer their child. The parent coordinator, Ms. Diana Rose accommodate the parents and advises them of the procedure.
- We held two ELL parent Orientation Sessions on September 27, 2011 in the morning and afternoon to inform parents of the language program options available to them in NYC. Ms. Cynthia Melendez, school social worker for the IEP team helped with the translation in Spanish.
- In addition to the initial parent orientation, parents of ELLs are also encouraged to contact the ESL teacher, the parent coordinator and all other stakeholders at the school with any questions / concerns that they might have about their child's progress or lack thereof.

3.

- After the administration of the LAB-R, Ms. Saney sends home the DOE formatted letters of Entitlement, in their native language signed by the principal, informing parents of the results .
- The Parent Survey and Parent Program Selection Forms are also sent home in the native language of the child.
- A copy of all communications are kept in the ESL classroom.
- Ms. Saney makes phone calls to insure that the parents /guardians did in fact receive the letters, encouraging them to attend the ELL Parent Orientation Session.
- Those parents who attend the Parent Orientation Sessions, complete the Parent Survey form after they learn about the three language programs offered by the city.
- The original HLIS and Parent Program Selection forms are kept in the students' cumulative record folder. Photocopies are kept in the ESL room.
- Ms. Saney makes every effort to meet the the parents of ELLs who did not attend the ELL Parent Orientation at the dismissal of Kindergartners, and she requests that they visit the school to learn about their options.
- CR Part 154 and its default program (TBE) were explained to parents by Ms. Saney. It was further explained that the ELLs will be served in the ESL program with the mandated minutes of services and in the absense of TBE this year.
- The language program options were further explained in Spanish by our Social Worker, Ms. Cynthia Melendez, to ensure thorough understanding of all three options offered by DOE.
- 5 parents of our newcomer kindergarten ELLs selected ESL as their first choice of a language program but one parent refused to select any program. The parents of one ELL ( newcomer Kindergartner) later visited Ms. Diana Rose, our parent coordinator who explained to them the program options again.
- The DOE formatted letters for placement of the ELLs in the ESL program were sent home.
- The original copy of the Parent's Program Selection is kept in the student's cum file and a copy is kept in the ESL room.

#### CONTINUATION & PROFICIENCY LETTERS:

- After evaluating the results of the Spring NYSESLAT, Ms. Saney sends the DOE formatted letters in the child's native language in September to inform parents of:
  - a. If the child has achieved proficiency in English and thus no longer in need of ESL services
  - b. Continuation Letter; if the child continues to be entitled to receive ESL mandated services.
- We keep a copy of these letters in the ESL room.

4.

- After LAB-R administration and ELLs' identification, the parent option forms will be evaluated. Ms. Saney, the ESL teacher sends home the DOE formatted letters in the childrens's native language informing parents/guardians of placement of their children in the Freestanding ESL Program.
- A copy of these placement letters are kept in the ESL room.
- Newcomer ELLs are placed in the ESL program based on their proficieny level as determined by the LAB-R results.
- Every effort is made so that the student is placed in a homogenous graded group of learners.
- The instruction is further differentiated to accomodate optimal learning in a low-anxiety learning environment where the ELLs feel safe to take educational risks.
- The ELLs are also encouraged to celebrate their unique cultural heritage and also encouraged to read and write in their first language when feasible.
- Parents are informed of the latest research about ELLs by various means, in conversation or in print or in parent meetings and

orientations. Parents are also encouraged to read to their children in their native language as research shows the transfer of literacy and numeracy skills across languages..

- Once all data from NYSESLAT are studied and proficiency levels are determined , the principal directs the ESL teacher to schedule and place ELLs in groups that are based on performance levels to insure the ELLs receive the mandated 180 minutes for the advanced and 360 minutes of ESL services for the beginner and the intermediate ELLs.
- The ESL teacher and the principal meet several times to schedule all groups of ELLs; to plan for ELL Periodic Interim Assessment and any other issues concerning ELLs’ assessments and scheduling.
- The children will be grouped homogenously. After the first couple of weeks, adjustments and tweaking to the schedule will be made to provide an optimal learning environment to the extent possible.

5.

- Our experience in the last four years shows that most parents ( about 99%) who were present at the ELL Parent Orientation Sessions and heard about parents’ options, preferred and selected the Freestanding ESL Program at PS 17 over other options fully explained to them. Those parents did not wish to transfer their children to other schools where other language programs are offered.
- We also offer assistance to locate a suitable school by making phone calls, and providing lists of schools if the parent so desires.

6.

- For the most part, the language program offered at PS 17 is aligned with parents’ requests.
- We currently offer Free Standing ESL Program only.
- Once we have 15 or more requests by parents in two contiguous grades for Bilingual programs, we would form a bilingual class to assure alignment of our language programs with our parents’ requests.
- We keep an inventory of parents’ requests in the office, and in the ESL Room.
- We honor parents’ choice as our first priority.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### **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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	0	0	0	0	0	0								0
<b>Total</b>	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	64	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	23
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	1

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. [i](#)

	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	51	0	17	12	1	6	1			64
<b>Total</b>	<b>51</b>	<b>0</b>	<b>17</b>	<b>12</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>64</b>

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

### C. Home Language Breakdown and ELL Programs

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: n/a

Hispanic/Latino: 0

Native American: n/a

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	11	5	13	11								55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	2									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2		2		2								6
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>8</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>64</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?

Paste response to questions 1-7 here

1.

• Throughout the year, the ELLs receive ESL instruction aligned with the school core curriculum, Common Core Standards and New York State Learning Standards for English as a Second Language Standards using various ESL instructional strategies and methodologies to scaffold and support ELLs in acquiring the academic language, and achieving proficiency in the four skills of speaking, listening, reading

## A. Programming and Scheduling Information

and writing.

- a. The current Freestanding ESL Program at PS 017K is based on a Pull-Out organizational model.
- b. The ELLs are homogeneously grouped based on their performance levels assessed by the NYSESLAT Spring 2011 and or

the

LAB-R 2011 Fall results.

### CURRENT YEAR

- The ELLs are grouped into five distinct groups of Beginners/ Intermediates; and Advance.
- 2 groups are graded ( 4th & 5th) and the other three groups are ungraded.
- We serve our Special Education ELLs as per their IEPs.

2.

- There is currently one full time ESL teacher on staff to provide the Pull-Out ESL services.
- All our 64 ELLs are distributed into 4 groups of ELLs receiving the mandated ESL services by a highly differentiated instruction which is aligned with New York State ESL Learning Standards and Performance Indicators.
- All our 4 ELL groups receive the mandated instructional minutes of ESL services except one Beginner/ Intermediate group which receives 180 minutes of mandated ESL instruction.
- Since Ms. Saney's schedule does not allow the required time to teach more hours, and in order to satisfy the needs of our ELLs, we remedy this situation by a focused inquiry like instruction delivered by the teachers of ELLs in their monolingual classes as we currently have only one ESL certified teacher on staff.
- In addition to her teaching duties, Ms. Saney, our ESL teacher acts as the ELL coordinator and the liaison/ contact person as well.
- Ms. Saney's instruction is also anchored to Common Core Reading and Writing Standards as PS 17 has adopted the Common Core Standards for literature K-5 and writing standards K-5.

a.

- ADVANCE ELLs ( Groups # 4, 5 ) :

The ELLs in these 2 advance groups receive 180 minutes of ESL instruction per week as per mandate.

{Population: 4th and 5th grade ELLs }

- ADVANCE ELLs ( Groups # 3 )

The ELLs in this advance groups receive 180 minutes of ESL instruction per week as per mandate.

{ Population: 4 K-ELLs; one 1st grade ELL; five 2nd grade ELLs; along with five 3rd grade ELLs }

- BEGINNER / INTERMEDIATE ELLs (Group # 1):

The ELLs in this group receive 360 minutes of ESL instruction per week as per mandate.

{Population: ( K-1) . The newcomer beginner Kindergarten ELLs and Beginner/Intermediate ELLs in Kindergarten and first grade.}

- BEGINNER / INTERMEDIATE ELLs (Group # 2):

The ELLs in this group receive 180 minutes of ESL instruction per week not as per mandate .

Group 2 is subdivided into: Group 2a and Group 2b:

{Group 2a is for Beginner /Intermediate 2nd & 3rd grade ELLs}

{Group 2b is for Beginner /Intermediate 4th and 5th grades ELLs}

\*This particular breakdown of ELL population allows for small group instruction since we could not afford the space to hold the whole

## A. Programming and Scheduling Information

group together.

- All 4 ELL groups receive the mandated instructional minutes of services except one Beginner/ Intermediate group. The remedy for this situation is the focused instruction delivered by the teachers of ELLs in their monolingual classes.
- In addition to her teaching duties, Ms. Saney, our ESL teacher acts as the ELL coordinator and the liaison/ contact person.

3.

- To deliver content area in the ESL program, we incorporate the four macro skills of listening, speaking, reading, and writing in English language and we provide native language support as much as possible by scaffolding and schema building.
- We align the program with the school's core curriculum and I teach thematically by focusing on the basic skills needed to communicate in every day situations as well as putting strong emphasis on acquiring the academic language based on NYS ESL Standards and Performance Indicators .
- Ms. Saney scaffolds and supports ELL s' learning by using ESL strategies and methodologies to deliver instruction which is aligned with the schools' themes and curricular programs in English .
- In addition to these, the classroom is rich with print and we use realia, art objects, real life examples, comprehensible input and authentic and meaningful projects to teach vocabulary and to make academic content more comprehensible.
- The instructions are highly differentiated especially keeping in mind the multiple intelligences as defined by Howard Gardner's theory of Multiple Intelligences.
- Across levels, students will complete a variety of grade/level appropriate activities to demonstrate and reinforce knowledge of English K-5 grade concepts.
- Students will be engaged in various authentic academic discussions to negotiate meaning.
- The ELLs will watch videos/ DVDs related to the content of study.
- The ELLs will write on many different topics and literary pieces .
- The ELLs will present their written work to receive constructive feed back both from their classmates as well as the instructor.
- In analyzing literary pieces, the principals of 'Shared Inquiry' method will be used to inspire deeper thinking through reading and conversation.
- The ELLs will also use the Renzulli Learning System, as they will work in pairs on the computer in the ESL classroom/ computer Lab. This is considered to be a valuable tool to teach reading strategies as well as all other skills for reading and writing.
- The ELLs will also learn and incorporate grammar structures including noun, pronoun, verb, adjective, article, adverb, preposition, conjunction, interjection and linguistic devices in order to critically analyze, examine and discuss certain themes throughout the year.
- The ELLs are encouraged to critique literary pieces through constant comprehension checks by the teacher.
- The ELLs are encouraged to think about the language they use ( metacognition ) and make informed decisions in their word/ vocabulary selections.
- The ELLs do participate in all school, after school activities, field trips, and Saturday programs (when they are offered ) and along with their general education classes in addition to receiving the mandated ESL services.

### • THE ELLs AFTER SCHOOL PROGRAM

Students entitled to ESL services in grade one and two will be invited to participate in an after school program designed to assist them with their homework and remedial instruction. This program meets three times per week, on Mondays Tuesdays, and Thursdays from 3:05- 5:05 pm. The duration of the program will be from November 2011 until May 2012. This program will probably have three classes covering grades one and two just as last year.

## A. Programming and Scheduling Information

4.

N/A

5.

a.

- We analyze the data to identify the SIFE's needs and support them accordingly.
- The SIFE student in grade 3 and above with interrupted formal education who are two years behind their peers will be provided with additional help through our after school programs as well as a focused instruction during the 37.5 minutes mandated program.
- We use Peer-Buddy and Small Group Activities so that the SIFEs gradually warm up to the whole group discussions and class as they acquire necessary language skills to participate in larger groups and to feel safe to take educational risks.
- In the ESL classroom, the SIFEs are encouraged to write their assignments in their native language and use art to express their ideas in order to feel included in the class room activities and as they gradually acquire the academic language.
- An array of AIS and intervention services in the areas of reading and math are also delivered to this group of ELLs.
- Those identified as SIFE, will receive an individualized plan, one on one instruction from the ESL teacher as needed, as well as from the the classroom teacher.
- TPR (Total Physical Response), the Natural Approach methodologies; Cognitive Academic Language Learning; Whole

Language

Approach; and Retelling are some of the approaches used to teach language based on the level of English proficiency for the SIFE. The instruction is adjusted as their English language skills are increased.

- Currently, we have one SIFE ELL in the 5th grade.

b.

- This group of new comer (0-3 years) may come with strong native skills. We recognize the demands of newly arrived ELLs and the longer-term ELLs are different and when both types of ELLs are grouped together, a variety of scaffolding methods will be employed to ensure differentiation and delivery of instruction.
- Specific strategies for each of the four language skills will be taught in small groups.
- The ELLs will also use computers and various software to work on their listening skills specially targeting skills at hearing the beginning, middle and ending sounds.
- The newcomers will use soft wares to help them decode sounds, and pronounce words as natives do.
- The Visual Graphic Organizers, Audio Visuals, Multicultural Resources, Alternative Assessment Instruments and other

modified class

work based on the level of English Proficiency are used as strategies to teach the Academic language skills to newcomers.

- For newcomer ELLs, the instruction is focused on BICS ( basic interpersonal communicative skills ), so that they acquire the

basics of

the language in order to be able to communicate in school setting and be able to express their own needs and concerns.

- We use TPR and a Peer-Buddy system is in place for the newcomer ELLs to feel safe, happy and belonged in a low-anxiety, stress free learning environment.
- As the newcomer ELLs acquire the language and as speech emerges naturally; they will be taught CALP (cognitive academic language proficiency) by various instructional strategies.
- The ESL classroom will continue to feature a print-rich environment that supports the acquisition of language. This means:

- a word wall will be in place,
- strategy charts related to the current units of study will be in place,

## A. Programming and Scheduling Information

- the flow of the day will be in place,
- charts modeling the correct use of language will be in place,
- and the leveled library will be in place.

- The ESL classroom library features books across a variety of genres and levels. This library includes multicultural books and a selection of books in Spanish, Arabic and Polish.
- In addition to this library, the Robin Hood Library in our school is open to all children including ELLs with a great number of diverse books providing resources to satisfy the intellectual needs of the children.
- Newly arrived ELLs are encouraged to participate in after school programs where they can receive additional support.
- We will be offering the ELL After School program in fall 2011.
- Every effort will be made to provide written resources in the students' native language to enable the new comer ELLs

develop

the academic skills as they acquire English and to prepare them ( when applicable ) to take the ELA one year after they arrive to US.

- The Renzulli Learning program provides other avenues of native language support for both newcomer ELLs and Long Term ELLs.
- The use of native language as a scaffolding tool is tailored back as the students acquire English gradually.
- Our Robin Hood Library offers a vast selection of multicultural and multilingual books, that all our students including ELLs are encouraged to use .
- We also provide ELLs with glossaries, and dictionaries in their native language.
- There are listening centers in classrooms which ELLs are encouraged to use to support their listening skills.

c.

We look at the NYSESLAT results and have a quick intervention, which is a sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs.

- The goal for Pre Long-Term ELLs is to reach proficiency. To meet that goal, in addition to receiving the ESL minues mananted by CR Part154, twe do the following:
- A combination of AIS/classroom inquiry like assistance is offered to the Pre-Long ELLs to become proficient in the modality in question. The Pre Long-Term ELLs are provided with additional help in the after school programs and during the 37.5 minutes mandated programs as well.
- Currently we have 12 pre Long term ELLs in grades 2-5 who receive an array of AIS services along with inquiry instruction in their monolingual education classes .
- The instruction is consisted of focused instruction in reading and writing.
- The Pre Long-Term ELLs also receive intervention in the areas of reading and math.
- The 12 Pre Long-Term ELLs also participate in the NYSESLAT test prep to acquire the skills needed to successfully reach proficiency in the NYSESLAT 2012.

d.

The goal is for our one Long-Term ELLs to reach proficiency and test out of NYSESLAT as we have achieved it in the past. In order to meet that goal, the Long Term ELLs along with all other ELLs will participate in the NYSESLAT test prep. This year the test prep will start in January 2012. Our one Long-Term ELL will also participate fully to acquire the skills needed to successfully reach proficiency in NYSESLAT 2012. The differentiated program for this group of Long-Term ELLs is generally geared towards their deficiencies assessed by NYSESLAT, the Periodic Interim Assessments and other assessments administered throughout the year and also by teacher observation/ evaluation.

- These group of ELLs generally need more focused instruction in reading and writing. We meet them where their needs are.

## A. Programming and Scheduling Information

- For the Long-Term ELLs, the ESL curriculum focuses on helping them to achieve mastery of reading and writing skills which is part of developing CALP (Cognitive Academic Language Proficiency). The Long-Term ELLs will also receive additional support via after school and Saturday programs when they are offered.
- Our one Long-Term ELL is currently being served in the 37.5 minute mandated program, meeting 4 times a week, as well as receiving the mandated 180 minutes of ESL services as per mandate.
- A combination of AIS/classroom inquiry like assistance is also offered to the Long-Term ELLs to become proficient in the modality in question.

6.

- We serve our ELL-SWDs with ESL services as per CR Part 154 and as mandated by their IEPs.
- We highly differentiate instruction based on the theory of Multiple Intelligences, which accounts "for a broader range of potential in Children."
- Our ESL teacher consults with the class room teachers, introducing material and discussing the children's specific needs .
- Eligible ELLs-SWDs are served as per their IEPs. Currently we have 23 ELLs-SWDs in various self contained, ITC classrooms and some are served in SETTS room.

### STRATEGIES USED BY TEACHERS OF ELLs-SWDs :

- Lessons are presented in various ways such as using music, field trips, cooperative learning and multimedia related to a student's cultural and social background.
- We also use schema building approach for academic literacy where ESL teacher of ELL- SWDs directs ELLs to preview the text before the Read-Aloud or Shared Reading. The teacher walks through the pages noting titles, paragraphs, pictures/illustrations so that ELLs can start the reading task with a general sense and feel about the story as the teacher draws the students' attention to a more in dept analysis of the book.
- Shared reading and chorus reading using various ESL methodologies are the central focus of the ESL program.
- ELLs write about each book that they read. An informal assessment and check for comprehension are administered after each reading.
- " Our school has subscribed to Rand-McNally Classroom Program on line which is a new addition to support social studies and geographic instruction and to help teach math, reading, literature and science. All ELLs are using this program in their classrooms."
- Pearson Scott Foresman - Pearson; Time For Kids; Mc Graw-Hill Reading for Basal; Wilson Reading System by Barbara Wilson for Phonics; TC reading and writings; Every Day Math; Weekly Reader; Houghton Mifflin Harcourt for Social Studies; using maps for direction; Developing Reading Fluency by Trish Callella- Creative Teaching Press; Coffin On A Case by Eve Bunting for developing reading and writing skills; The Big Wave by Pearl S. Buck for reading comprehension and writing development, and subscription to [www.readinga-z.com](http://www.readinga-z.com).
- Guided reading & writing; graphic organizers; modeling; small groups structured conversation; poem memorization; flash cards; spelling words incorporated into reading; conferencing; circling unknown words in reading material; labeling classroom supplies/ objects in both languages; visual aids; using colors to distinguish parts of speech in modeling writing; Read Aloud, and facilitated discussions; Think Aloud; Writing Prompts; and Foss Books in science.

7.

- To meet the diverse needs of our ELL-SWDs within the "least restrictive environment" we work hard to be mindful of the ELL-SWDs unique needs. We try to bridge the gap between our teaching styles and their learning styles by using various strategies, prompts and material as indicated above. We have teachers and para professionals trained to Serve ELLs with Disabilities in a caring environment conducive to learning.
- ELL-SWDs are offered equal and appropriate access to all programs and activities at PS 17 to achieve the grade level standards. The

## A. Programming and Scheduling Information

ELL-SWDs are encouraged and assisted to have meaningful participation in all the activities along with their non-disabled peers and other ELLs. A resource room (SETSS) is also available to ELL-SWDs in grades 1-5. At SETSS, we try to meet the ELLs' IEP goals and or try to progress closer to achieving their goals. The SETSS teacher also reinforces classrooms' teaching points to help ELL-SWDs with their unique needs in the "least restrictive environment" based on their academic, social, lingual and cultural needs.

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

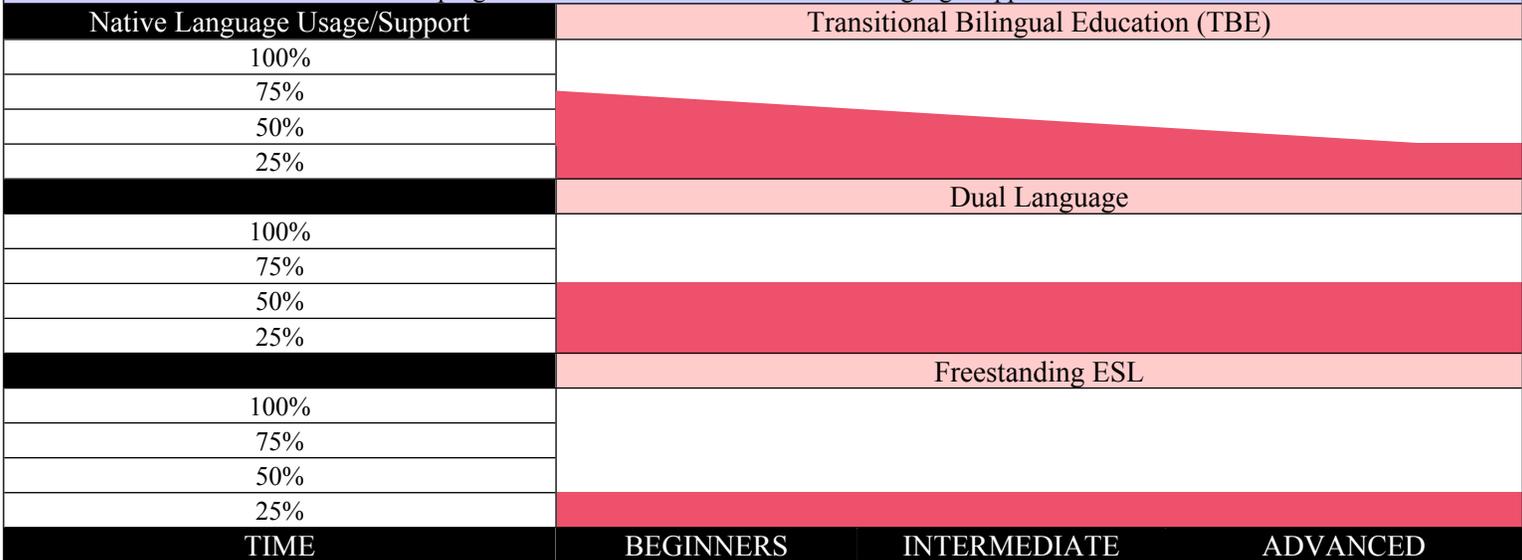
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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

### Native Language Usage and Supports

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



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?

Paste response to questions 8-17 here

8.

- ELLs who are considered “at risk” receive extra assistance during the school day from the grade-level AIS provider in ELA, Math, Science, and Social Studies through both “Push-In” and “Pull-Out” programs.
- ELLs receive extra help during the 37.5 minute early morning instructional time block.
- ELLs are also provided extra help during after-school, Title III program.
- All instruction in these programs is in English.

9.

- The ELLs who achieve proficiency in the NYSESLAT are entitled to, and receive transitional support for 2 years. PS 17K has an AIS team in place to assist these students at all grade levels.
- Newly proficient students are serviced in a small group setting one to two times a week. Instruction is tailored to the student's needs.
- The ESL teacher also serves some of the previous ELLs depending on demonstrated need.
- The ELLs in all categories and specially those who are now considered proficient are encouraged to participate in writing an essay which will be selected for special recognition in the NYS TESOL Essay Contest annually. In 2008-2009 ( Jalyann Rodriguez) , and in 2009-2010 (Paulina Veneski) won the contests. This is considered a tremendous achievement for both the ELLs' language acquisition as well as boosting their self esteem. The student's essays appeared in the 2009 and 2010 NYS TESOL Conference programs respectively.

10.

No changes are contemplated at this time.

11.

No changes are contemplated at this time.

12.

- In general, ELLs participate in all activities along with other general education mainstream students.
- All ELLs are encouraged and supported to participate in all school activities.
- All ELLs along with their general education peers are encouraged to benefit from library resources.
- ELLs have full access to the computer lab where they along with mainstream students engage in various activities using computers to do projects and write up reports, letters, etc.
- They are learning various skills in using computers.
- The ELLs are also entitled to test accomodation, and additional intervention support as needed.

13.

- A review of the NYSESLAT and LAB-R data indicates that extra emphasis needs to be placed on writing, and reading skills.
- ELLs will continue to be instructed across a variety of genres.
- ELLs also participate in after school and Saturday programs as needed.
- ELLs also actively participate in all test prep programs in after school and on Saturdays when they are offered.
- ELLs along with general Education students attend the library during school hours for open access, and circulation.
- ELLs also watch videos related to their area of study.
- ELLs participate in every project and program that others are participating in.

14.

- The use of the students' native language to support second language acquisition is an invaluable tool to help create a warm and caring learning environment. Although 100% of instruction takes place in English in the ESL Program, efforts are made to use the students' native language to support them as they learn.
- Native language support is especially critical for newly arrived ELLs.
- Peer Buddy and peer tutoring are encouraged and used as immediate supportive tools for the newly arrived ELLs.
- Once the need is identified, the ELLs are encouraged to do their assignment and write in their native language as they are acquiring English.
- There are several teachers who speak Spanish. The ESL teacher is familiar with Arabic, Urdu, Turkish and French, and fluent in Persian.
- We use glossaries in the child's native language to help make the academic content more comprehensible.
- In ESL classroom, diversity is highly celebrated and it is utilized as a valuable tool to make children feel special and unique while they collaboratively learn in diverse settings.
- We help children acculturate in a smooth transition from their native culture/language into the English world; assimilating with their peers in their new home.
- In addition, there are books in various languages in the ESL library as well as the Robin Hood Library that children can use to expand their learning.

15.

- All material, resources and instructions are age/ grade appropriate.

16.

- As our school is closed for the summer, we could provide individual orientation at the time of registration.

17.

- N/A

## 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

N/A

### **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.

Paste response to questions 1-3 here

1.

- PD on DOE Expectations & CORE Library resources for 2011-2012 was given by Dr. Marchi in September, and all teachers of ELLs were in attendance.
- PD on Danielson Frameworks was also given by Dr. Marchi in September, and all teachers of ELLs attended.
- There will be continuing faculty development on a per session basis in the 2011-2012. Planned topics are: Ongoing Planning for Reading with ELLs, Ongoing Planning for Writing with ELLs, Ongoing Planning for Math with ELLs. Ongoing Assessment of ELLs, Ongoing Portfolios, What to do with Newly Arrived ELLs, Long-Term ELLs, and ELLs and classroom libraries, Scaffolding Social Studies for ELLs, and Scaffolding Science for ELLs. ESL teacher also attends some PD sessions offered by DOE on various topics such as ELL Academic Language Writing Works shop, preparing the LAP work sheet, and annual Measurable Objectives for ELLs to name a few.

2.

- Meetings are conducted between the ESL teachers of PS 17 and MS 577 (both schools are housed in the same building) in order to ensure a high degree of consistency and continuity as students move from the elementary to middle school experience.

3.

- The ESL teacher and all teachers of ELLs are provided opportunities during first Friday professional development sessions and Election Day to demonstrate/ model appropriate instructional strategies and methodologies to the classroom / cluster /AIS teaching staff.
- 7.5 hours of mandated training as per Jose P. is offered throughout the year and during school hours of operation.
- We will also use the Title III funds for per session of PD hours for teachers of ELLs .
- Records for attendance to meet the requirement will be maintained and kept in the general office.
- And a copy of attendance to meet 7.5 hours of training requirement as per Jose P. will be kept in each teachers' file.

## 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?

Records Paste response to questions 1-4 here

1.

- Through the efforts of the Principal, Assistant Principal, teachers, ESL teacher and the Parent Coordinator and all staff at PS 17, parents of ELL are actively involved in all school activities open to the rest of the school.
- The ESL teacher reaches out and provides information on multiple ways parents can model and encourage great literacy/numeracy habits at home.
- Also, throughout the year, the ESL teacher keeps a close contact with the parents of ELLs, informing them of the children's progress or any concern that they might have with the child's progress or lack of it.
- Parent Teacher Conferences are the other opportunities when parents visit and find out about their children's progress or lack of it.
- Parents are also given tools and information about the latest research on reading to their children in their native language and the research based findings of transference of literacy/ numeracy skills across languages.
- Parents are given specific training to work with their children when they ask for.
- There are always several postings of the latest research material with regards to ELLs and second language learning/acquisition near by the ESL room and in the hallways to inform all ELL parents and ELL stakeholders
- We will offer several parents' meetings ( PDs) to inform parents of ELLs of their rights, DOE resources, how to navigate for info, other PDs held by universities for the parents of ELLs and more interesting subjects to appael to them.
- Translation services : Our school is subscribed to eChalk website that translates all our communications into 37 languages.

2.

- We are reaching out to partner with Brook Jackman Foundation for literacy development in our After School Programs.
- Students will be asked to maintain stricter reading logs with greater parental accountability this year.
- Teachers will be provided with lengthier readings and more closely mirroring the ELA reading passages that will be assessed in January.

3.

- We evaluate the needs of our parents including the parents of ELLs through surveys, conversations, and through PTA meetings.
- All parents including the parents of ELLs are informed and encouraged to attend meetings, shows and events held at PS 17.

4.

- We invite all parents including the parents of ELLs to attend PTA meetings to learn of their individual needs and concerns.
- Once a need is identified, all resources are utilized to assist the parent.
- Parents of ELLs are also invited to several ELL Parent 's development sessions offered to parents of ELLs only.
- This year we offered Parent Orientation as on ongoing event to familiarize them with PS 17.
- We also held a parent PD session about NYSESLAT.
- Another PD was offered for computer literacy for parents of ELLs so they can navigate and make sense of the DOE website and other valuable sites for information and instructional/ learning material.

# 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)	3	8	1	1	2									15
Intermediate(I)		1	5	2	2	4								14
Advanced (A)	4	1	5	5	11	9								35
Total	7	10	11	8	15	13	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	9	1	0	14
4	5	8	0	0	13
5	1	4	1	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		8		4		0		15
4	1		8		4		0		13

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

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

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

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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.

Paste response to questions 1-6 here

1.

- To assess the early literacy of our ELLs at PS 17, we use TCRWP to assess reading level, identify spelling stages, and determine reading fluency, letter identification, sound recognition, sight words knowledge, and concepts in print.
- We also use Fountas and Pinnell to align all students including ELLs' reading level with the leveled books.
- The data accumulated from using the above mentioned instruments, informs us in many ways , such as determining strengths and weaknesses in reading, and writing.
- Based on the data and insight we gain from using these instruments, we plan our instructional strategies and create small group instructions as well as planning mini lessons to teach to the skills needed.
- After analyzing the results, if we see that 60% or less of the students answer any question incorrectly, then the teacher will review the skill that speaks to the question and re teaches it.
- We then compare the results with the next test to measure the child's improvement.

2.

- LAB-R determines if the child is a LEP and entitled to receive ESL services. Based on the results derived from the administration of LAB-R, the ELLs are grouped in various heterogeneous or homogenous groups.
- The Periodic Interim Assessments reveal insight into language skills to identify strength and weaknesses as they learn and acquire language throughout school year. Based on the results of the Periodic Interim Assessment, instruction is modified and specific NYSESLAT test preps will be scheduled where targeted skills will be taught.
- A review of the LAB-R and NYSESLAT results revealed that ELLs in all grade levels develop oral language skills first and then develop written language skills. ELLs at the beginning level in all grades clearly have stronger listening and speaking skills than reading or writing skills. ELLs at the intermediate level in all grades demonstrate growing ability in reading and writing. ELLs at the advanced level maintain their mastery of listening and speaking, demonstrate further growth in reading, and continue to improve their writing and some have

actually are now proficient in one of the two modalities as evident from the NYSESLAT 2011 results.

3.

- PS 17K's NYSESLAT results are in keeping with what research has demonstrated to be the order of acquisition of a second language: listening / speaking competency is attained first, followed by reading, followed by writing.
- This pattern helps us in creating small group instruction and differentiated instruction based on the ELLs' demonstrated ability.

4.

- a. N/A
- b. The results of Periodic Interim Assessment are most helpful to determine strength and weaknesses in specific skills. As a result, teachers use these data to plan various instructional methods that can be employed to teach to the skills needed to achieve language proficiency and competency.
- c. ELLs are becoming more skilled taking these tests. They sometimes hear the same sample question over and over. That familiarity brings comfort and a deeper level of understanding of the subject matter.

5.

- a. N/A
- b. N/A
- c. N/A

6.

- The ESL program provides a caring environment that has the following goals:
  - (1) To promote effective teaching and learning by trying to address every learners' unique educational needs. That is to say that we work hard to address the whole child by knowing their story, studying their cultural needs and helping them assimilate and aculturate to the American culture.
  - (2) To provide a rich learning environment with equitable opportunities for learning,
  - (3) To encourage and respect the diversity of students, staff, and community,
  - (4) To use and genuinely celebrate diversity as a valuable tool to promote understanding, tolerance and comradeship.
  - (5) To meet the linguistic, social, academic, physical, and emotional needs of our ELLs.
- In short, we strive to teach the children at PS 17K to be great citizens as well as independent lifetime learners who love to excel in life and contribute to their society.

THE SUCCESS OF THIS PROGRAM IS MEASURED IN SEVERAL WAYS:

- By the number of ELLs ( 14 in grades 1- 5) who achieved proficiency in 2009-2010 after taking NYSESLAT and tested out of ESL.
- The joy and happiness they feel and bring to PS 17 where they feel belonged and celebrated for their diversity in a low anxiety, stress-free environment, they feel safe and are required to take intellectual risks.
- Valuable support and understanding provided to children and their families that goes beyond teaching.
- The parent coordinator and the ESL teacher reach out to families, siblings and try to bridge cultural barriers by talking, discussing and making the families feel belonged.
- Last year, one ELL in 5th grade who had achieved proficiency kept coming back for instruction so that he can stay as part of the ESL

community. That showed the comfort he had felt. This is true for many ELLs who keep asking why they cannot come back to ESL.

- Another piece of data indicating the success of the ESL program at PS 17 is that 14 ELLs tested out of ESL program in 2010-11. This year, a new population of ELLs became proficient in certain skills and a greater majority of ELLs are considered Advanced based on the NYSESLAT 2011 results .
- In general the ELLs are a happy group of students who work hard to achieve their goals.

### 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

Currently, Ms. Saney serves 64 ELLs, 23 of them are served as per their IEPs. All these ELLs receive either 180 minutes or 360 minutes of ESL services by one ESL teacher as per mandate with the exception of one group as explained in this document in Part IV- question 2.

## Part VI: LAP Assurances

School Name: <b>PS 170K</b>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Robert Marchi	Principal		10/26/11
Ms. Colleen Carney	Assistant Principal		10/26/11
Ms. Diane Rose	Parent Coordinator		10/26/11
Ms. Lolo Saney	ESL Teacher		10/26/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name:** PS 170K

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
Dr. Robert Marchi	Other <u>Principal</u>		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K017** School Name: **Henry Woodworth**

Cluster: **CFN** Network: **612**

**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.

Students were surveyed to determine the language needs in their home environments.

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.

Approximately 10% of the Spanish-speaking parents require written and/or oral interpretation assistance. This was communicated to parents at a PTA meeting in September.

## 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.

PS 17 uses an eChalk website that translates all communications into 40 different languages. We also use our parent coordinator to translate other written communications to parents throughout the year.

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.

The school uses in-house personnel to provide oral interpretation services to parents.

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>.

All parents received a copy of the Bill of Parent Rights and Responsibilities in the appropriate language. Signs have been posted regarding the availability of translation services.

## 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: <u>017K</u>	DBN: <u>14K017</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Margarita Nell</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input 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: <u>46</u>
Grades to be served by this program (check all that apply): <input 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: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## 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:

### THE ELLs' AFTER SCHOOL PROGRAM

To provide ELLs with support in their language acquisition journey and with their language learning we offer a very rigorous after school program focused on lower grade ELLs only. Students entitled to ESL mandated services in grades one and two will be invited to participate in an After School Program designed to assist them with their homework and also with remedial instruction.

This program meets two times a week on Tuesdays and Thursdays from 3:05- 5:05 pm. The language of instruction is English with support in the native language as needed. There will be a buddy system in place for the longer term ELLs to help the younger term ELLs with native language support when needed.

The duration of the program will be from November 2012 until May 2013. This program will have two classes covering grades one and two just as we have done in previous years. There will be two certified teachers teaching in the After School Program. Currently we have 16 ELLs in the first and in the second grade. We believe that the teacher to ELL ratio in our After School Program is relatively ideal to provide ELLs with small group, focused help and instruction needed for language development. This will also allow us to provide an optimal learning environment for ELLs to feel belonged and acquire the English language. We strive to supply 'comprehensible input', one step beyond the ELLs' current language level for greater L2 proficiency.

The type of instructional materials used varies depending on the ELLs' need and also the time that remains after the children first complete their home work on each day of the after school program. The following materials are available for instruction :

Pearson Scott Foresman - Pearson;

Time For Kids;

Mc Graw-Hill Reading for Basal;

Wilson Reading System by Barbara Wilson for Phonics;

TC leveled books reading and writing strategies are employed heavily to teach;

Every Day Math; Weekly Reader;

Houghton Mifflin Harcourt for Social Studies; using maps for direction;

Developing Reading Fluency by Trish Callella-

Creative Teaching Press; Coffin On A Case by Eve Bunting for developing reading and writing skills;

The Big Wave by Pearl S. Buck for reading comprehension and writing development.

Furthermore, various strategies and methodologies are utilized to tap into the children's interest in order to facilitate learning.

## Part B: Direct Instruction Supplemental Program Information

### SATURDAY PROGRAM

The ELLs in upper grades are invited and they do participate in all school, after school activities and Saturday programs that are offered.

30 ELLs in grade 3, 4, and 5 participate in the Saturday Program when offered. The Library program started on October 15, 2012 and all ELLs were invited but only one ELL attends this year.

We use a variety of the above mentioned materials in the Saturday Program. We also use materials that focus on test prep to prepare the ELLs along with their general ducation peers for ELA and other citywide and statewide assessments.

## 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:

At PS 17, we believe that a deep understanding of cognitive, cultural and emotional aspects of learning will lead to a more successful teaching and learning experience. The rational for our school's professional development program for Title III Program is therefore threefold:

1. To be highly sensitive to ELLs' cultural, ethnic, physical, emotional and lingual needs.
2. To provide a learning environment which celebrates the ELLs' diversity as an asset and does not treat it as a disability nor a liability.
3. To provide the most meaningful educational experiences for the ELLs along with their general education peers.

To that end, both the principal and the assistant principal provide guidance by role modeling and displaying exemplary, fair and kind treatment of the ELLs and all children at PS 17.

The following Professional Developments are also offered to all teachers of ELLs and the ESL teacher:

1

- PD on DOE Expectations & CORE Library resources for 2012-2013 was given by Dr. Marchi in September, and all teachers of ELLs were in attendance.
- PD on Danielson Frameworks and Common Core Standards were also given by Dr. Marchi in September, and all teachers of ELLs attended.
- There will be continuing faculty development on a per session basis in the 2012-2013 academic year.

### Part C: Professional Development

The planned topics are: Ongoing Planning for Reading with ELLs, Ongoing Planning for Writing with ELLs, Ongoing Planning for Math with ELLs. Ongoing Assessment of ELLs, Ongoing Portfolios, What to do with Newly Arrived ELLs, Long-Term ELLs, and ELLs and classroom libraries, Scaffolding Social Studies for ELLs, and Scaffolding Science for ELLs. ESL teacher also attends some PD sessions offered by DOE on various topics such as ELL Academic Language Writing Works shop, preparing the LAP work sheet, and annual Measurable Objectives for ELLs, and various workshops for ESL providers.

2.

- The ESL teacher and all teachers of ELLs are provided opportunities during first Friday professional development sessions and Election Day to demonstrate/ model appropriate instructional strategies and methodologies to the classroom teachers, cluster teachers as well as AIS teaching staff.
- 7.5 hours of mandated training as per Jose P. is offered throughout the year and during school hours of operation.
- We will also use the Title III funds for per session of PD hours for teachers of ELLs .

### 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:

Through the efforts of the Principal, Assistant Principal, teachers, ESL teacher, the Parent Coordinator and all staff at PS 17, parents of ELLs are actively informed and are involved in all school activities offered to the rest of the school on an ongoing manner.

- The ESL teacher reaches out and provides information to parents. The ESL teacher models and encourages the development of literacy/numeracy habits. She informs parents of the latest research in the field of language acquisition and implores parents to read with their children in their language of preference for greater development of literacy skills.
- Also, throughout the year, the ESL teacher keeps a close contact with the parents of ELLs, informing them of the children's progress or any concern that they might have with the child's progress or lack of it.
- Parent Teacher Conferences are the other opportunities when parents visit and find out about their children's progress or lack of it. Thus parents of ELLs are also highly encouraged to attend these conferences. The ESL teacher also reminds children of the dates several times before the conferences are held to ask their parents to come to school and meet with the teachers and specially come to the ESL classroom.

### Part D: Parental Engagement Activities

- Parents of ELLs are also informed of the latest research on the importance of reading to their children in their native language. They are informed of the research based findings of transference of literacy/ numeracy skills across languages.
- Parents of ELLs are given specific training to work with their children by the ESL teacher.
- There are always several postings of the latest research with regards to ELLs and second language learning/acquisition by the ESL room or inside the ESL room to inform ELL parents and ELL stakeholders at school.
- We will offer several parents' meetings ( PDs) to inform parents of ELLs of their rights, DOE resources, how to navigate for info on DOE site, computer literacy PD; and other PDs held by universities for the parents of ELLs and any interesting subject to appeal to the parents of ELLs.
- Translation services : Our school is subscribed to eChalk website that translates all our communications into 37 languages so the parents of ELLs can receive all information in their language of preference.
- We also evaluate the needs of our parents including the parents of ELLs through surveys, conversations, and through PTA meetings.
- All parents including the parents of ELLs are informed and encouraged to attend meetings, shows and events held at PS 17.
- We invite all parents including the parents of ELLs to attend PTA meetings to learn about the school 's programs, plans and discuss their individual concerns.
- Once a need is identified, all resources are utilized to assist the parent.
- Parents of ELLs are also invited to ELL Parent 's development sessions offered to parents of ELLs only.
- In Spring 2013, we will send home information about the NYSESLAT, and we will hold a parent PD if we recognize a need.
- Another PD was offered for computer literacy for parents of ELLs in the previous years so the parents can learn to navigate and make sense of the DOE website and other valuable sites for information as well as instructional/ learning materials.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$ 6,524.70	<u>56 hours x \$50.19</u> <u>2 teacher for after school per week</u> <u>3:05-5:05pm = \$5,621.28</u>  <u>Saturdays- 2 days</u> <u>18 hours x \$50.19 = \$903.42</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>		

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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>	<u>\$5,826.50</u>	<u>Purchase instructional supplies to supplement the ELL Program</u>
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>\$12,351.20</u></b>	