



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WILLIAM H. PRESCOTT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K093

PRINCIPAL: SANDRA PHILIP

EMAIL: SPHILIP@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

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
Sandra Philip	*Principal or Designee	
John Leftridge	*UFT Chapter Leader or Designee	
Linda Cummings	*PA/PTA President or Designated Co-President	
Bettye Bogan	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Demas	Member/ UFT	
Gloria Tillman	Member/ UFT	
Allison Degeneste	Member/ Parent	
Raymond Peters	Member/ Parent	
Laticha Floyd	Member/ Parent	
Keisha Pippins	Member/ Parent	
	Member/	

** 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.
By June 2013, 100% of teachers will engage in professional development activities designed to improve professional practice in order to meet the demands of the CCSS resulting in the creation of a Common Core aligned unit of study in ELA and/or Mathematics on each grade.

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.

ENGLISH LANGUAGE ARTS (Grades 3-5)

Grade	Year	Level 1	Level 2	Level3	Level4
All	2009-2010	23%	41%	33%	4%
	2010-2011	23%	43%	34%	0%
	2011-2012	22%	27%	46%	4%

MATHEMATICS(Grades 3-5)

Grade	Year	Level 1	Level 2	Level3	Level4
All	2009-2010	15%	46%	24%	14%
	2010-2011	23%	44%	26%	7%
	2011-2012	19%	24%	34%	23%

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies/Activities

- Professional Development:** Pd will be provided on the following topics: NYC selected competencies 2012-2013, Interim assessments to monitor and revise curriculum, planning & delivery, protocols for looking at student work, use of rubrics with specific feedback to students, use of student data to support differentiated instruction, utilize ARIS as a resource. In addition, a data room will be established for PD purposes.
- Target Population(s):** All teachers
- Responsible Staff Members:** Staff Developer, Sp. Ed. Coach, Lead Teachers, Administrators and Network Achievement Coaches
- Implementation Timeline:** September 2012 – May 2013

Teachers in decision-making process

- Teachers will meet during inquiry meetings to discuss interim benchmark goals and will provide a realistic percentage that will represent school-wide student growth.
- Benchmark timeline aligns to interim assessments

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.
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**

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).
- **We have invested in the following programs:**
 - **Renzulli Model of Enrichment which includes the Independent Investigative Method (IIM), Interest Centers**
 - **4Rs which is a conflict resolution program designed with comprehensive lesson plans and activities to address student conflict. We have incorporated the Habits of Mind into our Character Education Program to develop characteristics for success.**
 - **Teachers participation in various professional development sessions that includes: Depth of Knowledge (DOK), Curriculum Mapping, Common Core State Standards, Habits of Mind.**
 - **Consultant provided professional development on analysis and use of data to support differentiated instruction.**

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.

By June 2013, 100% of students in grades Pre-K through 5th will complete two literacy tasks that ask them to read and analyze informational texts and write opinions & arguments in response resulting in a 3% decrease in Levels 1 and 2 on the NYS ELA exam.

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.
- **Last year 49 % of all students scored in Levels 1 and 2 on the NYS ELA exam.**
- **Careful analysis of Interim assessments and DRA data as well as student results on teacher generated benchmark tasks show that students need to improve in these areas: grades 3&5 Main Idea; grades 4 and 5 Reading for Information and Literary knowledge respectively; grades K-2 Listening Comprehension and Spelling; grades 1 and 2 specifically, writing expression and vocabulary.**
- **Careful reading of the CCSS indicates the importance of this work and analysis of teacher generated tasks demonstrates that teachers need to adjust existing tasks, and develop additional tasks that are engaging and cognitively demanding to meet the demands of the CCSS.**

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/Activities

- **Administrators, coaches, staff developer and CFN achievement coaches will provide professional development for teachers to design and enhance their ability to create tasks.**
- **Teacher team meetings will utilize protocols for student work analysis and develop assessments as needed.**
- **Grade level teams will utilize task bundles in literacy from the Common Core library.**
- **Reflection from teacher team meetings will inform teachers' further planning and delivery.**
- **Teachers create rubrics to provide effective student feedback.**

- **Target Population(s): All students and all classroom teachers**
- **Responsible Staff Members: Staff Developer, Sp. Ed. Coach, Lead Teachers, Administrators and Network Achievement Coaches**
- **Implementation Timeline: September 2012 – May 2013**

Teachers in decision-making process

- **Teachers will meet during inquiry meetings to discuss interim benchmark goals and will provide a realistic percentage that will represent school-wide student growth.**
- **Benchmark timeline aligns to Interim assessments.**

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.
- **Provide assistance to parents in understanding City, State and Federal standards and assessments.**
- **Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.**
- **Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**

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).
- **We have invested in the following programs:**
 - **Renzulli Model of Enrichment which includes the Independent Investigative Method (IIM), Interest Centers**
 - **Reading Recovery**
 - **Teachers participation in various professional development sessions that includes: Depth of Knowledge (DOK), Curriculum Mapping, Common Core State Standards, Habits of Mind and Models of exemplars.**
 - **Consultant provided professional development on analysis and use of data to support differentiated instruction.**

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.

By June 2013, 100% students in grades Pre-K through Grade 5 will complete two rigorous and cognitively demanding math tasks that engage them to model and solve a task related to real-world situations resulting in a 3% decrease in students performing at Levels 1 and 2 on the NYS Mathematics exam.

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.
- **Last year 43% of all students scored in Levels 1 and 2 on the NYS Math exam.**
- **Careful analysis of Interim assessments data as well as student results on teacher generated benchmark tasks show that students need to improve in these areas: grades 3 and 4 measurement; grade 5 Statistics.**

Careful reading of the CCSS indicates the importance of student work that allows for model and multiple solutions to real world problems and analysis of teacher generated tasks demonstrates that teachers need to adjust existing tasks, and develop additional tasks that are engaging and cognitively demanding to meet the demands of the CCSS.

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/Activities

- **Administrators, coach, staff developer and CFN achievement coaches will provide professional development for teachers to design and enhance their ability to create mathematical tasks that align to CCSS.**
- **Teacher team meetings will utilize protocols for student work analysis and develop assessments as needed.**
- **Grade level teams will utilize task bundles in math from the Common Core library.**
- **Reflection from teacher team meetings will inform teachers' further planning and delivery.**
- **Teachers create rubrics to provide effective student feedback.**

- **Target Population(s): All teachers and students**
- **Responsible Staff Members: Staff Developer, Sp. Ed. Coach, Lead Teachers, Administrators and Network Achievement Coaches**
- **Implementation Timeline: September 2012 – May 2013**

Teachers in decision-making process

- **Teachers will meet during inquiry meetings to discuss interim benchmark goals and will provide a realistic percentage that will represent school-wide student growth.**
- **Benchmark timeline aligns to Interim assessments**

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.
- **Provide assistance to parents in understanding City, State and Federal standards and assessments.**
- **Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.**
- **Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**

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.

 x Tax Levy x Title I Title IIA x 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).
- **We have invested in the following programs:**
 - **Renzulli Model of Enrichment which includes the Independent Investigative Method (IIM), Interest Centers, Academic Clusters**
 - **Teachers participation in various professional development sessions that includes: Depth of Knowledge (DOK), Curriculum Mapping, Common Core State Standards, Habits of Mind and models of exemplars to address various instructional strategies and entry points. Other workshops include opportunities to improve the instruction of mathematics.**
 - **Consultant provided professional development on analysis and use of data to support differentiated instruction.**

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	Literary exemplars	Push-in, one-to-one	During the school day
	Kaplan	Small group	After school
Mathematics	Math exemplars	Push-in, one-to-one	During the school day
	Kaplan	Small group	After school
Science	NA		
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Counseling services to help students with behavior modification strategies so as to develop positive interpersonal skills and improve overall academic performance.	Small group, push-in, and one-to-one	During the school day
	School Psychologist Cognitive behavioral therapy to improve student decision making skills, socialization and respect for authority.	Small group, push-in, and one-to-one	During the school day
	Social Worker Use of Respect For All strategies to	Small group, push-in, and one-to-one	During the school day

	improve social development		

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.

- **Administrative staff maintains resumes on file and updates regularly if the need arises.**
- **Administrative staff works closely with CFN staff to interview and select HQT for level 2 interview at the school.**
- **Coaches are assigned as mentors to support new and or struggling teachers.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT

Students have a responsibility to:

- **Attend school regularly, punctually and make every effort to achieve in all areas of their education.**
- **Be prepared for class with the appropriate materials.**
- **Follow school and classroom regulations.**
- **Behave in a manner that contributes to a safe learning environment which does not violate other students' right to learn.**
- **Complete all class work.**
- **Complete homework in a timely manner and return it on time.**
- **Respect the personal rights of others.**

All parents shall have the following responsibilities:

- **To send his or her child to school ready to learn.**
- **To ensure that their child attends school regularly and punctually.**
- **To be aware of their child's work, progress and problems by talking to the child about school.**
- **To look and review their child's work, progress reports, and by meeting with school staff.**
- **To maintain continuing contact with their child's teachers and principal about the progress of their child's education.**
- **To respond to communications from their child's school.**
- **To attend all meetings and conferences requested by the school pertaining to their child.**
- **To treat all school staff members with courtesy and respect.**
- **Provide a supportive home setting for learning.**
- **Volunteer time, skills or resources when needed and possible.**
- **Become active members of their child's schools parent association.**
- **Attend parent teacher conferences and hold their child responsible for the work, attendance, and behavior which are expected by the school.**
- **To teach respect for the person, property, safety, and the rights of others.**
- **Set aside specific time and place to complete homework and to study.**
- **Review homework assignments for understanding.**
- **Encourage positive attitudes toward school.**

Teachers shall have the following responsibilities:

- **Provide quality teaching and leadership.**
- **Maintain a wholesome classroom atmosphere.**
- **Assign homework nightly and give corrective feedback.**
- **Hold students accountable for every assignment.**
- **Meet with parents to discuss student's progress.**
- **Provide a nurturing classroom environment.**

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Margarita Nell	District 13	Borough Brooklyn	School Number 093
School Name William H. Prescott			

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

Principal Sandra Philip	Assistant Principal Janeice Bailey
Coach Kim Spencer	Coach Felicia Coombs Spec. Ed. Coach
ESL Teacher Gayle Liddell	Guidance Counselor E. Eze-Umebuani
Teacher/Subject Area Tanisha Dorvil/Grade 2	Parent Ingrid Coppin
Teacher/Subject Area Erica Parker-Marshall/Grade 5	Parent Coordinator Bettye Bogan
Related Service Provider Nilda Nuesi - Speech Teacher	Other type here
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	404	Total Number of ELLs	42	ELLs as share of total student population (%)	10.40%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

When ELL's are enrolled, a trained staff member (pupil accounting secretary) and our fully certified TESOL licensed ESL instructor, meets with the person/persons who are enrolling the student/students, to assess and make an initial determination of the child's home language. An oral interview is conducted by our ESL teacher who is multilingual. If the ESL teacher is unavailable, the Guidance Counselor, who is bilingual, can handle the initial assessment as she has received training in this procedure. Depending on the language involved, other staff members may be called in to assist with translation only. After the oral interview, the Home Language Identification Survey (HLIS), which is available in multiple languages, is distributed to the adults to fill out. Once the HLIS forms are collected, a determination based on set criteria is made as to whether or not the child is eligible to be tested with the Language Assessment Battery-Revised (LAB-R). This testing is carried out within ten days of the initial admission date. If a student whose first language is Spanish scores below the cut score for the LAB-R, that student is then tested with the Spanish LAB. The ESL instructor hand scores all exams to determine an English proficiency level for the students. Those who score at or below the cut scores are entitled to receive Bilingual/ESL services. All exams are submitted for computer scoring and the official results are made available shortly after. When a determination about program entitlement has been made, notification is sent to the parents. Every effort is made to provide this information in their native languages. Then a Parent Orientation is scheduled at which parents of entitled students are shown a DVD describing the types of programs that are available for ELL's citywide. The information on the DVD is available in most of the languages of those in attendance. If a particular language is not available, the parent will view the English version and the ESL teacher will explain the content to the best of her ability. After watching the DVD the ESL teacher provides an overall summary of how the ELL program is conducted at our school, followed by a question and answer period. Then the Parent Survey and Program Selection forms are distributed in the appropriate languages and most parents complete them at this session. Generally, about 95% of our attendees select the Freestanding ESL Program. If a parent opts for a choice that is currently unavailable at our school, steps are taken to locate a school that offers that choice and to determine seat availability. Once this information is obtained the parent is informed so that they can make a decision and complete the form. If Program Selection forms are not completed or returned, the default option is Transitional Bilingual Education. Also, any parent who opts for Transitional Bilingual Education is informed that if the number of students who share the same first language reaches the required amount between two contiguous grades during the current school year, a bilingual class will then be opened at our school as required by law. If a parent misses the general orientation, individual appointments are made to accommodate them. The original forms are placed into the student files and copies are kept with the ESL files. Beginning with this school year a website has been created where this information is to be entered. For the past few years, trends in program selection at our school has been as follows:

Choice 1 - Freestanding ESL Program - 95%

Choice 2 - Dual Language Program - 3%

Choice 3 - Transitional Bilingual Education - 2%

In the Spring of each school year, all ELL's in the program are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to assess their proficiency in English. Prior to administering this test, students receive instruction with materials that will help familiarize them with the test format. They are also assessed with samples of previous NYSESLAT exams that are available on the New York State Education Department website. The results of NYSESLAT determine if a student will remain

eligible for ESL services for the next school year.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	34	1	1	8	0	4	0	0	0	42
Total	34	1	1	8	0	4	0	0	0	42

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1			1	1								3
Chinese														0
Russian														0
Bengali	1	1	1	2	7	2								14
Urdu														0
Arabic	2	1	2	2	4	5								16
Haitian														0
French				1	2	1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2				1	2								5
TOTAL	5	3	3	5	15	11	0	42						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Currently we are servicing 42 ELL's whose first languages are Arabic, Bengali, French, Spanish, and African dialects. Content area instruction, in addition to English language instruction, is provided in the ESL classes to help support the students in their mainstream classes. The ultimate objective is to have all ELL's in the program achieve a designation of proficient on the NYSESLAT and to score high levels on all state mandated exams. Beginning and intermediate level students are scheduled to receive 360 minutes of ESL per week. Students who are at the advanced level receive 180 minutes of ESL weekly. The ESL instructor meets with classroom teachers to align instruction and to plan collaboratively. Students in the program are grouped across 2-3 consecutive grades with mixed proficiencies in each group. The model is a combination pull-out/push-in program. The four strands of reading, writing, listening, and speaking are incorporated into each lesson. Instruction is delivered through a balanced literacy model, while incorporating ESL methodologies and strategies that include total physical response, cooperative learning, scaffolding, and the Cognitive Academic Language Learning Approach (CALLA), which is specifically geared toward content area instruction. Differentiation is effectuated through the use of a variety of materials and activities/assignments that are utilized to address the various levels of proficiency that exist within the different groups. Content area instruction is aligned with the curriculum that the classroom teachers follow. ELL's with disabilities receive push-in services to provide added support in their classroom. Their instruction is driven by both assessment and the information on their IEP's regarding goals and mandates. Our instructional plan for SIFE includes additional ESL instructional periods, participation in the Title 3 program and Tier 2 intervention during the school day. Both SIFE and Newcomers receive extra ESL sessions to assist them with filling in the gaps. All ELL's in testing grades receive test preparation and extra academic assistance from intervention personnel during the school day. ELL's who have been in the program for 4-6 years receive extra support in those areas where they have been deemed deficient. Current and former ELL's participate in the Title 3 after-school program which provides them with an added source of instruction. These students are also able to participate in any after-school programs that are offered by the school. ELL's with learning disabilities are enrolled in our self-contained Special Education classes. Math instruction is delivered through the use of the Everyday Math program. English Language Arts instruction is based on the Teacher's College format. Weekly competency skills are added to enhance learning. The instructors have grade-level appropriate materials and they modify instruction as needed based on the IEP mandates. Currently, we do not have any ELL's who have physical disabilities.

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			
Social Studies:			
Math:			
Science:			

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

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

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

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

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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

All ELL's in testing grades are afforded the opportunity to receive extra assistance in content area subjects through small group instruction with the Coach, their classroom teacher or an intervention program that may be offered during the school day or after school. Instruction for all of these services is in English only. ELL's who receive a designation of proficient on the NYSESLAT continue to receive support from the ESL instructor for at least two years following this designation. During this period, they also receive the extended time and separate location mandate for all state exams. Transitional ELL's also take part in the Title 3 after-school program. All ELL's have access to any enrichment, intervention or supplemental program that is offered by the school. The Content Academic Vocabulary System (CAVS) is in use to help increase understanding in both math and science. This program provides a variety of manipulatives and hands-on-activities. The Smart Boards provide the ELL's with a variety of visuals and activities for whole group engagement. Students are able to use the lap tops for research and for projects that they present orally, providing them with another avenue to engage in language practice. Rigby Newcomer materials are generally used with students who are at the pre-emergent and beginning levels of learning. The Oxford Picture Dictionary for the Content Areas provides great visuals for content area instruction and gives the ELL's the opportunity to practice writing what they have learned about the topic. Other materials that are used in the program include the Hampton Brown Vision series and the Avenue Series. Both have trade books to accompany and supplement the texts. A variety of charts, graphic organizers, chants, CD's, and manipulatives are also used to facilitate and enhance learning. There is a Native Language Library in the ELL classroom that is available to provide support in the native languages. The support services and resources correspond to the ages and grade levels of the ELL's. All activities that target ELL's take place during the school year. English is the only language that is offered.

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)?

At P.S. 93 there is no dual language program. All students are serviced in English.

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.

The ESL teacher attends workshops that are posted by the Office of English Language Learners and those offered by the Network. Classroom teachers are provided information on workshops that pertain to ELL's and they are encouraged to attend. During the school year, teachers attend various workshops that pertain to content area instruction. At times, our ELA and Math Specialists provide in-house sessions for staff members. All information obtained from attendance at any professional development session is shared, generally at our staff conferences. This year the focus will be on attending professional development sessions that focus on Common Core Standards and how to align them with instruction for ELL's. There is ongoing collaboration between classroom teachers and the ESL teacher. A comprehensive ongoing professional development program has been implemented for all staff members to align their work with Common Core Standards. Staff members are provided with both on and off-site professional development opportunities to assist them with professional growth. Training for meeting the mandated hours as per Jose. P. is ongoing. As teachers work towards meeting this mandate, their names and corresponding hours will be entered and saved on the computer until the requirement is met. This file will be maintained by the ESL teacher. Certificates will be issued upon completion of the required hours. Each school year, our Guidance Counselor attends the middle school fairs and open houses. She organizes and schedules articulation workshops at our school and the ESL teacher is in attendance to assist the ELL parents with the process. Copies of all the written materials regarding the middle school admission process are given to all fifth grade staff members and the ESL instructor. If any ELL parent has a problem or question about this process, they can approach a variety of school personnel for assistance with the transition from elementary school to middle school.

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?

We strongly believe that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. In addition, we host a variety of parent workshops. Two workshops for parents of ELL's will be held on the topics of the NYSESLAT Exam and the State Content Area Exams. They will be provided with an overview and ways that they can support their children. All parents of ELL's are encouraged to attend all workshops and PTA meetings and functions. They are also encouraged to become Learning Leaders and to participate in schoolwide activities. Parents of ELL's often accompany classes on field trips. They assist with assembly preparations and they participate in many after-school activities such as Math & Sports Night and the yearly multicultural potluck supper, where there is an interchange of food and customs. Our school also works closely with the Bedford Stuyvesant Restoration Corporation. Throughout the year this organization hosts a multitude of seminars and workshops that are geared towards assisting community members. We provide information on these topics to all parents and especially encourage the parents of ELL's to attend as well. Title 3 funds are used to provide a parent ESL program and to host parent and child activities that support the learning process. At the beginning of the school year, the Parent Coordinator conducts a workshop for all parents of newly enrolled students, providing them with information on procedures, resources, and general information. The Parent Coordinator evaluates the needs of the parents through surveys and informal conversations. These needs are then addressed at both PTA and SLT meetings. Translation materials are provided when possible.

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)	0	1	2	5	3	6								17
Intermediate(I)	1	0	1	6	2	3								13
Advanced (A)	1	2	1	2	4	1								11
Total	2	3	4	13	9	10	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	1	0	9
4	3	1	2	0	6
5	5	2	1	0	8
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	12		2		0		1		15
4	6		0		2		0		8
5	8		3		1		0		12
6									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
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

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

The early literacy skills of ELL's are assessed with ECLAS-2 and the DRA. These assessments provide information as to what they are capable of, what they need help with and which skills they may lack altogether. This information is vital for effective planning, grouping, and providing differentiation. Patterns on the NYSESLAT and LAB-R have been positive. On the average, students generally move on to the next designation each time they are assessed with the NYSESLAT. Even those who do not move up a designation demonstrate upward growth on their scores. Regarding the LAB-R, most students who attend Pre-K generally score at the advanced or proficient level. NYSESLAT scores and the results of the ELL Periodic Assessments are available for use by staff members to help them tailor instruction to meet the specific needs of the students. Strategies to help with particular deficiencies are interchanged between the ESL and classroom teachers. Traditionally, ELL's score well on the speaking/listening portion of the NYSESLAT but score lower on the reading/writing portion. However, these trends are in line with research regarding timelines for acquisition of oral and written language skills for ELL's. Obtaining a proficient level on the NYSESLAT is usually more common among the lower grades but we have demonstrated a good achievement rate for students in grades 3-5. Results of the ELL Periodic Assessment assist in designing interventions for our students who require an extension of services. Overall, our ELL's fare well on content area exams once they have been in the school system for at least two years. All exams are currently administered in English. Content area translation glossaries are downloaded from the State Education website and are distributed to the students as added support.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: William H. Prescott**School DBN: 13K093****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Philip	Principal		10/14/11
Janeice Bailey	Assistant Principal		10/14/11
Bettye Bogan	Parent Coordinator		10/14/11
Gayle Liddell	ESL Teacher		10/14/11
Ingrid Coppin	Parent		10/14/11
Tanisha Dorvil/Grade 2	Teacher/Subject Area		10/14/11
Erica Parker-Marshall/Grade 5	Teacher/Subject Area		10/14/11
Kim Spencer	Coach		10/14/11
Felicia Coombs/Spe. Ed. Coach	Coach		10/14/11
Elizabeth Eze-Umebuani	Guidance Counselor		10/14/11
Margarita Nell	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k093 **School Name:** William H. Prescott

Cluster: 6 **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

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.

Information from both the Pre-K Home Language Surveys and the Home Language Identification Surveys is used to assess the needs of our second language community. Currently, this group represents about 10% of our overall population and we are actively working to address their needs through both oral and written communication in their first languages.

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.

When parent orientations are held by both the ESL teacher and the parent coordinator, parents are advised that translation materials and/or services are available to them. Many of our second language parents have been in the community for awhile and have stated a preference for materials in English. Newcomers to the school are usually accompanied by a relative who is fluent in English and this serves as another forum for oral communication in addition to the translated correspondence. Currently we serve about fifty parents whose first language is not English. Their first languages are Arabic, Bengali, French, Spanish, Fulani and other African dialects. Many of them have acquired English language skills throughout the years and therefore a large portion of this group do not require written translations or oral interpretations. However, those parents who still struggle with English and the recent arrivals receive written translations. Oral interpretations are made available especially for IEP meetings and special conferences. To date, this information has not been shared with the school community at large. The Parent Coordinator will make this information available at the upcoming PTA meeting. School personnel will be advised that requests for parent letter translations will be handled by office personnel. This will be announced at our upcoming staff conference.

Part B: Strategies and Activities

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

Major correspondence not currently available from the DOE website will have to be contracted out. The majority of the ELL notifications are available in the languages of those we serve and these are issued appropriately.

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.

Some oral translations are provided by school staff members and parent volunteers. We have also utilized the oral interpretation services that are available via the telephone through the Translation Unit.

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

We will continue to work on increasing the number of translated materials that are currently not available through the DOE website. Translation signs are posted in the building where parents can see them. The parent coordinator keeps in close contact with our second language community and reports their needs to the proper personnel.

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: William H. Prescott	DBN: 13K093
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III after-school program is designed to provide supplemental instruction to students whose first language is not English. The focus of the program is to increase the English proficiency levels of the participants. The students will receive instruction that will help them achieve success in content area subjects as well. The program is offered to current and former ELL's in grades 2-5. In addition, a portion of the funds will be utilized to provide ESL instruction for the parents. Participants in grades 4/5 will meet on Mondays and Wednesdays from 3:15 p.m. to 5:00 p.m. The students from grades 2/3 will meet on Thursdays from 3:15 p.m. to 5:00 p.m. The ESL sessions for the parents will take place on Tuesdays from 3:15 p.m. to 5:00 p.m. The program will last for about 15 weeks for a total of 7 hours per week. All instruction will be conducted in English with a focus on enhancing reading, writing, and content area skills. Students will engage in activities that will assist them with passing the NYSESLAT and all New York State content area exams. Building oral fluency and basic literacy skills will be the focus for students who are at the beginning stages of language development. All participants will engage in activities that will promote the use of content area vocabulary which is vital to the comprehension of mathematics and science. Many of the activities involve cooperative learning, manipulatives, and visual aids. Parents who attend the adult program will engage in activities that will facilitate the acquisition of English through the four strands of listening, speaking, reading, and writing. They will also be taught basic skills that will help them navigate the community and guide them on how they can assist their children at home with the learning process. All sessions will be taught by a fully certified ESL teacher. The activities and instruction of this program will be project-based whereby students are expected to complete a project at the conclusion of a thematic unit. Most of the topics will be non-fiction and test-taking strategies will be included. Some of the materials to be used will be Intensive English by Santillana, test preparation materials by Coach, Content Academic Vocabulary materials from Northpoint Horizons and NYSESLAT samplers from the New York State Education website. Classroom libraries are available in English and native languages to provide student support. Assessment will take the form of both oral and written projects, teacher observations, conferences, and published work.

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: The ESL teacher attends workshops that pertain to ELL's that are offered by the Office of English Language Learners and the Network. The current focus is to attend sessions that are geared toward the implementation and alignment of the Common Core Standards for ELL's. A comprehensive ongoing professional development program has been implemented for all staff

Part C: Professional Development

members to align their work with the Common Core Standards. Teachers are provided with both on and off site professional development opportunities to improve teaching and learning. A portion of the Title III funds will be used to provide professional development to staff members who provide services to ELL's, to help them improve their range of instructional strategies regarding students whose first language is not English. Teachers of ELL's will focus on identifying and utilizing appropriate scaffolds and language structures to assist them with literacy and content area instruction. Topics will include Effective Teaching Practices and Strategies for ELL's, Academic Rigor, Content Area Instruction, and Assessment. Materials for participants will include professional books and articles that pertain to second language acquisition. These will be used to guide conversations for the selected topics. Each session will last about one hour and will be led by the ESL teacher. The lead teachers on each grade level will participate in these sessions and they will turnkey during their planning sessions or common preps.

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: Research demonstrates that students of parents who are actively involved with the school and community perform better academically. Our school works closely with the Bedford Stuyvesant Restoration Corporation and other community based organizations to provide our parents with educational classes, health programs, and other services that provides them with vital information and assistance. Workshops are hosted by the school to inform ELL parents about the middle school process, the NYSESLAT Exam and State Content Area Exams. These sessions provide them with ways that they can assist their children in these areas. A portion of the Title III funds will be used to host a session where parents and students will be able to choose books to keep and to read to each other. Teachers will provide parents with tips and model reading rituals that they can replicate at home. Refreshments will be served and books in English and native languages will be made available. This session will be facilitated by the ESL teacher in conjunction with other staff members. The workshop for the middle school process will take place once the applications have been distributed. Assistance with completion of paperwork will be given at that time. The informative exam workshops will be held at least one month prior to the actual test date. The parent/child reading session will take place at the conclusion of the parent ESL program. Parents will be notified via flyers. Translation materials will be made available when possible.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

Part E: Budget

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

Allocation Amount: \$

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