



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

16K308

PRINCIPAL: GEORGE PATTERSON

EMAIL: GPATTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
George Patterson	*Principal or Designee	
Peter Allong	*UFT Chapter Leader or Designee	
Ayeesha Reid	*PA/PTA President or Designated Co-President	
Maria Williams	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sybil Schloss	CBO Representative, if applicable	
Tania Roberts	Member/PTA secretary	
Lawana King	Member/parent	
Jabari Edwards	Member/teacher	
Kate Romeiser	Member/teacher	
Marina Darling	Member/teacher	
Clayton Bruschi	Member/teacher	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

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

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

Major Recommendation

- Use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. (QR 4.1 2012 page 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By March 2013, administrators will conduct informal observations on 100% of teachers three times per week, and provide specific feedback using the Danielson framework components 1E, 3B, and 3C, and conference with teachers on a weekly basis to develop, meet, and reflect upon pedagogical goals, as well as to provide teachers with appropriate professional development opportunities, in order to increase the performance of ELLs and SwD by 3% on the NYS ELA and Math tests.

Instructional strategies/activities

a) *Explanation of strategies/activities*

Supervisors collect low inference data using the Danielson framework through weekly observations, and identify the needs of teachers in the areas of classroom management, curriculum and instruction, and differentiation of instruction for sub groups such as ELLs, SwD, and the lowest performing one third. Supervisors then provide specific feedback using the Danielson rubric, and conference collaboratively with the teacher regarding his or her pedagogical goals and areas in need of support. Finally, using the observational data, administrators match teachers with appropriate professional development opportunities. Based on the needs of each teacher, administration will provide three different levels of support.

b) *Personnel*

Tier 1: Peer mentors (colleagues) Supervisors pinpoint specific areas in need of support using the framework, and facilitate opportunities for teachers to observe colleagues performing at a mastery level for that specific area.

Tier 2: Consultants (Network Support- Myrdis Kelly, literacy structures and conceptual math; Bill Richardson- ELA curriculum development; Pamela Smith- behavior management and curriculum development) In the event that further support is needed, supervisors will facilitate opportunities for teachers to meet with outside consultants for assistance in their targeted support area.

Tier 3: Outside professional development workshops (Brian Green, Creative School Services (focus on CCSS aligned curriculum development and close reading strategies; JUMP Math for grade 4 teachers, and the Middle School Quality Initiative for grade 6 teachers)

c) *Targets and Measurement Tools*

NYS ELA and Math tests, ECLAS, snap shots, formal observations, tri annual grade wide benchmark assessments using EdPerformance

d) *Timeline for Implementation*

September 2012- June 2013

Budget and resource alignment

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

Tax Levy Title IA X Title IIA Title III Set Aside Grants

Other-describe here: Title 1 Priority/Focus Funds, TEACHER REGULAR GRADES PER DIEM (30 teachers x 5 sessions x 4 hours per session), CURRICULUM AND STAFF DEVELOPMENT CONTRACTS

Service and program coordination

- ELA curriculum consultants and outside professional development services will be funded by Title IIA. Teachers will receive explicit support in implementing the CCSS during regular school hours.
Vendor: Creative School Services (Individual consultant: 20 6-hour sessions during regular school hours)
- Additional curriculum and staff development is funded by Title I Priority under Curriculum and Staff Development.
Vendor: Creative School Services (30 teachers 5 sessions x 4 hours per session)

Budget and resource alignment

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

Tax Levy

Title IA

X Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority/Focus Funds, CURRICULUM AND STAFF DEVELOPMENT CONTRACTS

Service and program coordination

- ELA curriculum consultants and outside professional development services will be funded by Title IIA. Teachers will receive explicit support in implementing the CCSS from Creative School Services consultants.

Vendor: Creative School Services (1 consultant, 20 sessions during regular school hours)

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

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

Major Recommendation

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricular, engaging, and meets the needs of all learners so that all students produce meaningful work products. QR2012 1.2 (Page 4)
- Improve the consistency of classroom activities to provide multiple entry points and tasks that promote high levels of thinking for all students (QR2012 Page 4)
- The school has expressed its belief in providing multiple entry points and challenging tasks as a means to meet the needs of students performing at various levels. However, this practice was inconsistent across the grades. In some classrooms lessons minimally included activities or teaching strategies designed to support in depth authentic learning opportunities for student subgroups and students performing at different levels. (QR 2012 pages 4-5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 100% of teachers will use appropriate data sources, including formative and summative assessments, to design entry points and provide intervention for ELL, SPED, and students in the lowest 1/3, into Common Core aligned lessons, thereby increasing student engagement in the examination of rigorous text, argumentative writing, and conceptual math tasks, and also increasing performance on the ELA and Math exams by 3%.

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 and activities that encompass the needs of identified student subgroups*

Based on the results of EdPerformance benchmark exams, teachers in grades 3-8 will use Lexile scores to purposefully match text to readers when planning lessons. As a result, students will be actively engaged in the close reading of rigorous texts that are within their zone of proximal development.

Additionally, the School Inquiry Team will use school wide data to effectively organize Academic Intervention Service groups based on students' needs. Flexible AIS groups will take place on Mondays and Tuesdays during extended day. Teacher teams will meet weekly to evaluate student progress. (6 teachers x 30 sessions x 2 hours per session).

We will launch a Response to Intervention program for grades K-3, using the Academic Fountas and Pinnell Reading Intervention program. All students will be evaluated at the start of the program. Data will subsequently be used to form small Tier 2 pull out groups (3-5 students), who will work one period per day with the intervention specialist. Students who need more intensive interventions will work with the specialist in 1:1 or 1:2 groups. Students will be reevaluated every 8-10 weeks to determine progress.

We also have implemented Expanded Learning Programs in the morning for middle school math (teacher volunteers), and twice per week after school for grades K-8 in ELA and Math (20 teachers x 28 sessions x 2 hours per session).

b) *Key personnel and other resources used to implement these strategies/activities*
Administration, teacher teams, Inquiry Team, RTI team

c) *Targets to evaluate progress, effectiveness, and impact (including teacher involvement in the use of academic assessments)*
NYS ELA and MATH exams, NYSESLAT, EdPerformance benchmarks, student work samples

d) *Timeline for implementation*
September 2012- June 2013

Budget and resource alignment

- Indicate your school's Title I status: X 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.

Other-describe here: ARRARTTT, Title 1
Priority/Focus Funds, Inquiry Team-
TEACHER REGULAR GRADES PER
SESSION (6 teachers x 2 hours x 30
sessions) Expanded Learning Programs (20
teachers x 28 sessions x 2 hours per
session)

Tax Levy Title IA X Title IIA Title III Set Aside Grants

X

Service and program coordination

- Teachers are given planning periods during the regular school week, as well as professional development regarding the use of data to influence instruction.
- The school Inquiry Team meets once per week after school to analyze benchmark data and sub group performance (6 teachers x 2 hours x 30 sessions)

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

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

Major Recommendation

- Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them. QR 3.4 (page 6)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Once per week, students will participate in programs that enhance their social and emotional health, and connect academic skills to authentic life experiences in order to increase the percent of the lowest third of students at the 75th Growth Percentile in ELA from 48.9% to 52.0%, and in Math from 30.6% to 35.0% by June 2013 .

Instructional strategies/activities

- APEX (African People Exalted) Mentoring Program
 - a) *Strategies and activities that encompass the needs of identified subgroups*
Targeted male students are exposed to instruction centered on their personal growth and development. The program focuses on three strategies for success: discipline, expectations, and accountability. Students record their views and opinions in journals.
 - b) *Key personnel and other resources*
Mr. Carlos Waldon (APEX Consultant)
 - c) *Targets to evaluate progress, effectiveness, and impact*
NYS ELA exam 2013, decreased incident reports and suspension rates, EdPerformance final June 2013 benchmark assessment
 - c) *Timeline for implementation*
January- June 2013
- 21st Century
 - a) *Strategies and activities that encompass the needs of identified subgroups*
Men's mentoring program for young men in grades 5-8; Girls Rule program addresses various issues such as hygiene, academics, and other topics pertaining to young women. Students are taught skills such as how to make good decisions through high quality discussions; Hip/Mix Media- students build on their artistic talents through dancing and singing.
 - b) *Key personnel and other resources*
Dr. Loney- Director, Mr. Siverls-Coordinator, Ms. Schloss- lead teacher

c) *Targets to evaluate progress, effectiveness, and impact*
NYS ELA and Math test 2013, periodic conferences with teachers and school staff regarding behavior and academic progress of participating students

d) *Timeline for implementation*
October 2012- June 2013

• CLUBS

a) *Strategies and activities that encompass the needs of identified subgroups*
Once per week, all seventh and eighth grade students participate in a teacher-led, small group activities focused on college and career readiness skills.
Clubs rotate every trimester so students are able to participate in a total of 3 clubs each school year.

b) *Key personnel and other resources*
All seventh and eighth grade teachers create a club.

c) *Targets to evaluate progress, effectiveness, and impact*
Student work samples produced during clubs; NYS ELA and Math 2013 exam

d) *Timeline for implementation*
September 2012- June 2013

Budget and resource alignment

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

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

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

Service and program coordination

• The 21st Century Program is grant based and includes salaries for school staff as well as outside personnel and student resources.
Vendor: 21st Century

Vendor: APEX (funded through Title IIA. The staff includes Carlos Walton, volunteer college students, and staff participation. It occurs twice per week during regular school hours.)

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

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

Major Recommendation

- According to the 2012 Learning Environment Survey, one out of every three parents (33%) reported that they received information less than once a month regarding tutoring, after school programs or workshops they can attend to help their children (2012 Learning Environment Survey 6.8, page 5).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- Parents will participate in monthly activities that foster partnerships with the school and provide information and resources regarding student academic and emotional health, resulting in a 33% increase in parents who report that they receive information once a month or more about parental involvement opportunities on the 2013 Learning Environment Survey in May 2013.

Strategies to increase parental involvement and engagement

- 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 XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *Strategies and activities that encompass the needs of identified subgroups*
Common Core Parent Workshops; weekly parent meetings with the parent coordinator; monthly PTA meetings; development of a school website; ESL parent workshops, Dial a Teacher bilingual parent workshop
 - b) *Key personnel and other resources*
Parent Coordinator, PTA members, Family Worker, Principal and administration, Leadership team
 - c) *Targets to evaluate progress, effectiveness, and impact*
PTA meeting parent attendance, parent workshop attendance, the 2013 Learning Environment Survey
 - d) *Timeline for implementation*
September 2012-June 2013

Budget and resource alignment

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

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

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Priority/Focus SWP Parent Engagement, NON-

CONTRACTUAL SERVICES

Service and program coordination

- The parent coordinator will coordinate workshops and parent meetings, as well as Dial and teacher and bilingual workshops and funded by tax levy allocations. Grants support the PTA activities, including workshops, classes, and cultural evening events.

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	Repeated reading and skills practice	Small group	Monday and Tuesday 2:20-3:10 (after school)
Mathematics	Skills practice	Small group	Monday and Tuesday 2:20-3:10 (after school)
Mathematics	Skills practice	Small group (grades 7-8)	Monday-Friday 7:15-8:00 am
Science	Regents preparation	Small group (grade 8)	Tuesdays and Thursdays after school
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive writing	Small group/ individual	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Teachers are allotted 60 minutes weekly to plan in content areas. During these sessions, teachers create unit plans, plan cohesive lessons, share best teaching practices, research and share resources, analyze data, create short term goals using current data, discuss student progress and receive professional development.
- Teachers meet weekly to discuss grade wide concerns, including academic, attendance, and behavioral concerns. Teachers create action plans to solve problems on a grade wide, as well as individual student basis.
- Teachers are given multiple professional development opportunities through both private consultants visiting the school, and programs outside of the building. Teachers are also given access to attend high quality Common Core professional development weekend sessions through Creative School Services.
- Teachers are provided with immediate, constructive feedback using the Danielson framework, after both formal and informal observations, with the intention to build upon areas of strength and improve areas of weakness.
- Teachers are interviewed by a team of administrators and teachers to ensure a positive cultural fit.
- Teachers with proven track records as indicated by ratings, and student progress are recruited.

DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED*

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Ms. LEWIS	District 16	Borough Brooklyn	School Number 308
School Name Clara Cardwell			

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

Principal Ms. Renata CLEMENT	Assistant Principal Ms. Joan Pantin
Coach type here	Coach type here
ESL Teacher MS. Anthony	Guidance Counselor MS. Bailey
Teacher/Subject Area MS. Scott	Parent type here
Teacher/Subject Area sp.ed.MS. Bailey–henningham	Parent Coordinator MR. THOMAS
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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		Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	

Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	
--	---	--	--

D. School Demographics

Total number of students in school	643	Total Number of ELLs	33	ELLs as share of total student population (%)	5.13%
------------------------------------	-----	----------------------	----	---	-------

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. [i](#)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. When a parent registers a child at P.S. 308, the parent is given a Home Identification Language Survey (HILS) to discuss the home language with family and provide assessment to determine eligibility for the English Language support services. Our English as a Second Language (ESL) certified teacher, Mrs. Anthony or Ms. Joan Pantin, Assistant principal are responsible for conducting the initial screening. Once the HILS has been completed and the child is a potential English Language Learner (ELL), our ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to identify the child as an English Language Learner or English Proficient.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes the various programs for English language learners. (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language) Parents also view a parent information CD, where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. During the parent orientation, parents are given the

parents survey and parents selection forms that are attached to the notification entitlement letter to select a program for the student. Once the forms are signed the ESL teacher collects the forms and maintains a file in the main office. If the forms are not returned, the ESL teacher will continue to reach out to parents to ensure that forms are collected during the school year. Parent orientations are conducted throughout the year and as often as new students register in our school.

ELL Demographics and School Description

P.S./ I.S. 308 is located in the Bedford Stuyvesant community of Brooklyn, New York, District 16. The school is a kindergarten to 8th grade school. Most of the students are eligible for free lunch indicated that the majority of our students are of the low class socio-economic background. P.S./I.S. 308 has a students populations of 643 students from culturally diverse backgrounds. Our population consists of students from the Carribbean, Spanish speaking countries, China, Indonesia, Bangladesh and Africa. our English Language Learner Population is 5.13%. We offer E.S.L services to entitled General Education and Special Education Students. The K-8 E.L.L. population is made up of 33 students who are Spanish, French, Chinese, Indonesia, Bangali or Fulani speakers. Seven of the thirty-three students are special needs E.L.L students with an individualized Educational Plan (IEP).

Breakdown of ELL Students at P.S. 308.

Grade	# of Students
K	3
1 st	5
2 nd	5
3 rd	5
4 th	0
5 th	4
6 th	4
7 th	2
8 th	5

Our Special Education Population consists of:

Grade	# of Students
2 nd	1
3 rd	1
5 th	2
6 th	2
7 th	0
8 th	1

The number of Students in each language group:

Grade	# of Students	Language spoken
kindergarten	2	Spanish
	1	Chinese

1 st	2	Spanish
	1	Chinese
	1	Fulani
	1	Haitian Creole
2 nd	3	Spanish
	1	Fulani
	1	Bengali
3 rd	2	Spanish
	3	Fulani
5 th	4	Spanish
6 th	3	Spanish
	1	Fulani
7 th	1	Bengali
	1	Fulani
8 th	2	Spanish
	1	French
	1	Indonesia
	1	Chinese

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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	33	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23	1		6		4	4	-0	-0	33
Total	23	1	0	6	0	4	4	0	0	33

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

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
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 L	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs)

9–12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

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	2	2	3	2		4	3		2					18
Chinese	1	1							1					3
Russian														0
Bengali			1					1						2
Urdu														0
Arabic														0
Haitian		1												1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	3			1	1	1					8
TOTAL	3	5	5	5	0	4	4	2	5	0	0	0	0	33

Part IV: ELL Programming

A. Programming and Scheduling Information

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

PS/IS 308 has a free standing ESL pull out program. In the ESL program, we have 33 students from K to 8th grade. They range from newcomers to the advance level of proficiency. They all receive 45 minutes of ELS instruction daily depending on their proficiency level, they receive a 180–360 minutes a week of ESI pull-out instruction as mandated by CR Part 154.

The goal of our ESL program is to foster English proficiency in a supportive classroom environment. Our ESL teacher is fully certified. In our program, the students travel together as an ungraded class with mixed proficiency levels. ESL instruction is aligned with the balanced Literacy Instructional Approach in which Read Alouds, Shared Reading, and Independent Reading and the Writers' Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL Teacher uses a variety of Reading materials to enrich reading in the second language. The writing process which consists of gathering the seed idea, drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support, other visuals, modeling, bridging, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development.

Instruction in the content area is taught in English. All of our students in the elementary grades receive 45 minutes of ELA instruction daily. Students in 7th grade and 8th grade receive 90 minutes of ELA instruction. Early Childhood in K– 2nd grade implement the CORE knowledge pilot program. In every unit students are provided opportunities to sing, dance, listen to music, play, act, read, write, draw, paint, and make objects. The main components of the program is phonemic awareness. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemical

A. Programming and Scheduling Information

awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

A series of unit assessments are administered weekly. These include weekly spelling tests, anecdotal records maintained for every student in listening and a unit reading assessment. Scaffolding techniques such as: visuals, hand-on-activities, development of prior knowledge, modeling, Think-pair-share strategy and the use of graphic organizers are some of the techniques that support instruction for all students. In grades 3-8, the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, bridging modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL students. In those classrooms where a bilingual teacher is present, students receive support in their native language.

Content area instruction is delivered in English using ESL methodology to support second language learners. Students work in flexible groups to differentiate instruction.

The use of manipulatives include:

In Science: microscopes, scales, thermometers, computers and chemistry equipment.

In Mathematics: blocks, based ten materials, geometric shape sets, fraction pieces, calculators, rulers and metric yards are some of the variety of tools to make the content more comprehensible.

In Social Studies: maps, globes, technology, rulers, and graphic organizers.

Explicit ESL collaboration between teachers occurs often, any concern for the language needs of ELLs are discussed with our ESL teacher, assistant principal and data person. Some aspects of this initiative include:

Content area teachers monitor the understanding of linguistically challenging materials and use paraphrasing, explicit vocabulary instruction and visuals to clarify meaning and enrich language development.

Differentiated instruction for ELL subgroups:

Plan for SIFE

Our SIFE subgroup consists of one student and it is urgent to provide academic intervention as an extension of the regular school program.

The following supports are offered for the student:

An individualized needs assessment in ESL.

Creation of an AIS plan for the student on the literacy and math component.

Grade appropriate instructional support materials.

Differentiation of instruction in all areas.

Plan for Newcomers

We welcome our newcomers and provide the following resources to facilitate their transition:

An informal student orientation.

Buddy system identifying a similar student in his/her class that will assist during the day.

An informal assessment is provided to identify possible Academic Intervention support.

A. Programming and Scheduling Information

Encourage to participate in the Saturday Program or After School Activities.

Plan for ELLs Receiving Services for 4–6 years

Creation for an AIS plan for the student in literacy.

Grade appropriate instructional support materials.

Buddy system identifying a similar student in his/her class that will assist during the day.

Additional ESL support during the school day.

Plan for Long Term ELLs

We currently have 4 long term Ells. An analysis of their score on the NYSESLAT. ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

An afterschool program, targeting reading and writing.

Monitor the progress of student in the content areas to differentiate instruction for literacy needs.

Conduct a parent meeting to share strategies with the parent to support learning.

Plan for special needs students

We have 7 special needs ELLs in our ESL program. Our intervention for our Special Needs students includes:

Teachers of students with an IEP are familiar with students' specific needs and all services provided according to the IEP mandates.

Collaboration between the ESL teacher and IEP contact person.

The delivery of AIS services, after school program and participation in our Saturday Academy.

Courses Taught in Languages Other than English

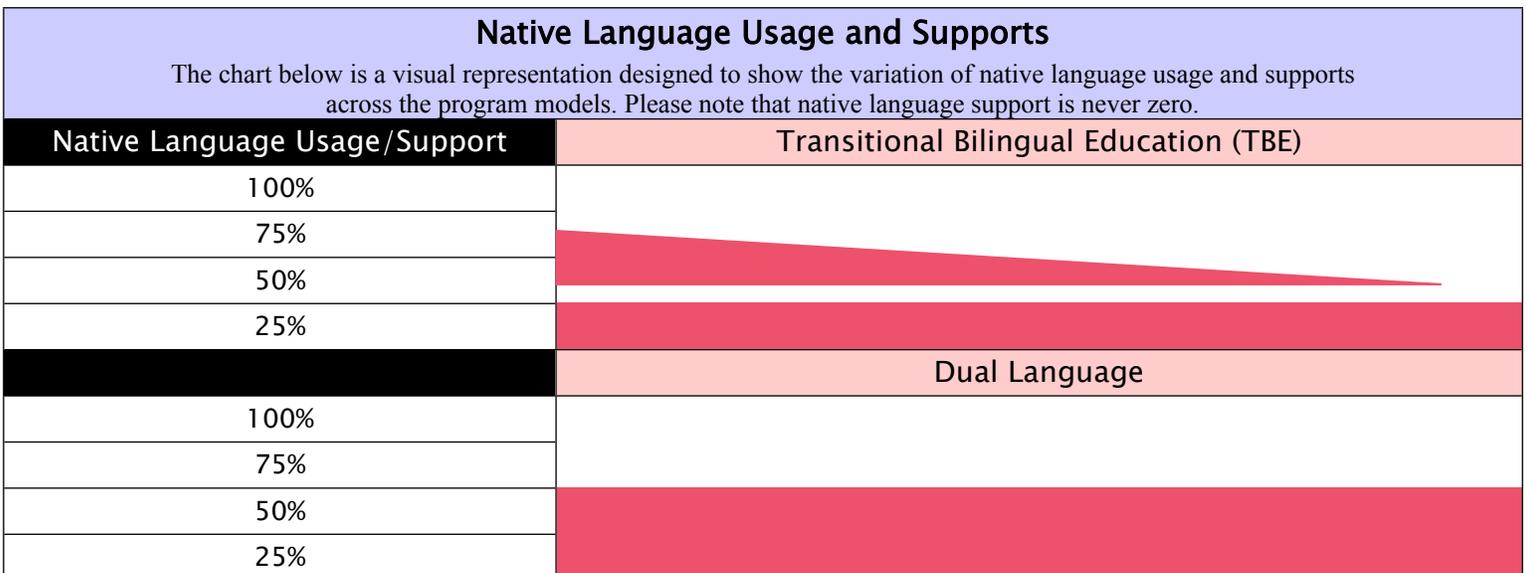
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



	Freestanding ESL		
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?

In order to support learning and foster community involvement we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL Students and use scaffolding techniques to support the ELL population in the school. These include:

After School Program: This program takes place Thursday and Friday from 2:30 p.m to 4:30 p.m. It focuses on ELA and Math Instruction.

Academic Intervention Program: These services are offered every Monday and Tuesday from 2:20 p.m to 3:10 p.m. It prepares students for ELA and Mathematic assessments. Students from 3 to 8th grade participate in this program.

Saturday Academy: Our Saturday Academy offers support in ELA and Math to those students who are struggling in reading and mathematics.

For the ELL students reaching proficiency, the ESL teacher continues transitional support for 2 years. The transistional support includes the following terms:

ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.

The ESL teacher offers support by conferencing with students in and outside the classroom.

The ESI teacher offers guidance and level appropriate materials to assist students with final projects and assignments.

All students are invited to participate in our after school programs and AIS services.

Students receive testing accomodations according to State guidelines.

The school administrators are considering improving the ESL program by purchasing new ESL materials and software programs. School related trips and multicultural activities will be provided for ELLs. None of the ESL program services will be discontinued next year. All English Language Learners and their families are invited to participate in all of our school programs and activities. We reach out to our community at large via flyers, letters, monthly newsletter and phone calls. Our parent coordinator plays an important role in promoting our services to parents.

Instructional materials:

English at Your Command, Hampton- Brown

Core Knowledge: Code Breakers: Reader Units 1–10, Workbooks Units 1–10

All Star English Addison Wesley,

Getting Ready for the NYSESLAT Attanassion Associates Inc.

Strategies to Achieve Reading success Stars Series

Our teachers who speak a native language other than English provide native language support to students when needed through conferencing with students and during independent work. They always provide support to newcomers in the classroom and outside the classroom. All 6 to 8 grade students have access to Spanish as an elective subject.

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

Our ESL teacher Ms. Anthony constantly meets with classroom teachers to discuss the areas in need of improvement for ELLs. During planning meetings the following topics have been discussed:

Identification Process of ELLs.

NYSESLAT scores and the implications for instruction.

Literacy needs of ELL students

Our Assistant Principal together with the ESL teacher will organize a series of workshops to meet the 7.5 hours of ELL training for all staff as per Jose P. requirements.

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?

Mr. Thomas, Parent Coordinator, conducts workshops for all parents within our school community. Some of the workshops in which parents of ELLs have participated include: Basic computer training, job training resources, Health and School safety. Ms. Anthony provides translation and support to parents of ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	2		1			1						10
Intermediate(I)		1	1	1	2			1	1					7
Advanced (A)			2	1	1	3	1	1						9
Total	4	3	5	2	4	3	1	3	1	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	1	3			4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	1	3			4
6		1			1
7	1	1			2
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	2								2
4	1		3						4
5			4						4
6			1						1
7	1		2						3
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			2		1				3
8			1						1
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				

New York State Regents Exam

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

P.S. 308 utilizes a series of assessment tools to assess the early literacy of our ELL students.

K–2: ECLAS, Core knowledge (Woodcock Johnson Diagnostic Reading battery) and teacher made assessments.

3–4th grade: Running records, San Diego Assessment, California Achievement Test, Acuity and teacher made assessment. The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. They are struggling with higher order reading comprehension skills. Drawing conclusions, main idea, context clues and inferencing continue to be the areas in need of improvement. The information from the data had been used to implement a variety of intervention programs that will help students improve their reading and writing scores in ELA and Mathematics.

NYSESLAT

The NYSESLAT data shows that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. Some of the ELLs Special Education students who have not improved have difficulty in writing and reading comprehension.

After review of their NYSESLAT data, the patterns revealed the following:

Most students have better scores in listening and speaking, all students experience difficulties in reading and writing. This is the case of the ELLs at the intermediate and advanced.

After looking at the Long Term ELLs scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level of proficiency.

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.

Implications for instruction:

The Implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Acuity, Interim Assessments, Teacher Assessments and informal observations). Adjustments and improvements to our program this year include:

Continue to strongly target language development across the grades and content areas, creating opportunities for active and meaningful engagement.

Additional support in listening skills for newcomers, including increased use of technology in the classrooms.

During the extended day sessions, identified SIFE students will receive instruction that will target foundational literacy skills.

After school and Saturday classes offered to target specific skills that support language acquisition and proficiency.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Clement	Principal		1/1/01
Ms. Pantin	Assistant Principal		1/1/01
Mr. Thomas	Parent Coordinator		1/1/01
Ms. Anthony	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Scott	Teacher/Subject Area		1/1/01
Ms. Bailey-Henningham (SPED)	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Bailey	Guidance Counselor		1/1/01
Ms. Lewis	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: _____ School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K308 **School Name:** The Clara Cardwell School

Cluster: CFN 111 **Network:** 5

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.

Upon registration, parents are interviewed for the purpose of completing the Home Language identification Survey (HLIS). This interview is conducted by the ESL teacher. Parents are asked the language in oral and written communications that they would like the school to contact them in. Parents also complete the Blue Emergency Card where they can indicate the language in which they want the school to use for communication with them. This information is transferred to the Automate the School (ATS) computer system by the pupil secretary.

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.

By reviewing the Home Language Surveys, Emergency Blue Cards, interviews with school guidance counselors and the parent coordinator, we have discovered that our school community requires translations at registrations, parent teacher conferences, PTA meetings and written notices. This translation is mostly needed in English. The findings were reported to the school community in School Leadership Team meetings and PTA meetings.

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.

Documents such as PTA notices, registration information and parent meetings that are part of our school information will be translated into the language to effectively communicate with our multicultural school population. The dominant language other than English spoken at our school is Spanish. P.S. /I.S. will meet the needs of our multicultural population by using school staff such as the ESL/Bilingual staff, the family worker and parent volunteers.

The following documents are in need of translations:

- Parent/Teacher Meetings
- School calendars

At P.S. /I.S. 308, we ensure that letters translated by the Office of Translation Services are sent home. This allows us to provide our non-English speaking parents with the same information as our English speaking parents. Brochures in the parents' native language are provided by the Department of Education so that parents understand what is available to them.

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

Oral interpretation services will be provided in-house by our school staff. Our family worker, ESL teacher and staff members are available to provide interpretation services. Oral translations will be provided at registration and parent/teacher conferences. Oral translations will also be available in the main office to assist our parents with translation services.

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>.

Our parent coordinator has copies of the Bill and Parent Rights and Responsibilities brochures that are given to parents. Parental Notification Postings will be visible to all visitors to let them know of the availability of translators. Important documents are also available from the Department of Education in various languages.

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: Clara Cardwell	DBN: 16K308
Cluster Leader: Douglas Knecht	Network Leader: Lucile Lewis
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: 22 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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 Afterschool ELL program will run two days a week, Mondays and Tuesdays, from 3:10 p.m. to 5:10 p.m. from January 28th until April 9th 2013. The students will be divided into two groups for the two teachers. Group A will be grades 2-4 and group B will be grades 5-8. The ESL teacher, Ms. Anthony, will teach group A ELA/ESL with an emphasis on cultural awareness and history while the common branches teacher/math teacher teaches Group B for the first hour. The groups switch for the second hour to ensure that the ESL teacher instructs all of the students during each session. The teachers will co-plan to align the content of the curriculum. The literacy/cultural awareness component and the math session will incorporate hands on learning through educational trips and the use of technology. The school will purchase technology for the students (Kindle fires, ipads, educational software/programs including Achieve3000 Language and Reader's Theater from www.starfall.com) to assist with computer based learning. Students will use technology during the Smart Board based whole group lessons (mini lesson) and during center activities with partner accountability. The school aims to prepare students for college and career by supporting 21st century social and technology skills. Students will use the internet (web quests) to research and prepare presentations for the class. They will enhance the four modalities of language acquisition (reading writing, listening and speaking). Since all students take the NYS Math exam, we felt the need for a math session during the Title III afterschool program. The math teacher will utilize a myriad of strategies and instructional modifications to promote mathematical thinking and computation.

Educational trips for the students include:

Museum of Natural History / Hayden Planetarium May 3, 2013

Museum of Mathematics May 24, 2013

NY Historical Society June 7, 2013

Brooklyn Museum of Art June 21, 2013

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:

Teachers with English Language Learners in their classroom often seek out the ESL teacher for assistance with the students. They have expressed their anxiety about instructing these students and assume that they should speak the native language of the students. The ESL teacher, Ms. Anthony, will conduct

Part C: Professional Development

professional development for teachers:

- * effective ESL strategies for newcomers and all ELLs January 30, 2013
- * differentiating for intermediate and advanced students / building academic vocabulary February 27, 2013
- * examining the components of the NYSESLAT exam March 27, 2013
- * sharing the results of the NYSESLAT and the four modalities with the ELA, Science and Social Studies teachers. May 29, 2013

These sessions happen Wednesdays, 2:20 p.m. to 3:10 p.m. during scheduled professional development time. Additionally, the ESL teacher may present during Common Planning time. The ESL teacher will attend the professional development session offered on Election Day, November 6, 2012 offered by the Office of English Language Learners. Throughout the school year, content teachers and the ESL teacher will attend workshops offered by the Network, outside agencies and the Office of English Language Learners.

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: The needs of the parents vary but the goal of the professional development plan for PS/IS 308 is to help all parents understand the educational expectations for their children. The parents have difficulty understanding the school system and the academic demands placed on their children. The ESL teacher encourages the parents to attend Adult ESL classes at neighboring churches and community high schools. The ESL teacher also works with the parent coordinator and members of the school community who are fluent in the home language of the parents. All correspondences are translated and sent home to parents to ensure full participation. Mr. Vidal, a bilingual staff member will conduct workshops with the Parent Coordinator and the Parent Teacher Association afterschool. Some of the workshops are as follows:

- * Navigating the school organization (procedure for taking child out early, speak about behavior problem, etc) January 30, 2013
- * Understanding the NYSESLAT February 27, 2013
- * Supporting instruction at home (Dial a Teacher, developing vocabulary/labeling the house, parent/student friendly websites) March 27, 2013
- * Curriculum days to celebrate the units of study (ongoing)
- * Knowing community resources (community based organizations and public library), getting a library card, adult ESL, assistance with health care and housing May 29, 2013

The meetings are Wednesdays from 3:10 p.m. to 4:10 p.m. and parents are encouraged to attend workshops offered by the Network and the Office of English Language Learners.

Part D: Parental Engagement Activities

Parents will also attend trips throughout NYC to enhance cultural awareness

Museo de Barrio May 3, 2013

Ellis Island May 24, 2013

Tenement Museum June 7, 2013

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$0	\$0
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	\$0	
TOTAL	\$	