



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME: LUIS BELLIARD

DBN (06/ MANHATTAN/ 008):

PRINCIPAL: RAFAELA LANDIN

EMAIL:

RLANDIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rafaela Landin	*Principal or Designee	
Myra Davis-Thomas	*UFT Chapter Leader or Designee	
Marta Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Arneris Reyes	CBO Representative, if applicable	
Karen Sestak	Member/ Teacher - Chairperson	
Luis Fernandez	Member/ Teacher – Co-Chairperson	
Alejandro Ruiz	Member/ Teacher	
Ana Aponte	Member/ Teacher	
Beena Thomas	Member/ Teacher - Secretary	
Rufina Rodriguez	Member/ Parent	
Maxima Payano	Member/ Parent	
Judith Antonini	Member/ Parent	
Ana de la Cruz	Member/ Parent	
Ana Paredes	Member/ Parent	
Manuel Then	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To improve each student's literacy achievement outcomes, with a particular focus on English Language Learners, to close the achievement gaps of this sub-group.

- ✚ By June 2013, students in grades 3-5 will show progress in Literacy as indicated in the Median Adjusted Growth Percentile in the 2013 Progress Report – Improving our Overall grade level from a C to a B in the area of student progress

Comprehensive needs assessment

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

A review of the New York State ELA Data Report reveals that the percentage of students in grades 3-5 obtaining levels 3 and 4 decreased by 8% from school year 2011-2012. The percentage of ELLs scoring at levels 3 and 4 decreased from 15.2% in 2011 to 8.8% in 2012. Therefore, improvement of student performance in literacy, with special attention to this subgroup, will be the focal point of all school initiatives.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Require grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all sub-groups (July 2012-June 2013) – Network ELA Specialists, Principal, ELA Assistant Principal, Literacy Coaches, Teachers
- Implement CCLS integrated unit of work within balanced literacy daily program (July 2012 – June 2013) – Principal, ELA Assistant Principal, Literacy Coaches, Teachers
- Implement CCLS unit of work and performance task (Winter 2012 and Spring 2013)--- Principal, ELA Assistant Principal, Literacy Coaches, Teachers
- Provide professional development for teachers of students with SWD and ELL to focus on specific daily effective teaching practices to meet these students' needs (October 2012-June 2013) Literacy Coaches, Special Education Liaison, Network ELL Specialists, DOE Internal Services for SWD and ELL
- Create an instructional team comprise of lead teachers and administrators to support in the effective implementation of the CCLS and the 2012-13 Citywide Instructional Expectations
- Establish Data Inquiry Team of ELLs who did not make progress in 2011/2012 and implement action research cycle, aligning Response to Intervention (RTI) tiers of instruction and intervention informed by data (October 2012 – June 2013)- Principal, Bilingual/ESL Assistant Principal, RTI Coordinator, Literacy Coaches, Teachers
- Mandate Extended Day Program for students in grades 3-5 twice per week for 50 minutes (September 2012- June 2013)- Principal, ELA Assistant Principal, Teachers

- Strategically identify all bottom 1/3 students, students who scored between 2.45 and 3.45 and provide them with additional literacy instruction using the Successful Reader Program 4 to 5 times per week for a minimum of 30 minutes each session (Reading LAB) (October 2012-June 2013)—Principal, ELA Assistant Principal, RTI Coordinator, Teachers
- Offer Title III Program to ELLs and SWDs on Saturdays, use the IReady on line program to diagnose and monitor literacy progress (December 2012- May 2013)--- Principal, Bilingual/ESL Assistant Principal, Teachers
- Monitor students (Grades 2-5) progress on a monthly basis using the STAR Literacy Program (September 2012- June 2013)--- Principal, ELA Assistant Principal, RTI Coordinator, Literacy Coaches, Teachers
- Re-structure our literacy block to include shared reading 5 times per week; with focus on content areas using the expertise of Linda Trifon, Literacy Consultant.

Strategies to increase parental involvement

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

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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 literacy achievement level;
- 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 the demands of the Common Core Learning Standards for Literacy and the 2012-13 Citywide Instructional Expectations;
- providing parents with bi-monthly progress report in literacy (Parent STAR Literacy Progress Report);
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and
- conducting 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;

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ARRA RTTT Citywide Inst Exp -

Service and program coordination

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

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Title III Program, federally funded supplemental service is provided to our ELL population, once a week for four hours, and focuses on increasing the participating students' English language proficiency through small group instruction and the I-Ready online reading program.
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 4th and 5th grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experiences.
- Offer English Language Learners and immigrant students in grades 1-4 an opportunity to participate in the English Language and Literacy through the Arts (ELLA) Saturday Program. This program is offered through the Office of Language Learners in partnership with the Center for Arts Education housed at our school – PS 008M.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve each student's mathematics achievement outcomes, with a particular focus on the SWDs and ELLs to close the achievement gaps of these subgroups.

- By June 2013, students in grades 3-5 will show progress in Mathematics as indicated in the Median Adjusted Growth Percentile in the 2013 Progress Report – Improving our Overall grade level from a C to a B in the area of student progress

Comprehensive needs assessment

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

A review of the New York State Math Data Report reveals that the percentage of students in grades 3-5 obtaining levels 3 and 4 increased by 1.6% from school year 2011-2012. The percentage of ELL scoring at levels 3 and 4 increased from 26.1% in 2011 to 35.0% in 2012 and the SWD also increased from 12.5% in 2011 to 24.2% in 2012. Although there was an increase in the number of students obtaining levels 3 and 4, including ELLs and SWDs, we believe that we need to augment the percentage of students obtaining levels 3 and 4 in mathematics in order to close the achievement gaps among these subgroups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Require grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all sub-groups (July 2012-June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Implement PS 8 Mathematics K-5 pacing calendars incorporating tiered, differentiated workshop model math lessons aligned to CCLS (September 2012-June 2013)---During the summer of 2012, Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, and Teachers researched, adopted, and created Common Core aligned units of study for all grades using the recommended New York City Department of Education Math Scope and Sequence for the 2012-2013 school year. One such adoption was from the Georgia Department of Education math units that were then aligned to the NYC and NYS pacing.
- Implement Guided Math intervention sessions and incorporate a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including, Exemplars' tasks, Open Response tasks and the CCLS aligned unit of work and performance task (September 2012-June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Require grade level teacher teams to examine NYCDOE units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation (September 2012-June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Implement CCLS unit of work and performance task (Winter 2012 & Spring 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches,

AUSSIE Mathematics Consultant, Teachers

- Conduct 'Looking at Student Work' sessions with teachers to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyzing student work from mathematics performance task (Winter 2012 & Spring 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Analyze each grade's Mathematics assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed (October 2012-June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Implement Clinical Friday every week to facilitate frequent assessments of students' grade level expectations in mathematics – ECAM, guided math instruction, Exemplars, Numeration/Operations CCLS –aligned Diagnostics (September 2012- June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Implement Number Talks school-wide – to increase number sense knowledge (September 2012- June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers
- Monthly Monitoring of students in math development using the STAR Program (September 2012-June 2013)--- Principal, Mathematics Assistant Principal, Mathematics Coaches, AUSSIE Mathematics Consultant, Teachers

Strategies to increase parental involvement

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

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 mathematics achievement level;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- providing parents with bi-monthly progress report in mathematics (Parent STAR Math Progress Report).
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and
- conducting 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;

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and Arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Title III Program, federally funded supplemental service is provided to our ELL population, once a week for four hours, and focuses on increasing the participating students' math proficiency through small group instruction and the I-Ready online mathematics program
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 4th and 5th grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experiences.
- Offer English Language Learners and immigrant students in grades 1-4 an opportunity to participate in the English Language and Literacy through the Arts (ELLA) Saturday Program. This program is offered through the Office of Language Learners in partnership with the Center for Arts Education housed at our school – PS 008M

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To continue to improve teacher practice; including new teachers, through implementing and conducting frequent cycles of formative classroom observation inclusive of quality actionable feedback.

- ✚ By June 2013, the principal and assistant principals will conduct a minimum of 4 to 6 informal and formal observations for each teacher at PS 8; focused on selected components of a research-based rubric (Danielson: **1e, 3b, and 3d**, 2b) and use this rubric to provide teachers with actionable feedback, improve teachers' practice, and maximize student outcome.

Comprehensive needs assessment

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

Improvement of teacher effectiveness through frequent and actionable feedback to improve students' performance is one of the Citywide Instructional Expectations. Therefore, we decided to use the Danielson's Framework for Teachers to ensure that we use a common lens for classroom observation and teachers' feedback. This framework will be used to improve teachers' practice regarding curriculum, instruction, and CCLSS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal and assistant principals are to attend further training regarding implementation of research-based teacher effectiveness rubrics to use in informal observations to ensure consistency of practice and feedback, including training for utilization of electronic devices with observation 360 feedback process, incorporating effective teaching technology resources (September 2012-June 2013)
- Review Chancellor's Instructional Expectations 2012/2013 regarding ongoing actionable feedback for each teacher, for all staff to build shared understandings and consensus of processes, identified key components and organizational/ structural issues, pertinent to PS 8--- Principal (September 2012-June 2013)
- Teachers engage in self assessments on selected components of the Danielson Framework for Teaching – Planning/Preparation and Teaching – and identify at least one area for growth--- Principal, Assistant Principal, Teachers (January 2013)
- Develop weekly schedules for administrative team to ensure informal observations are regularly scheduled so as to ensure a minimum of 4 to 6 actionable feedback sessions for each teacher at PS 8--- Principal & Assistant Principals (September 2012-June 2013)
- Schedule 3 Instructional Rounds (October 2012, December 2012, March 2013) to support the school's efforts in strengthening the common language and understanding of what quality teaching looks like – Use Danielson Framework for Teaching – Focus on 3b and 3d---- Principal & Assistant Principals

- Schedule regular monthly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and clarity in expectations for teacher practice, guided by a research-based teacher effectiveness set of rubrics---- Principal & Assistant Principals (September 2012-June 2013)
- Purchase further study materials/ texts/electronic tools such as PD 360, CC360 and Observation 360 to build administrators' knowledge of teacher effectiveness rubrics as well as facilitating professional conversations including actionable feedback/ reflective questions, further enhancing the technological skills of Principal, Assistant Principals and teachers--- Principal (August 2012)

Strategies to increase parental involvement

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

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;
- inviting parents (SLT) to participate in our Winter Instructional Rounds;
- 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;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and
- conducting 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;

Budget and resources alignment

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

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

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Title III Program, federally funded supplemental service is provided to our ELL population, once a week for four hours, and focuses on increasing the participating students' English language and mathematics proficiency through small group instruction and the I-Ready online reading and mathematics program.
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 4th and 5th grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experience.
- Offer English Language Learners and immigrant students in grades 1-4 an opportunity to participate in the English Language and Literacy through the Arts (ELLA) Saturday Program. This program is offered through the Office of Language Learners in partnership with the Center for Arts Education housed at our school – PS 008M

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve teacher effectiveness through teacher led collaborative development of CCLS aligned curriculum maps, with a focus on improving the content and tasks for students; with special attention to English Language Learners.

- ✚ By June 2013, 6 teacher teams have collaboratively developed, implemented and evaluated rigorous curriculum maps in Literacy and Mathematics aligned to the 2012-2013 Citywide Instructional Expectations and the six Common Core “Shifts” in literacy and math

Comprehensive needs assessment

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

Planning rigorous curriculum, focusing on content and performance tasks will lead to effective instruction and improve performance for our English Language Learners and Students with Disabilities. Therefore, we decided to have a goal on planning and preparation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Provide teacher teams further training in CCLS, cognitive rigor, higher order thinking skills and curriculum mapping with external consultants from the AUSSIE (July 2012-June 2013)
- Teacher teams develop CCLS aligned units of work, mapping out the 2012/2013 year – Common Planning and PLT (July 2012- June 2013)
- Teacher teams review and revise our curriculum maps and units of study with AUSSIE consultants (Literacy and Math) and Network 104 Instructional Specialists to ensure alignment with the six shifts in mathematics and ELA/Literacy – Common Planning & PLT (July 2012-June 2013)
- Teacher teams and administrators ensure that our curriculum map in literacy evidenced 50% Informational Text (July 2012 & September 2012)
- Continue to organize a book room by genre and ascertain that 50% of resources are informational text--- Literacy Coaches (September 2012- June 2013)
- Teacher teams and administrators review and revise the curriculum to ensure that the writing curriculum emphasizes the use of evidence to inform or make an argument – Common Planning Time, PLT and November 6th PD Day (July 2012-June 2013)
- Provide PD for all teachers on developing tasks using Hess’s cognitive rigor matrix--- Principal, Assistant Principals, Literacy & Mathematics Coaches (July 2012-June 2013)
- Provide opportunities for teachers to develop or adapt, implement and engage all students in two literacy and two mathematics tasks embedded in our curriculum as indicated in the Citywide Instructional Expectations --- Principal, Assistant Principals, Literacy & Mathematics Coaches, Teachers (Winter 2012 and Spring 2013)
- Teacher teams will show evidence of academic vocabulary in their lesson plans and units of study – Teachers will require students to ground reading, writing and discussion in evidence from text – Common Planning and PLT (September 2012- June 2013)
- Teacher teams will develop lessons and units of study showing evidence of different entry points in a lesson/unit to ensure academic success for all students; with special attention to ELL and SWD – Common Planning & PLT (September 2012- June 2013)

- Teachers will show evidence of shared reading in their lesson plans/units of study in all content areas – Common Planning & PLT (September 2012- June 2013)
- Teacher teams share work developed with other faculty members – November 6th PD and Faculty Conferences on the first Monday of every month

Strategies to increase parental involvement

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

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;
- inviting parents (SLT) to participate in our Winter Instructional Rounds;
- 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;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and
- conducting 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;

Budget and resources alignment

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

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

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and Arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Title III Program, federally funded supplemental service is provided to our ELL population, once a week for four hours, and focuses on increasing the participating students' English language and mathematics proficiency through small group instruction and the I-Ready online reading and mathematics program.
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 4th and 5th grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experience.
- Offer English Language Learners and immigrant students in grades 1-4 an opportunity to participate in the English Language and Literacy through the Arts (ELLA) Saturday Program. This program is offered through the Office of Language Learners in partnership with the Center for Arts Education housed at our school – PS 008M.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

To ensure teacher teams meet in professional learning teams to focus on instructional implications of implementing the Common Core Learning Standards (NYS) and the 2012-13 Citywide Instructional Expectations

- ✚ 100% of teachers will be involved in weekly planning sessions to collaboratively look at student work with NYC Instructional Expectations protocol, analyze and modify curriculum maps and units of study in terms of gaps between current student work and CCLS aligned expectations.
- ✚ 100% of all teachers in K-5 will prepare for the implementation of four Common Core-aligned units of study – two in math and two in literacy
- ✚ 100% of students in grades K-5 will experience four Common Core-aligned units of study – two in math and two in literacy

Comprehensive needs assessment

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

Ensuring that teacher teams meet a minimum of twice per week to examine student work and obtain information on teaching and learning as per Citywide Instructional Expectations is a priority to our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
 - ✚ Common Prep times established in teachers' schedule--- Principal & Assistant Principals (September 2012)
 - ✚ Professional Learning team meetings scheduled each week, alternating two weekly for Literacy and two weekly for Mathematics--- Principal, Assistant Principals, Literacy & Mathematics Coaches, AUSSIE Mathematics Consultant, Network Specialists, Teachers (Thursdays from 2:35 p.m. to 3:25 p.m. beginning September 2012 & ending June 2013)
 - ✚ Timelines and content of sessions mapped out with teacher leaders and administrative team, inclusive of Chancellor's Instructional Expectations--- Principal, Assistant Principals, Literacy & Math Coaches, AUSSIE Mathematics Consultant, Network Specialists, Teachers (September 2012- June 2013)
 - ✚ External consultants (AUSSIE, Network Specialist, PD 360, CC360, Linda Trifon, Literacy Consultant) scheduled for PLT meeting days to aid in facilitation of sessions (September 2012-June 2013)

Strategies to increase parental involvement

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Our school will support parents and families of Title I students by:

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- 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;
- maintaining 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;
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- conducting 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;

Budget and resources alignment

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

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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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	<ul style="list-style-type: none"> ✚ Wilson ✚ Readers' Theatre ✚ Successful Reader (3-5) ✚ Step Up to Writing ✚ Accelerated Reader ✚ English in a Flash ✚ Uptown Education Program ✚ Waterford (K-2) ✚ I-Ready Reading (3-5) ✚ Shared Reading ✚ Guided Reading ✚ Read Alouds ✚ Word Study ✚ Shared Writing ✚ Interactive Writing ✚ Close Reading ✚ Hooked on Phonics ✚ STAR Reading 	<p>Identified students in grades K-5 will receive AIS/RTI services in accordance to their needs as evidenced by assessment data results. Students identified in either the Tier II or Tier III level of intervention will be served, in small groups, by highly qualified teachers using both a push-in and pull-out model of instruction.</p>	<p>All efforts will be made to implement a co-teaching approach in grades 3-5 that will provide additional teacher support for 100 minutes in grades 3-5 during the literacy block. This will support differentiated instruction for all Tier I and Tier II students. Literacy services will also be provided for 50 minutes per day during school hours for targeted Tier II and Tier III students. An after-school extended day program (37 and ½ Minutes) will also address the needs of at-risk and level 1 students in grades 2-5.</p>
Mathematics	<ul style="list-style-type: none"> ✚ I-Ready Math ✚ Accelerated Math ✚ Math in a Flash ✚ STAR Math 	<p>Level 1 students in grades 3, 4, & 5 will participate in Accelerated Math, Math Facts in a Flash, and the I-Ready Math program. All of the above mentioned programs are technology based and individualized. Special attention is given to Level 1 Math ELL students via a bilingual certified teacher.</p>	<p>One to one and small group instruction - Services are provided during the school day for 30 minutes, 3 to 5 times per week.</p>

Science	<ul style="list-style-type: none">  Waterford  Language Proficiency Kit  Shared Reading 	<p>Small group instruction Language Proficiency Kit- A science Based Literacy Program promoting second language acquisition by developing students' reading, writing, listening and speaking skills through sequentially structured activities.</p>	<p>During the school day in whole class and small group instruction.</p>
Social Studies	<ul style="list-style-type: none">  Shared Reading 	<p>Whole group and small group instruction – 5 times per week</p>	<p>During the school day in whole class and small group instruction.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none">  Individual and Small Group Counseling  Behavior Modification Strategies  Teaching Children Coping Mechanisms  Play Therapy  Games  Dramatizations 	<p>Guidance counselor will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations, students will be able to discuss their concerns and work out their problems.</p> <p>The School Social Worker will provide counseling services in grades K-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Working closely with the family and classroom teacher is part of the process used to support the student.</p>	<p>Through individual and small group counseling, the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies.</p>

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.

The PS 8 staff is comprised of 100% fully licensed teachers and 44% of the teachers possess a Masters Degree plus 30 credits. Our classes are taught by 98% of “highly qualified” teachers”(NCLB/SED). In addition, teachers are provided with opportunities to acquire course credits to further certification requirements and expand instructional abilities under Title I funding. The following activities will be used to ensure that the current staff becomes highly qualified:

- Teachers will receive on-site and off-site professional development on the Common Core State Standards from our CFN support network, AUSSIE consultant in mathematics, Linda Trifon, Literacy Consultant and DOE PD (September 2012- June 2013)
- Collaboration and planning will continue across the grade levels during common planning time twice per week (September 2012- June 2013)
- Teachers and paraprofessionals will be provided with professional development opportunities in balanced literacy instruction, the STAR Program, the Quality Review Rubric, and understanding and effectively implementing the IEP (September 2012- June 2013)
- The principal and assistant principals will receive on-site and off-site professional development on the use of summative and formative data to improve teaching and learning, the Common Core State Standards and the use of the Quality Review Rubric as a tool to improve school wide efforts – Network Specialists, AUSSIE Consultants and DOE PD (September 2012- June 2013)
- Mentoring by coaches will assist new teachers to ensure seamless instruction of curriculum and support (September 2012- June 2013)

Strategies to attract high-quality, highly qualified teachers:

- Hiring of teachers will be processed via the School Human Resources Committee.
- We will enlist the support of our Human Resources Liaison to fulfill all vacancies in late spring and during the summer months.
- Create a corps of support staff such as consultants, coaches, Network Specialists and administrators to support our new teachers and teachers identified as in need of professional development.
- We will effectively implement the New Teacher Induction Mentoring Program.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN 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 in October 2012 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; Overview of Common Core State Learning Standards and Citywide Instructional Expectations

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Bob Cohen	District 6	Borough Manhattan	School Number 008
School Name Public School 8 - Luis Belliard			

B. Language Allocation Policy Team Composition

Principal Rafaela Landin	Assistant Principal Wiley Nelson-Dinnal
Coach Marisol Rey	Coach Llecely Mendoza
ESL Teacher Marcia Campos	Guidance Counselor Zuleyka Cruz
Teacher/Subject Area Luis Fernandez - ESL	Parent Martha Rodriguez
Teacher/Subject Area Annette Saxton - AIS	Parent Coordinator Carmen Natera
Related Service Provider Annie Aponte	Other type here
Network Leader Bob Cohen	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	13	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	3		

D. School Demographics

Total number of students in school	570	Total Number of ELLs	253	ELLs as share of total student population (%)	44.39%
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Part II: ELL Identification Process

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

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

For the initial identification of those students whose Home Language Survey indicates that they are native language dominant and may be ELLs, we follow the steps outlined in the New York State - LEP Identification Process: Screening (Enrollment - Administer Home Language Questionnaire), Initial Assessment (Administer Language Assessment Battery-Revised {LAB-R} in English and the LAB in Spanish), Program Placement (Place Student in Appropriate Program) and Annual Assessment (Spring-Administer the New York State English as a Second Language Achievement Test). During registration, the Pupil Accounting Secretary, and the Bilingual Coordinator, ensure that parents receive a registration packet according to their native language. The registration packet includes the Home Language Identification Survey, which is mandatory for all parents to complete. The Bilingual Coordinator (ESL and Bilingual Certified), reviews the information in the HLIS and if the child qualifies, she then conducts an informal oral interview in English and in the native language. This process is completed within the first ten days after admission as per CR Part 154. Alternatively, for students who qualify for the LAB or LAB-R, this process is completed within 10 school days of enrollment date (ATS) as per CR Part 154. The LAB-R and LAB are administered by our certified bilingual coordinator in Spanish or English or (LAB-R only) our certified ESL teacher in English. The exams are hand-scored and the scores are submitted to ATS and the results are used to place the students according to parental choice. These scores are filed in the school in case there are any omissions or discrepancies and used to identify NYSESLAT eligible students. In addition, the RLER report aids in identifying the eligibility of the NYSESLAT or LAB-R. Once a student is identified as an ELL, they are mandated to take the NYSESLAT (yearly) until they achieve the proficient level. The NYSESLAT has four components: listening, speaking, reading and writing. The NYSESLAT is a test administered in May by a team of teachers who are trained by the ESL team on the administration of the speaking modality. The other three modalities (or components) are administered to mandated students according to the NYS NYSESLAT testing schedule by classroom teachers and the testing team. ALL ELLs receive testing modifications for as long as they are ELLs and until they become proficient. Once they reach proficiency, they are entitled to two additional, consecutive years of the same testing modifications entitled to all ELLs.

After the administration of the LABR in English or Spanish LAB and the child has been identified as an ELL, parents are invited to attend informational meetings and parent orientations, with translation services, if necessary, to learn about the various programs offered to our ELL population (Dual Language, Transitional Bilingual, and Self-Contained ESL). At these meetings, parents have an opportunity to view the Parents' Orientation video which details the different programs. Following a discussion, in English and in Spanish, parents are given the surveys and choice forms to choose the program in which they would like their child to be placed. Parents have opportunities to set up individual meetings with administration, our Parent Coordinator, the Bilingual Coordinator and ESL teachers to further discuss their options in their language of choice. Entitlement Letters, Parent Surveys and the Program Selection Forms are collected by the bilingual coordinator and kept in a file in her office. The information included in the ELL Parent Information Case (EPIC) is used as a tool to conduct these meetings.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs is as follows: the Bilingual Coordinator, ESL Teacher and Parent Coordinator, hold individual or group meetings with parents to discuss their program selection and the results of the informal/formal assessments. After these meetings, students are placed according to parental

request. Communication is done in English or in Spanish, according to the parents' needs. Parents are notified of the program selected for their child within the first twenty four hours after admission.

After reviewing our Parent Surveys and Program Selection Forms (forms are filed in room 310 in the bilingual coordinator's office) from the current and previous years, we have noticed that in the lower grades, if a student is entering Kindergarten or First Grade, parents are more likely to select placement in the Dual Language Program. Parents of students who are entering the NYC public schools for the first time, in grades 3-5, are placed in our Transitional Bilingual Education Program, due to the fact that many of these students come with little or no prior schooling. In this program, we are able to offer differentiated instruction to support the many academic needs presented by this population. Although we make it known that the parents have different program choices, the survey results have indicated that the pull out/push-in ESL program is the first option most parents select.

Our parents' requests for specific programs are honored by the school as much as possible. We offer all different programs: Dual Language, Transitional Bilingual Education, and English as a Second Language: pull out or push-in, and ESL Self Contained. Parents have opportunities to select and change their program selections at the beginning of each year, as well as during the year if the need arises. Once the parents are informed about the different programs at the school and select a program, we encourage them to remain with the initial program selection. In order to build further alignment between parent choice and program offerings, P.S. 8 plans to host more informational meetings for parents, as well as ongoing parent meetings for parents of English Language Learners; in order to foster discussion about the programs and provide a forum for parents to ask questions and share suggestions.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	4	3	4	3	4	4	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	253	Newcomers (ELLs receiving service 0-3 years)	203	Special Education	41
SIFE	12	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	109	10	3	4	0	0	0	0	0	113
Dual Language	33	0	1	9	0	1	1	0	0	43
ESL	61	2	17	32	0	16	4	0	3	97
Total	203	12	21	45	0	17	5	0	3	253

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	17	26	24	9	12								110
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	17	26	24	9	12	0	110						

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	14	9	6	20	4	24	6	16	7	20	8	14							45	103
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other																			0	0
TOTAL	14	9	6	20	4	24	6	16	7	20	8	14	0	0	0	0	0	0	45	103

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
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: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>103</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	16	6	17	19	21	15								94
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1			2								3
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	16	6	18	19	22	17	0	98						

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?

Instruction for all of our ELLs is delivered through a workshop model that encompasses specific strategies that support the development of both languages. Currently, we are comprised of the following organizational models: push-in, pull-out, Integrated Collaborative Teaching, Departmentalized and Self-Contained. Our classes are heterogeneous and travel together as a group.

Classes are organized according to the language proficiency levels as per the 2011 NYSESLAT scores and instruction is given according to program model as per CR Part 154. This year we have established the Integrated Collaborative Teaching model in grades 2 and 5 which is designed as a model of intervention services that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all ELLs in those grades. In addition, we have established an ESL Self-Contained class in Kindergarten. Both models offer the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas.

Teachers are organized by license area to ensure that the mandated amount of instructional minutes is provided to implement strategies, techniques and methods that support the ELL student. Listening, speaking, reading and writing strands are developed according to research-based methodologies. Careful attention to building background knowledge and skills, vocabulary in the content area and opportunities to learn the structures of the second language are emphasized in all models.

Common Branch certified teachers in our monolingual classes deliver instruction in English and the teachers use ESL methodologies to support ELLs. ESL certified teachers push into monolingual classes using a co-teaching approach, or pull out, to further support English language development. Teachers in the Dual language program are dual certified (bilingual and common branches) and engage in a 50/50

A. Programming and Scheduling Information

model of instruction in English and Spanish, supporting the development of both languages. In the Transitional Bilingual model, instruction is delivered according to the language proficiency of the students and the mandated minutes as per CR Part 154. Students at the beginning and intermediate levels receive 360 minutes of English instruction per week; and students at the advanced level receive 180 minutes. Teachers in ESL Self-Contained classes are hold Common Branch licenses with an extension in ESL and deliver instruction in English using ESL methodology. In addition, we have departmentalized instruction in 4th and 5th grades where ELLs are immersed and instructed in two classrooms, one for Literacy and one for content areas: Math, Social Studies and Science. Students in the departmentalized model receive Literacy with embedded ESL strategies and the pull-out model by a licensed ESL teacher.

Explicit ESL, ELA and NLA instructional minutes are delivered in each program model as delineated in CR Part 154. In Self-Contained ESL classes, students receive ELA instruction during the literacy block (Skills, Reading Workshop, Writers Workshop). ESL methodologies are used to support ELL students in the classroom. In the Dual Language classes, instructional time for ELA and NLA are divided equally, 50% of the week. During ELA instruction, ESL methodology is used to support the ELLs in the classroom. In the Transitional Bilingual classes, students receive 60% NLA instruction and 40% ELA instruction with ESL methodology. This is deductive based on the changing proficiency levels of the students. In order to ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model we use the guidelines from The Language Allocation Policy and CR Part 154. Teachers' schedules are written in color: blue to identify subjects taught in English and red to identify subjects taught in Spanish. These schedules are posted outside each classroom door and copies are kept in binders in the principal's and the assistant principals offices.

In the Self-Contained ESL classes, content area instruction is delivered in English using ESL methodology. In Dual Language classes, Math instruction is delivered in both English and Spanish equally, 50% of the week. In Transitional Bilingual classes, all content area is instructed in Spanish with a summary at the lesson's end in English with an emphasis on the academic vocabulary that the students learned during the lesson. In order to make content comprehensible to enrich language development, the teachers in all program models, use the following strategies: shared reading and writing, interactive writing, guided writing, visual aids/realia, explicit content area vocabulary instruction, facial expressions and gestures, Total Physical Response (TPR), use of graphic organizers, read alouds, technology (internet, United Streaming videos), cognates and hands-on experiences (Field Trips, experiments, projects etc.)

ELLs are assessed in their native language through the following vehicles: EDL (DRA in Spanish), ELSOL, teacher made assessments, and 3rd-5th grade students are administered the city-wide ELE (Examen de Lectura de Espanol) exam in the spring. In addition, they take a translated version of the content area assessments (NYS Math and Science) in Spanish.

We differentiate the instructional plan for ELLs according to the number of years that they are enrolled in the ELSS (English Language School System). ELLs are divided among the following categories: SIFE, ELLs with less than 3 years, ELLs with 4-6 years and long-term ELLs who have 6 years or more.

Instructional Plan for SIFE: We have approximately 12 students in grades 3-5 who fall into this category. These students often have literacy and academic gaps in their native language, may not be able to read or write in their native language and do not understand basic concepts, content knowledge, and critical thinking skills that their non-SIFE peers will have mastered. These students receive guided math and supplemental math instruction in Spanish in order to improve basic conceptual and computational skills and practice word problem solving. In addition, these students engage in shared and guided reading and writing groups in their native language through Tier 1 intervention. Instruction is scaffolded for these. Furthermore, these students are grouped for participation in our Title III Program. Their specific needs are addressed by an experienced bilingual teacher who understands the language challenges that these ELL students face.

Instructional Plan for ELLs (less than 3 years): These students are mostly in our transitional model program and receive instruction in Literacy, Math and all content areas by a highly qualified bilingual teacher. Tier 1 and 2 intervention are given to these students by the classroom teacher, AIS, and Coaches. In addition, these students have an opportunity to participate in our Title III Program. Highly qualified Bilingual, General Education and ESL teachers will be selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. During our Title III Program, our students will work with Rourke and Key Links to Literacy. Both of these programs focus on guided reading instruction. Technology is also used to support and supplement academic and language development.

Instructional Plan for ELLs (4-6 years): These students receive instruction in English in Literacy, Math and all content areas through a co-teaching model, an ESL push-in model and AIS. These students are afforded the opportunity to participate in the Title III Program and the 37 1/2 minutes in order to support their academic and language development. Instruction during the day is given through a guided approach in small groups in order to facilitate learning.

Instructional Program for ELLs (6 + years): These students receive an instructional program that incorporates second language methodologies for the development of content area concepts and skills in Literacy, Math, Social Studies and Science. Highly qualified

A. Programming and Scheduling Information

Bilingual, General Education and ESL teachers are selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. A differentiated instructional program that supports the development of content vocabulary and second language grammatical structures are emphasized throughout the planned curriculum. Our emphasis will be guided reading. These students will also be invited to our Title III Program.

Instructional Program for ELLs with special needs: For the past few years, we established The Integrated Collaborative Teaching Model which was designed as a model of intervention that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all students in the area of Literacy, Math, Social Studies and Science. This model includes all children as capable learners and offers the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas.

Instructional Program for ELLs with special needs: These students receive an instructional program that incorporates second language methodologies for the development of content area concepts and skills in Literacy, Math, Social Studies and Science. Highly qualified Special Education, Bilingual and ESL teachers are selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. These students are provided with Tier 1 and Tier 2 intervention through a push-in or pull out model. They utilize technology (Accelerated Reader, Kaplan Kids, United Streaming, iPads, Kindles, etc..) to maximize interest and give them hands-on opportunities to interact with current trends. The Child Study Team discusses these students periodically to ensure that the interventions provided by classroom teachers as well as other at risk services are being effective. If needed, the Child Study Team refers these students for an evaluation after 2 years of at risk services.

In order to maintain consistency in all classrooms, for all ELLs and ELLs –SWDs, a common vertically and horizontally curriculum aligned to the standards was developed and is implemented in all grades. Materials to support instruction are purchased in English and in Spanish according to the program. Supplemental material to support our second language population is used during and after school. The following materials are used to supplement the core curriculum: Accelerated Readers, Kaplan Kids, Key Links Literacy, Journeys New York, Empire State NYSESLAT Test Prep Materials, Rourke's Language proficiency and Vocabulary Intervention Kits for Readers and Writers, Estrellita, Scholastic Guided Reading Program in Spanish and English.

The teachers in all program models where ELLs are taught including ELL-SWDs use the following strategies: shared reading and writing, interactive writing, guided writing, visual aids/realia, explicit content area vocabulary instruction, facial expressions and gestures, Total Physical Response (TPR), use of graphic organizers, read alouds, technology (internet, United Streaming videos), cognates (associations) and hands-on learning activities.

In an effort to close the achievement gap between SWD and students without disabilities, we have increased access to and participation in the general education setting by forming two Integrated Co-Teaching classes in 2nd and 5th grade. Qualified Special Education and General Education teachers engage in a co-teaching model where students with disabilities and students without disabilities engage in a learning environment with the appropriate interventions and strategies to ensure that the needs of both student groups are met.

Courses Taught in Languages Other than English ⓘ

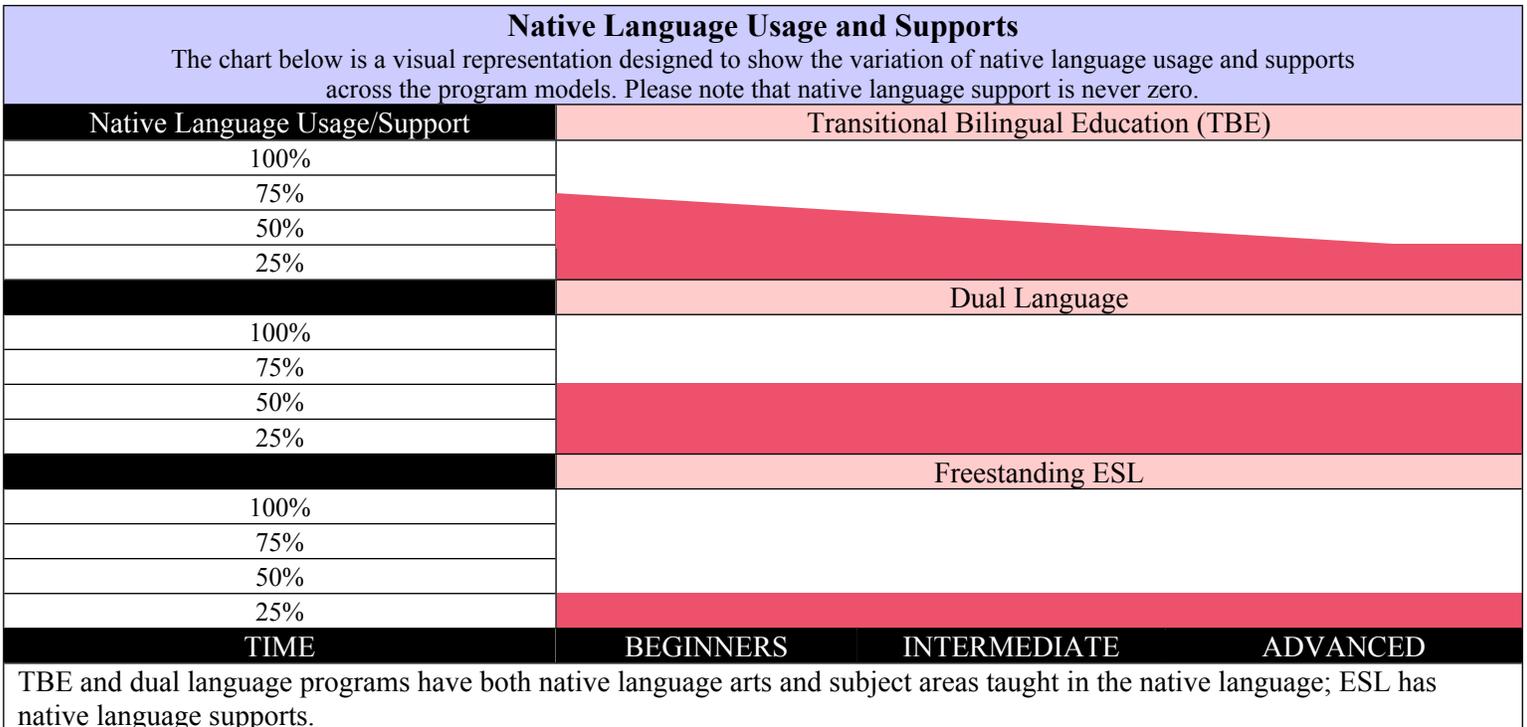
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

Our targeted intervention programs for ELLs in ELA, Math, Science and Social Studies are as follows:

Language Proficiency Intervention Kit (English): a science-based literacy kit that utilizes the four strands: reading, writing, listening and speaking to develop second language acquisition. The program emphasizes content area vocabulary and engages the learner in experiences that promote higher level reading comprehension. The strategies used in this program are research based and effective for all ELLs, in supporting the second language learner. It is a guided reading program that focuses on listening skills and differentiates students according to their levels of proficiency: beginner, intermediate or advanced. The kit provides a lap book, 6 student copies, a graphic organizer and a story on a card.

Orton Gillingham/Fundations (English): a sequentially-based phonics program that is designed for students in grades K-2 and for beginner ELLs. It is science-based and focuses on phonemic awareness, phonics, basic writing and fluency.

Wilson (English): a sequentially-based Orton Gillingham program for students in grades 2-5 and for ELLs learning to read in English who have a much higher level of comprehension in comparison to their decoding ability. It is Science-based and focuses on phonemic awareness, phonics, spelling, fluency, vocabulary and basic sentences.

Readers Theater (English): a fluency-building program where students become the narrator in a mini play. This is used with students in all grades and helps ELLs build a love for reading.

Estrellita (Spanish): is a supplementary, multisensory, systematic, beginning Spanish reading program for TBE classes in K and 1 that encompasses instruction in explicit phonemic awareness, phonics and fluency.

Cancionero (Spanish): is a systematic Spanish phonics program for TBE classes in K-2 that builds independent readers and writers in Native Language (Spanish).

Math instruction is taught in Spanish (daily) in the TBE classrooms and alternately in the Dual Language classrooms. Students in these programs are provided a translated version of the assessment in Math and have the option to take the test in Spanish or to use it side by side with the Math test in English as a guide. The Math program is also supplemented by Renaissance Learning Math and Math Facts in a Flash, which are programs for all students, including ELLs.

Students who achieve proficiency level continue to receive support as ELLs for two years after the year that they test out of the NYSESLAT. This continuing transitional support for ELLs reaching proficiency on the NYSESLAT is as follows: Former ELLs are placed in monolingual (English) classes and receive instruction in all subject areas in English with embedded ESL methodology. These students are supported by school personnel, including but not limited to, co-teachers assigned to the grade, coaches, and content area teachers. In addition, classrooms receive Spanish libraries, dictionaries and thesauruses to support their continued learning and native to second language acquisition. They continue to receive time and a half for all state exams for two years after proficiency level is reached, according to CR Part 154.

Our ELLs program will be improved by having our ESL teachers go into classrooms and co-teach during the Readers/Writers Workshops and pushing in to classrooms as much as possible. Pull out instruction will be limited and used on an as-needed basis. This will minimize classroom interruption and fragmented instructional time by the classroom teachers. Students will be able to participate in their daily classroom instruction. ESL teachers will support our ELLs in the classroom as they work in small groups to scaffold instruction in the different content areas of the curriculum. In addition, classroom teachers will benefit by observing the use of ESL strategies by our ESL specialists.

We will not be discontinuing any programs or services for ELLs.

ELLs are afforded equal access to all school programs. Correspondence for any program offered is available in both English and Spanish. They participate in book clubs, literacy groups, health, nutrition, recycling and graduation committees. In addition, they participate in the monthly awards assemblies for Math, Literacy, Honor Roll and Student of the Month. They are included in all Project Arts activities and trips. This year we are continuing the PS8 Choir which includes many of our ELLs, including SWD. They also participate in our 37 1/2 minutes Monday-Tuesday and in our Title III Program which is offered on Thursdays. They participate in our onsite Children's Aid Society Program which runs from Monday-Friday from 2:30 p.m. to 6:00 p.m., Saturdays and during the holidays.

The following materials are used to supplement the core curriculum: Accelerated Readers, Kaplan Kids, Key Links Literacy, Journeys New York, Empire State NYSESLAT Test Prep Materials, Rourke's Language proficiency and Vocabulary Intervention Kits for Readers and Writers, Estrellita, Scholastic Guided Reading Program in Spanish and English. In addition, all of our classrooms from K - 5th grade are Smartboard ready. Teachers make use of the most recent research in all subject areas, but especially in Science and Social Studies, to ensure that all of our students, ELLs included, are introduced to the most recent discoveries/knowledge. In addition, all of our students, from K-5th grade participate in Accelerated Readers and Achieve3000. Our SWDs have a set of NEO computers in the classroom for their own use. They use these during the readers/writers workshop and during small group instruction. We have computer carts that are rotated from room to room as per the teachers' request.

Native language instruction is determined by the proficiency level achieved as per the NYSESLAT for continuing students or LAB-R for entering students. The level of proficiency determines not only the placement of the students, but the appropriate classroom instruction needed to meet the academic needs of the students. Our instructional model follows the Common Core State Standards and the recommended language use as outlined in the Language Allocation Policy Tool Kit. The minutes of Native Language instruction are allocated as follows:

Dual Language: Native language instruction in Spanish is delivered 50% of the week.

Transitional Bilingual: K, 1 and 2 classes conduct 450 minutes of Native Language instruction weekly. Classes with new arrivals in grades 3, 4 and 5 conduct 240 minutes of native language instruction per week. Classes with SIFE students conduct all content area subjects in Spanish.

ESL Self-Contained: All subjects are conducted in English.

Our instructional model and schoolwide curriculum is aligned to the Common Core State Standards and follows the recommended language minutes allocation as per CR Part 154 and the Language Allocation Policy. Highly conceptual and linguistically demanding themes and concepts are introduced in the Native Language through the utilization of the following activities: introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting, and classifying, use of language glossaries and development of concepts. In English students should be using academic discourse in reviews, using language concept glossaries with key terms, vocabulary and functions. Highly contextualized student tasks that encourage thinking, reading, talking, and writing facilitate the transitioning to the English Language. In addition, we make sure that we assess the conceptual understanding in the Native Language in order for students to be able to make the transition into the English Language.

New incoming students are invited to participate in the Children's Aide Society Summer Camp Program. This program consists of neighborhood trips, arts and crafts, basic educational activities and counseling for new parents.

Question 17 is not applicable to PS8.

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)?

The target language in our Dual Language Program from K-2 follows a 50-50% model. EPs and ELLs are immersed in both languages from the beginning. All of our DL students (K-5) receive two and a half days of English instruction and two and a half days of Spanish instruction weekly.

EPs and ELLs in our DL program are integrated 100% of the time. Students in K-5 remain in the classroom with their teachers and either travel or stay as a group during preps and lunch. In addition, they go up in grades as a group. Students in the DL in K move as a group to first and so on. They start as a group/class in Kindergarten and finish as a group/class in the fifth grade. This is very helpful because the parents know each other and are more willing to attend meetings and offer their support. In addition, parents help us sell the program to incoming new parents.

Students in our DL program receive instruction in English for Science and Spanish for Social Studies. All other curriculum areas are taught according to the language of the day; English or Spanish.

Language in our DL program is separated for instruction during the two and a half days in English and the two and a half days in Spanish. Science is taught in English and Social Studies is taught in Spanish.

In our DL program emergent literacy is not taught in the native language first (sequential), rather both languages are taught at the same time (simultaneous).

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.

Professional development opportunities are offered to all teachers and support personnel including assistant principals, bilingual coordinators, paraprofessionals, guidance counselors, special education teachers, psychologists, OT, PT, and speech therapists at PS 8 in order to support staff in improving instructional practices in the classrooms and in our school community to meet the needs of our ELL population as well as our wider student population. Throughout the year, our teachers select and receive professional development including but not limited to the following:

- Analysis of NYS Assessments in Grades 3-5: ELA, Math and Science
- Using Assessments to Differentiate and Plan Guided Reading and Math Instruction
- Teaching Reading Comprehension Strategies
- Integrating ESL Methodology Into Daily Teaching and Learning
- Creating an Inquiry-Based Classroom for Science
- Using the Common Core State Learning Standards to Plan Instruction
- Creating Literacy Centers
- Time Management and Organization: Fitting It All In
- Vocabulary Instruction in the Classroom to Build Academic Language
- Administering and Analyzing the DRA-2/EDL-2 to Plan for Instruction
- Administering and Analyzing NYSESLAT Data to Plan for Instruction
- Accountable Talk Using Common Core Learning Standards Language
- Technology Integration into Daily Classroom Instruction
- How to Incorporate the Classroom and IEP Paraprofessional into the Instructional Program
- Creative Classroom Management: Strategies to Meet the Needs of All Students

Our guidance counselor and our on-site Community Based Organization, the Children's Aid Society and our bilingual parent coordinator, ensure that our ELL students have continuity of services by seeking out appropriate middle school placement for our students. Our bilingual parent coordinator and our bilingual guidance counselor assist families with the middle school application process and provide on-going support and conduct meetings to explain middle school choice to help facilitate a smooth transition of ELLs from elementary school to middle school. Information and correspondence regarding middle school placement is available in English and Spanish.

In order to fulfill the minimum 7.5 hour of ELL training for all staff, on site and off site professional development on planning instruction for ELL and Modified Guided Reading Instruction for ELL is offered to all staff. In addition, our teachers receive training on the SIOP Model and planning effective instruction in mathematics for ELL during faculty conference, grade meetings, Title III PD, Professional Learning Teams, and AUSSIE. Agendas and attendance records are kept on file in the assistant principal's office in charge of bilingual programs.

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?

PS 8 believes in providing every opportunity for the involvement of parents in the academic and decision-making process. We partner with the Children's Aid Society to offer our students and school community a myriad of services to families and children. The CAS staff provides for the health needs of the school. All students identified by the supervisors, teachers and guidance counselor as needing health support, are referred to CAS for services. In addition, CAS provides on-going support to parents requesting their services. The program is comprehensive and closely monitored by the Principal to assure that all student needs are met.

The needs of our parents are evaluated as a result of the conversations that different staff members have with them at any particular time. For example, when a parent comes in to register a child, the bilingual coordinator interviews the parent in regards to the child. During this interview the parent might feel the urge to share a personal concern with the bilingual coordinator. The bilingual coordinator supports the parent by directing the parent to the correct person or agency. That person or agency conducts a more intense interview and ensures that the parent's needs are met or that the parent is directed in the right direction. The same thing could happen with the personnel in the main office, with classroom/out of classroom teachers, guidance, administration etc. In addition, during our monthly meeting, the bilingual Parent Coordinator, puts out a questionnaire/survey, which parents fill out to select the next topic for the following meeting. The bilingual Parent Coordinator gets in touch with the correct staff member or community agency and plans the meeting. Furthermore, the bilingual SAPIS Coordinator, and the bilingual Guidance Counselor, hold individual and small group meetings with parents to educate them about substance abuse and other topics of concerns that parents might have and guide them to programs and/or agencies that will be able to support them. Overall, our parents feel very comfortable with our school and the support that we, as a whole, give them. This is reflected by the results of the Parent's Survey.

Below are a few of the schoolwide activities that are geared toward parents of ELLs that will impact higher achievement for their children:

1. Bi-monthly Parent Newsletters written by teachers to inform parents about upcoming events and units of studies in all content areas. These newsletters are sent home in English and Spanish.
2. Parent Coordinator that provides information, outreach and training to parents on a weekly basis
3. Adult Education classes in ESL, GED, Literacy and parenting, through the services of Children's Aid. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
4. Parent Participation in the School Leadership Team's decision-making process
5. Parent Teacher Conferences specific to the AIS -ELL student. This will take place three times a year.
6. Parent participation in committees
7. Training Workshops take place weekly and provide parents with information on policies, regulations and procedures as well as academic and promotional criteria.

Through an assessment survey additional workshops are presented to address the specific needs of the parents. All training is presented in a bilingual format.

Translation Services: Careful attention is given to providing parents information in the language that they understand. Parents at PS8 are primarily dominant in Spanish. As a consequence, all notices and letters sent home are translated and sent in a bilingual format. The school office staff is proficient in both languages in order to best service parents. In addition, a Bilingual School Aide has been assigned to the office in order to make certain that the needs of parents are addressed immediately and that miscommunication does not occur. Formal messages sent by the Chancellor or State that provide pertinent information for parents are translated by school personnel prior to sending.

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

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)	15	19	16	7	9	9								75
Intermediate(I)	9	10	21	11	6	9								66
Advanced (A)	5	15	22	18	22	16					0			98
Total	29	44	59	36	37	34	0	0	0	0	0	0	0	239

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	8	3	1	5	5							
	I	10	6	15	5	7	5							
	A	9	26	20	15	4	15							
	P	5	4	21	15	21	9							
READING/ WRITING	B	14	19	16	7	9	9							
	I	5	8	21	11	6	9							
	A	5	11	21	17	22	12							
	P	5	6	1	1	0	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	13	7	0	36
4	3	26	2		31
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13	6	12	5	7	0	1	0	44
4	4	3	14	8	11	1	0	0	41
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	8	14	11	1	1	10	17
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.

Our school uses the following assessment tools to assess the early literacy skills of our ELLs. The Developmental Reading Assessment - 2 (DRA-2): This assessment is given to all students (monolingual and bilingual) in Grades K-5 to measure their reading proficiency and comprehension in English. Kindergarteners are assessed two times a year; winter and spring. Grades 1-5 are assessed three times a year; fall, winter and spring. In addition to being assessed with the DRA-2, our ELL students in transitional and dual language programs are assessed with the Evaluacion de desarrollo de la lectura - 2 (EDL-2) to measure their reading proficiency and comprehension in Spanish. Ultimately, ELL students in the Dual Language and TBE programs are assessed in Spanish phonemic awareness using the EL SOL assessment tool.

According to the results of the DRA-2, ELLs who are proficient in L1 are able to increase in levels, in both languages, more rapidly than ELLs who are not proficient in L1.

We use the results of these assessments to establish guided and shared reading groups in both languages, to target the AIS population and to provide individual services to students. Teachers and students converse and formulate individual goals for students in reading and writing. In addition, teachers use these results to differentiate instruction.

The data patterns that are revealed both across proficiency levels on the LAB-R and NYSESLAT and across grades is that most of our students achieve high levels of proficiency in listening and speaking and low levels in reading and writing. This pattern is consistent with the stages of second language acquisition: Pre-Production Stage (The Silent Period), Early Production, Speech Emergent Stage, Intermediate and Advanced Fluency.

These patterns across the NYSESLAT modalities affect instructional decisions. Other than grouping students for Guided Reading groups and AIS support, we encourage all teachers to use different strategies while teaching ELLs. The following are some examples of strategies that our teachers use with our ELLs and SWDs: Visual Aides, Hands-On Activities, Modeled Spoken Language, Lesson Outlines, Skim and Scan, Summarizing, Sequencing, Labeling, Listing, Charting, Graphing, Essay writing, Pre-writing Activities, Writing Process, Literacy Analysis, etc.

The analysis of student results and the patterns across proficiencies and grades are as follows: Most of the students in grades K, 1, and 5 have shown greater percentages in acquiring proficiency levels in the NYSESLAT as compared to students in grades 2-4. A review of the 2010-2011 NYSESLAT reading and writing data reveals that 47.6% of students in grades 2-4 are performing at the beginning or intermediate levels of language proficiency. This is due to the fact that the NYSESLAT at these levels requires more reading and writing. Most students at these levels are proficient in the listening and the speaking parts of the test. We have found that many of the issues affecting students who are not able to reach proficiency level in these areas is not because they lack the language, but instead, they lack the academic skills in reading and writing. In other words, they are able to understand and respond to oral questions, but have difficulty reading grade leveled texts and writing down their ideas. This is similar to students who are not second language learners. In order to support students in this area we have established Guided Reading groups and we make sure that we monitor the Writing Process very closely. We encourage teachers and students to write as much as possible and to understand that writing must be developmental.

ELLs who tested in their native language on the ELE fared better than the ELLs who tested in Spanish on the NYS Math test. The students who tested in Spanish in our TBE program on the Math test are mainly new arrivals with little to no formal schooling.

The results of the ELLs periodic assessment is used by the school leadership team and teachers to target groups or individual students who are in need of support in the different strands: speaking, listening, reading and writing. Teachers are encouraged analyze the results of each part of the assessment to instruct teaching and learning. From these results classroom teachers and support staff generate teaching points

and scaffolding activities that will help ELLs develop in those critical areas.

The 2010-2011 ELA data shows that the percentage of students in the DL program scoring at Levels 3 and 4 on the ELA test is higher as compared to native language learners. This is true for students in our DL program who enter the program in kindergarten and remain in this program until grade 5. This is contrary to students in the transitional model who enter in grades 3 -5. These students usually mariculate with little or no prior schooling. Therefore, they tend to score at Levels 1 and 2 in the ELA test. This proves that researchers are on target when they emphasize the importance of ensuring that ELLs have a strong base in the L1 in order to be able to transfer those skills to the L2. Another factor is that non-proficient students in our bilingual programs are opted out of the bilingual program once they reach third grade.

Similar to the results of the analysis of the ELA data, ELLs in our DL program are scoring at higher levels as compared to the native language students. ELLs in our Transitional Bilingual program are scoring at lower levels as compared to the the native language learners. As stated above, the majority of ELLs in our TB program lack the basic skills in L1 making it very difficult for them to score at high levels in the Periodic Assessment. This is true especially for the reading Periodic Assessment. In Math our ELLs score at higher levels than in reading, but not as compared to ELLs in the DL program.

All teachers use their knowledge of the structure of the ELLs Native Language (in our school, this would be primarily Spanish) to support students in achieving English proficiency. For example, teachers explicitly address certain grammatical structures that may be permissible in the students' L1, but not grammatically correct in English (i.e, double negatives). Furthermore, teachers across all grade levels and subject areas use the strategy of cognates to help students figure out the meaning of particular words that they may encounter in their reading or in a task they are completing.

In the DL program the EPs from grades K-5 are assessed in the second language with the Evaluacion del desarrollo de la lectura (EDL-2). In addition to the EDL, students in grades 3-5 are assessed with the Examen de lectura en espanol (ELE). In addition, PS8 has established Fridays as a Clinical Day. Teachers in K-5 develop short/formative assessments in every subject area during professional and common planning time. They will administer these assessments during Clinical Fridays. Teachers use the results of these assessments to plan their lessons and to generate individual goals for students.

According to the 2011 ELE results, our current DL students who tested and are EP, performed as follows:

Level 1: 1 student 3.4%
Level 2: 1 student 3.4 %
Level 3: 10 students 34.5%
Level 4: 17 students 58.6%

This data shows that 93.1% of the EP students in DL, achieved either a level 3 or level 4 on the 2011 ELE. Therefore showing that the EP students in the DL language have a high level of proficiency in the second language (Spanish).

According to the 2011 NYS ELA and NYS Math results our current EP students in the DL program performed as follows:

ELA		MATH			
Level 1	0 Students	0%	Level 1	0 Students	0%
Level 2	8 Students	28.6%	Level 2	8 Students	28.6%
Level 3	20 Students	71.4%	Level 3	17 Students	60.7%
Level 4	0 Students	0%	Level 4	3 Students	10.7%

The data for the 2011 NYS ELA and NYS Math indicates that 71.4% of the tested (current) EP students in the DL program achieved a level 3 in the NYS ELA exam; and 71.4% of these same students achieved a level 3 or a level 4 on the NYS Math exam. Factoring all of the data compiled the DL program supports language proficiency and academic development not only in the L1 but in the L2 as well for most of the students.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Luis Belliard</u>		School DBN: <u>06M008</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafaela Landin	Principal		10/21/11
Wiley Nelson-Dinnal	Assistant Principal		10/21/11
Carmen Natera	Parent Coordinator		10/21/11
Marcia Campos	ESL Teacher		10/21/11
Martha Rodriguez	Parent		10/21/11
Luis Fernandez - ESL	Teacher/Subject Area		10/21/11
Annette Saxton - AIS	Teacher/Subject Area		10/21/11
Marisol Rey	Coach		10/21/11
Llecely Mendoza	Coach		10/21/11
Zuleyka Cruz	Guidance Counselor		10/21/11
Bob Cohen	Network Leader		10/21/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M008 **School Name:** Luis Belliard

Cluster: 104 **Network:** Bob Cohen

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.

In order to determine the school's written translation and interpretation needs, the School Leadership Team first determined the languages the students speak at home. According to the Home Language Surveys, 94.2% of the students at the school are native Spanish speakers. Five percent of the students are African-American and 0.4% of the students are white non-Hispanic. The remaining 0.8% of the students are Asian, specifically from Yemen.

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.

Our parents are predominantly a non-English speaking community therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships. PS8 provides all communications via parent letters which are sent home in English, Spanish, Haitian Creole, and Arabic. The school works collaboratively with the Parent's Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both Languages. School calendars, monthly newsletters, and updates for available programs are all provided to our school community in a translated format.

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.

Our school is committed to providing our parent community with all the necessary information to ensure a successful partnership focused on the accomplishments of higher academic standards. To this end, we provide all school related communications in both English and Spanish. We encourage participation in all school related activities with the assistance of the parent coordinator and in collaboration with the Parents' Association. The success of our efforts is evident among the increase of attendance on Parent Teacher Conferences, parent workshops, parent volunteers, and participation on the School Environment Survey.

Our school utilizes in-house personnel (family worker, parent coordinator and coaches) to provide written translations for parents and community members. Written translation services within our school are scheduled from the commencement of the school year with the inception of parent orientations and informational academic calendars. To ensure that all appropriate areas are addressed we offer parent workshops. In collaboration with the School Leadership Team, Parent Association, Parent Coordinator and Academic Intervention Liaison, translated announcements and home letters are distributed to the entire school population.

All documents distributed to the parents in Spanish are translated by staff members and some already come translated from the DOE. Documents such as the Discipline Code are distributed to parents in English, Spanish, Haitian Creole and Arabic. Since no staff member at the school is fluent in Arabic, all documents distributed to our Arabic community is sent to the Translation-Interpretation Unit as needed.

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

The oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and serves as excellent resources at our parent workshops and meetings. School funds are used to create per-session stipends for paraprofessionals, school aides and family workers to provide translation services in fall and spring Parent Teacher Conferences. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose.

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

The Chancellor's Regulations will be fulfilled to increase parent participation and involvement by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel and the services of the Translation Unit will be utilized to translate documents into Haitian and Arabic. All essential school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns.

Signs informing parents of Chancellor's Regulations A-663 are posted in the main entrance, in the main office, and throughout the school building. Additionally, signs are posted throughout the school in different languages (Spanish, English, Arabic and Haitian) indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Public School 8 Manhattan	DBN: 06008M
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 4
of content area teachers: 3

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: An analysis of the 2011-2012 Spring NYSESLAT and NYS ELA data indicated that a more rigorous approach to achieving English language proficiency was needed. To that end, we coordinated an instructional program grounded in the Citywide Instructional Expectations and Common Core State Learning Standards with close attention to those strategies that would best support our ELLs in the acquisition of second language proficiency.

Our program will serve our ELLs in grades K-5: 235 of our 588 students or approximately 39.6%. These students are primarily Hispanic, comprised of newly arrived students, students with disabilities, and students with interrupted formal education (SIFE). Presently, we have nine (9) bilingual classes from grades K-5, six (6) of which are self contained dual language classes in grades K-5 and three (3) of which are bilingual transitional classes (K/1, 3, 4/5). Students in the bilingual transitional model are being prepared for English language proficiency and ultimately placement into monolingual classes. This school year, we have approximately one hundred (100) ESL students who have been opted out of the bilingual program. Two (2) licensed ESL teachers provide push-in/pull-out services to these students. In addition, we have three (3) ESL self contained classes in grades K, 1, and 2.

In order to support our ELLs in the acquisition of English language proficiency, our Title III Program will provide the following:

* K-2: will be instructed in English during our instructional day with 30 minutes of supplemental test preparation materials. We will use part of our Title III funds to purchase Empire State NYSESLAT Test Preparation materials by Continental Press. This is the only material we will purchase for our English language learners in grades K-2 using Title III funds.

* 3-5: will receive supplemental instruction in shared reading and NYSESLAT Test Prep on Saturdays from 9:00 a.m. to 1:00 p.m. starting December 15, 2012 and ending May 11, 2013. We will use shared reading sets by Rourke Classroom Resources, Empire State NYSESLAT Test Prep by Continental Press, and the I-Ready Program, a computer-based, CCLS aligned, ELA and math instructional program that automatically creates and delivers individualized, explicit instruction for every student.

The Title III program will also support newly arrived and SIFE students by providing them shared reading and mathematics instruction in their native language (Spanish).

The program will have 7 teachers. Priority in hiring will be given to certified ESL and bilingual teachers. However, if we cannot find the needed number of qualified ESL or bilingual teachers, non-ESL and non-bilingual teachers will be hired. These teachers will participate in a co-teaching model of instruction with a certified ESL and/or bilingual teacher. Additionally, all non-ESL and non-bilingual teachers will co-plan with a licensed ESL and/or bilingual teacher and participate in professional development sessions facilitated by qualified ESL and/or bilingual teachers.

Part B: Direct Instruction Supplemental Program Information

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:

After reviewing the observational data gathered during informal walkthroughs of our bilingual program throughout the 2011-2012 school year, it was determined that there was an impending need for high quality professional development with a focus on analyzing data to inform and drive instruction for our ELLs (ongoing during grade meetings and common planning meetings every Thursday from September 2012-June 2013). Also, it was determined that time for teachers to plan tiered lessons and differentiate instruction to meet the needs of the ELL population was needed (July 2012 and ongoing during grade meetings and common planning meetings every Thursday from September 2012-June 2013).

Throughout the school year, all teachers, including ESL and bilingual certified, select and receive professional development based on individual needs and interests. These professional development sessions have been scheduled on full professional development days and during an SBO-voted common planning time every Thursday from 2:35-3:25. These sessions are facilitated by the P.S. 8 administration, the literacy and math coaches, the ESL/bilingual staff, ELL and literacy specialists from our CFN 104 Network, and our math consultant from AUSSIE.

Furthermore, one 3 hour professional development session will be provided for the teachers participating in the Title III Saturday Program. During this professional development session, teachers will review effective research-based strategies that will support ELLs second language development and analyze their students' 2012 NYSESLAT data results. In addition, three one hour professional development sessions will occur throughout the duration of the Title III Saturday Program that will focus on analyzing the data gathered primarily from the I-Ready diagnostic assessment and teacher observations.

Part D: Parental Engagement Activities

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: Many of our parents are non-English speakers and need assistance in: a) learning English, b) communicating with school personnel and the community at large and c) assisting their children with homework and activities. To that end, we strive to create a bridge between the school and home where parents are immersed in an environment that reinforces English language through conversations and hands-on activities.

The proposed Title III Saturday Program will establish a Parent Support Group using Title III funds. The Parent Support Group will meet once a month for five months. Each session will be for three hours for a total of 15 hours. The main purpose of the Parent Support Group will be to help parents of newly arrived students transition smoothly. The Parent Liaison will offer specific suggestions to parents on how to support their children academically, socially, and emotionally. The Parent Liaison will give information that will be oriented towards learning life skills that will enable parents and students to develop positive social behavior and a healthy self-esteem. Practical information and advice will be provided to improve the quality of life for each member of the group and their families.

Below are a few of the schoolwide activities that are geared towards parents of ELLs that will impact higher achievement for their children:

- 1) Monthly parent newsletters written to inform parents about upcoming events and units of studies in all content areas. These newsletters are sent home in English and Spanish.
- 2) Parent Coordinator that provides information, outreach, and training to parents on a monthly basis.
- 3) Adult education classes in ESL and GED test prep and workshops on how to support their children in school provided by the Children's Aid Society. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
- 4) Parent participation in the School Leadership Team's decision-making process.
- 5) Parent-Teacher Conferences specific to the RTI/AIS-ELL students.
- 6) Parent participation in committees.
- 7) Training workshops take place monthly and provide parents with information on policies, regulations, and procedures as well as academic and promotional criteria. Through an assessment survey, additional workshops are presented to address the specific needs of the parents. All training is presented in a bilingual format.

Parents will be notified about the activities listed above through a flyer sent home with the students.

Part E: Budget

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

Allocation Amount: \$

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