



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M143

PRINCIPAL: LA KISHA MCDANIEL-LUKE

EMAIL: LMCDANI@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
La Kisha McDaniel-Luke	*Principal or Designee	
Juana Gavilanes	*UFT Chapter Leader or Designee	
Victoria Farez	*PA/PTA President or Designated Co-President	
Anna Foster	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joanna Rosso	Member/Teacher	
Jovanka Aquino	Member/Teacher	
Jean Marie Ramirez	Member/Teacher	
Rafael Wilson	Member/Parent	
Selena Davidson	Member/ Parent	
Zuleida Medina	Member/ Parent	
Janis Lora	Member/ Parent	
Alberto Felix	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.

By June, 2013, 100% of all Math teachers will effectively implement two cognitively demanding mathematics tasks that require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution, as outlined in the Common Core Learning Standards for Mathematics.

### **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.

Assessments given have indicated that our students are struggling most in the area of extended responses as evidenced by the 2012 NYS Math exam. On the 2012 NYS Math exam our student's scored an average of .9 out of a 3 point rubric and a .7 out of 2 point rubric.

### **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.
- All math teachers will engage in professional development around the selected mathematics instructional units and performance tasks to address the needs of all students including ELLs, students with disabilities, and students with varying math levels from September 2012 through June 2013.
- The Math Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics from September 2012 through June 2013.
- Math teachers will analyze classroom data and assessment results to make grade-level and classroom level curricular and instructional decisions from September 2012 through June 2013.
- The Principal and Assistant Principals will utilize the language of Danielson's Framework for Teaching for conducting classroom observations and for conducting pre-observations and post observation conferences with teachers from September 2012 through June 2013.
- Teachers will meet weekly to plan, analyze and discuss student work, and use the results from assessments to support on-going mastery of learning from September 2012 through June 2013.
- Coaches, Assistant Principals, Network Achievement Coach, and Consultant will provide staff with on-going professional development opportunities such as demonstration lessons, and inter-visitations to improve teacher practice. Teachers will have the opportunity to plan with the Math Grade Level Teams, weekly from September 2012 through June 2013.
- Grade Level Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics from September 2012 through June 2013.
- Quarterly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance in October 2012, December 2012, March 2013, and May 2013
- Teachers and Assistant Principals will participate in Network workshops and professional development opportunities from September 2012 through June 2013.

**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.
- The Principal, Assistant Principals, Math Coach and Parent Coordinator will hold parent workshops for parent education about CCLS, intervention strategies and programs, supporting students at home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Translation is provided by the bilingual Assistant Principals as well as the bilingual parent coordinator.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and Guidance Counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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.

All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL's to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for an after school program for ELL's T3

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2013, 100% of all ESL teachers and ELA teachers will engage in professional development in effective methodologies that support instruction for English Language learners focusing upon extensive reading and writing skills.

### **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.

Assessments given have indicated that our ELL's are struggling most in the area of reading and writing as evidenced by the 2012 NYSESLAT and the 2012 NYS ELA exam. On the NYSESLAT only 11% of our ELL's scored a level of Proficient in the modalities of reading and writing. On our 2012 NYS ELA Exam only 2% of our ELL's scored a level 3 and above.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups, key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.
- Bilingual Coordinator, Network Achievement Coach and Assistant Principal will provide professional development to teachers in effective ELL strategies in vocabulary, schema building, concept development and thinking strategies from September 2012 through June 2013.
- Teachers will explore professional readings from relevant texts, such as Strategies for Success with English language Learners by Virginia Pauline Rojas and Making Thinking Visible by Ron Ritchhart, Mark Church, and Karin Morrison, to increase their pedagogical "toolbox" of effective ELL Strategies from October 2012 through June 2013.
- Supervisors will focus observations and feedback on ELL strategy implementation from September 2012 through June 2013.
- Teachers will use samples of student work from targeted ELL students to track progress of language development in writing, using CCLS rubrics from October 2012 through June 2013.
- The ELA and ESL Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy from September 2012 through June 2013.
- ELA and ESL teachers will analyze classroom data and assessment results to make grade-level and classroom level curricular and instructional decisions from September 2012 through June 2013.
- Teachers will collaborate on teacher teams to analyze student work to determine appropriate instructional next steps, based on common, shared understandings about students' strengths and areas of needs from September 2012 through June 2013.
- Teachers will have the opportunity to plan with the Grade Level Teams during common planning time, on a weekly basis. Teacher Teams will collaborate to identify, develop, and analyze effective ESL practices from September 2012 through June 2013.
- Teachers will participate in professional development with Troy Akiyama from Achieve 3000 tailored around non-fiction reading and response to literature in October 2012 and March 2013.

**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.
- The Principal, Assistant Principals, Math Coach and Parent Coordinator will hold parent workshops for parent education about CCLS, intervention strategies and programs, supporting students at home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Translation is provided by the bilingual Assistant Principals as well as the bilingual parent coordinator.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and Guidance Counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parents will be kept abreast of their child's progress through progress reports generated from Achieve 3000.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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.
- Quarterly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance in October 2012, December 2012, March 2013, and May 2013

All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

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

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL's to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for an after school program for ELL's T3

### **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 improve staff accountability for continuous improvement.

- By June 2013, the administrative team will improve teacher's effectiveness by providing 100% of the teachers with meaningful formative feedback and next steps through short frequent cycles of formative and formal classroom observations at least 6 times a year. Feedback to teachers will be provided within one week after 75% of observations.

#### **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.

Review of formal and informal observations and conversations with teachers indicated that there was not a common language that described the attributes of effective teaching or a consistent definition of effective teaching. We will engage in a process to improve teacher evaluations that will promote conditions for teacher and student learning. Using the rubrics of Framework for Teaching we will develop a consistent definition of effective teaching. All faculty members will share this understanding of effective teaching and have a common language to describe and discuss best practices. Administrators and grade team leaders will be trained in the skills of evaluation to ensure that evaluations are consistent and true. Conversations using the protocols of the Framework will promote teachers' self-realization and reflection of areas of need to strengthen teacher's craft. The objective feedback from the formal and informal observation will result in teacher commitment to improve their practice.

#### **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.
- Coaches, Assistant Principals, Network Achievement Coach and Consultants will support teachers through professional development opportunities and mentoring from September 2012 through June 2013.
- The Principal and Assistant Principals will utilize the **Framework for Teaching** for classroom observations, informal observations, and formative classroom visits. The framework will inform pre-observation and post observation conferences from September 2012 through June 2013.
- Teacher growth will be supported through frequent observations with specific evidence-based feedback to teachers, provided on a timely basis (within one week after 75% of observations) from September 2012 through June 2013.
- Professional development opportunities provided by coaches, assistant principals, and consultants will be planned to meet the developmental needs of teachers. Staff development will be monitored and revised, based on the results of student data and teacher effectiveness from September 2012 through 2013.
- **The Framework for Teaching** will be used as a foundation to inform professional discussions before and after classroom observations

**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.
- The Principal, Assistant Principals, Math Coach and Parent Coordinator will hold parent workshops for parent education about CCLS, intervention strategies and programs, supporting students at home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Translation is provided by the bilingual Assistant Principals as well as the bilingual parent coordinator.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and Guidance Counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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.

All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL’s to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for an after school program for ELL’s T3

## 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.

By June, 2013, 100% of all ELA teachers will effectively implement at least two literacy performance tasks, aligned to the Common Core State Standards, as the culminating summative assessment for at least 2 rigorous units of instruction.

### **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.

Review of the current tasks revealed they were not rigorous or challenging for our students.

### **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.
- Content area teachers and ELA teachers will engage in professional development around the selected literacy instructional units and performance tasks to address the needs of students including ELLs, students with disabilities, and students with varying reading levels from September 2012 through June 2013.
- Content area teachers will reinforce the non-fiction units with content area and literacy-based lessons from November 2012 through June 2013.
- Funds will be allocated for the purchase of instructional materials and professional books needed for common planning from October 2012 through June 2013.
- Funds will be allocated for Professional Development from September 2012 through June 2013.
- Teachers and Supervisors will participate in Network workshops and professional development opportunities, throughout the year
- Time will be created for teacher inter-visitations across the grade from September 2012 through June 2013.
- Our Coaches, Assistant Principals, and Consultant, Network Achievement Coach, will provide individualized support for teachers as well as classroom support from September 2012 through June 2013.
- Teachers will meet weekly to plan, analyze and discuss student work, and use the results from assessments to make classroom level curricular and instructional decisions from September 2012 through June 2013.
- Teachers will have the opportunity to plan with the Grade Level Teams during common planning time, on a weekly basis. Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy from September 2012 through June 2013.
- Consultant and Network Achievement Coach will provide staff with on-going professional development opportunities such as one-on-one meetings, demonstration lessons, and inter-visitations to improve teacher practice from September 2012 through June 2013.
- Consultant will provide on-going training and support to the Principal and Assistant Principals from September 2012 through June 2013.
- Teachers and Administration will conduct workshops for parents focused on Common Core Learning Standards Principals to support the Common Core aligned Units and performance tasks from September 2012 through June 2013.
- Quarterly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance from September 2012 through June 2013.

**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.
- The guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and guidance Counselors provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Teachers and Administration will conduct workshops for parents focused on Common Core Learning Standards Principals to support the Common Core aligned Units and performance tasks from September 2012 through June 2013.
- Quarterly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance from September 2012 through June 2013.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

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

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL's to develop vocabulary, grammar and reading stamina. T3, T1SWP,
- Funds will be used for an after school program for ELL's T3

## 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.

By June 2013, all ELA, Math, Science, and Social Studies teachers will effectively plan, revise, and implement at least two (2) non-fiction, content-based Common Core aligned and well-sequenced units of instruction, including scaffolded daily lessons, with formative assessments embedded throughout the units and culminating with summative assessments at the end of the units.

### **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.

After reviewing the units of study in place we noticed the lack of consistent alignment to the Common Core.

### **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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- Content area teachers will engage in professional development around the selected content-based instructional units and performance tasks to address the needs of students with IEPs, ELLs, and students with varying reading levels from November 2012 through June 2013
- Universal Design for Learning strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds and extensions in representation of learning; action/expression of learning; and engagement from September through June 2013
- Professional development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners from September 2013 through June 2013
- Content area teachers will reinforce the non-fiction units with content area and literacy –based lessons from November 2012 through June 2013
- Funds will be allocated for the purchase of instructional materials and professional books needed for common planning and best instructional practices. September 2012 through June 2013
- Time will be created for teacher intervisitations across the grade from November 2012 through June 2013
- Consultants will provide individualized support for each teacher as well as support in each classroom from September 2012 through June 2013
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions from September 2012 through June 2013
- Teachers will have the opportunity to plan the units of study with their departments and/or the Literacy Team during their common planning sessions and Thursday afternoons, weekly from September 2012 through June 2013
- Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Social Studies, Math, Science and ELA during their common planning sessions and Thursday afternoons, weekly from September 2012 through June 2013
- Funds are set aside for Per Session Planning for Teacher Teams to continue to review and revise curriculum units and assessments on a monthly basis, throughout the year from September 2012 through June 2013
- Consultants will provide staff with on-going professional development opportunities such as one-on-one meetings, demonstration lessons, and intervisitations to

improve teacher practice from September 2012 through June 2013

- Monthly progress reports to parents detailing students achievement results for parents will be sent home to keep families informed about the children's progress and performance on October 2012, December 2013, March 2013 and May 2013

**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.
- The guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and guidance Counselors provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- 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.

**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).

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL's to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for an after school program for ELL's T3



**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"> <li>• Yeshiva Tutoring Services</li> <li>• Intensive writing and vocabulary instruction</li> <li>• Title III tutoring</li> <li>• Bridges to Literature</li> <li>• Super Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one tutoring &amp; Small Group Homework Help</li> <li>• Small Group</li> <li>• Small Group</li> <li>• Small Group</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day &amp; during lunch</li> <li>• Saturday Tutoring</li> <li>• After school</li> <li>• After school</li> <li>• Saturday</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Intensive instruction</li> <li>• Yeshiva Tutoring Services</li> <li>• Saturday Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one tutoring &amp; small Group Homework Help</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During the school day &amp; during lunch</li> <li>• Saturday</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Intensive instruction</li> <li>• Yeshiva Tutoring Service</li> <li>• Interdisciplinary projects</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one tutoring</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During the school day</li> <li>• During the school day</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Intensive instruction</li> <li>• Yeshiva Tutoring Service</li> <li>• Interdisciplinary projects</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one tutoring</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one tutoring</li> <li>• Small Group</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Anti-Bullying Campaign</li> <li>• Preventative Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one &amp; Small Group</li> <li>• One-on-one &amp; Small Group</li> <li>• One-on-one &amp; Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day &amp; after school</li> <li>• During the school day &amp; after school</li> </ul>

## 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.

Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teach for America. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. The department provides feedback to the hiring committee. After this, the final selections are made.

When necessary, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. We will also conduct outreach to local universities for potential candidates. The payroll secretary will work closely with the Network HR point person to ensure that all candidates meet all required deadlines and have all the all the required documentation.

Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Common Core Performance Standards, tasks and practice. The Professional Development group is led by the administration in collaboration with the Consultant, Math and Literacy coaches and with support from our Network.

We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend OELL seminars on ELL instructional strategies.

Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. The teachers attend workshops focused on the Common Core Aligned Units of Study provided by a consultant who provides feedback and workshops on content and pedagogy. In collaboration with the literacy coach, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. In class coaching and after school PD sessions will be utilized. The book "Making Thinking Visible" will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: Developing higher order questions, strengthening learning and language objectives, strengthening vocabulary in the content areas, developing reading fluency, conferring, using Bridges to Literature to improve vocabulary skills, and improving student writing in different genres.

**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.

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**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 1<sup>st</sup> 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 prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Maldonado, Debra/Soccodato, Ben</b>	District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>143</b>
School Name <b>Eleanor Roosevelt Intermediate School</b>			

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

Principal <b>La Kisha McDaniel-Luke</b>	Assistant Principal <b>Susan Rivera</b>
Coach <b>Sophia Matos</b>	Coach <b>Joanna Rosso</b>
ESL Teacher <b>Roseann Bayer</b>	Guidance Counselor <b>Jovanka Aquino</b>
Teacher/Subject Area <b>Juana Gavilanes/Bilingual Math</b>	Parent <b>Raphael Wilson</b>
Teacher/Subject Area <b>Jeff Rodriguez/ESL</b>	Parent Coordinator <b>Cecelia Anglero</b>
Related Service Provider <b>Jeanmarie Ramirez</b>	Other <b>Iris Sanchez/ NLA</b>
Network Leader <b>Larry Block</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>612</b>	Total Number of ELLs	<b>277</b>	ELLs as share of total student population (%)	<b>45.26%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. The parents/guardians of students that are newly enrolled in a New York City school are informally interviewed together by both the Bilingual Coordinator, (Certified ESL teacher) and the Pupil Personal Secretary to determine, through a series of questions, if in fact this is the student's first time in a NYC public school. The interview is conducted in either English or Spanish, depending on the parent/guardian and student preference. If it is determined through the informal interview that the student is a new student, the parent/guardian completes a Home Language Identification Survey (HLIS) with the assistance of the Bilingual Coordinator. This survey helps us, the school; identify which students may be English Language Learners (ELLs). Once potential ELLs are identified, as evident by the responses on the HLIS, demonstrating the student's language is one other than English, the students are administered the LAB-R test within ten days of enrollment as the formal initial assessment. The LAB-R is administered by the Bilingual Coordinator, Ms. Matos. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Students who were administered the LAB-R and are Spanish-Speaking ELLs are also administered the Spanish LAB within the first ten days of enrollment by the Bilingual Coordinator. The Spanish LAB results are used to assess the students knowledge of their native language, Spanish. Every spring ELLs are assessed using the 4 sections of the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure that every ELL is administered the exam the school goes into the testing mode in which students that are not ELLs don't move from room to room to avoid distracting those taking the exam and all students and staff follow the testing schedule and room assignments. The Listening, Reading and Writing sections of the NYSESLAT are administered to the ELLs over 3 days under school wide testing conditions. The Listening section of the NYSESLAT is administered in the classes by grade using the CD and CD player. The Reading and Writing sections of the NYSESLAT are also administered by class/grade. The Speaking section of the NYSESLAT is administered before the other 3 sections of the exam and is administered to each ELL on a one to one basis with one of our ESL Certified teachers. The Testing Coordinator, Jeff Rodriguez and the Bilingual Coordinator work together to ensure that every ELL has completed each section of the exam during the allotted testing window.
2. The parents/guardians are notified and given an orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free-Standing ESL). The parents have the opportunity to view the Parent Orientation DVD provided by the New York City Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. The Bilingual Coordinator, Sophia Matos (Certified ESL teacher) and the Assistant Principal, Susan Rivera (Certified ESL and Spanish Language Arts teacher) facilitate the Parent Orientation. This process is also completed within in the first 10 days of the student's entrance. The parents/guardians of students that enter after the start of a new school year receive the orientation at registration and are able to view the New York City DOE Parent Orientation program options on the internet - <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>.
3. We make a concerted effort to make sure parents receive entitlement letters and have parents complete the Parent Survey and Program Selection Form at the end of the Orientation and presentation. Completed Parent Survey and Parent Selection forms are collected at the end of the Parent Orientation by the Bilingual Coordinator, Ms. Matos. There are few parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our

TBE Program, which is the default program. This process is also completed within in the first 10 days of the student's entrance. The Bilingual Coordinator, Ms. Matos, keeps a copy of the entitlement letter that is sent to the parent and the original completed Parent Survey and Program Selection forms in an ELL Parent Binder in her office.

4. Upon completion of the Parent Survey and Program Selection the Bilingual Coordinator or the appropriate grade Assistant Principal will discuss with the parents the child's placement. Student placement is based on LAB- R results and parent selection. Parents then receive a placement letter, in their native language, informing them in writing of their child's placement as discussed during the Parent Orientation. The placement letters are taken from the NYCDOE website, where they are already translated into the appropriate native language for our parents. If the students are not already in the appropriate class they are moved as soon as possible to ensure that they are receiving the appropriate services. Continuing students will be placed in the Transitional Bilingual program or ESL program that they were previously in and will receive a continued entitlement letter. Copies of the letter can be found in Ms. Matos' office.

5. According to the Parent Survey and Program Selection Form, for newly arrived students, at I.S. 143, about 99% of the parents request the TBE Program. The other 1% chooses to enroll in a free-standing ESL program. Our parents have expressed that they have made their decision based on the Parent Orientation Video and information session that is held.

6. Many of the parents of the students that have been in the country for a number of years have asked for their child to be moved out of a transitional bilingual program. This is usually the case of students that are coming to our school from another school, such as our 6th graders. In such cases if there is appropriate space these students are moved to free-standing ESL classes, as per the Parent/guardians requests. The parents /guardians of such students usually meet with the appropriate grade level Assistant Principal as well as the Bilingual Coordinator to discuss their options. We inform the parents that research has shown students have been known to perform better if they stay in the same program as opposed to switching back and forth. Parents are asked to put their requests in writing.

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	0	0	0	0	0	0	6	6	7	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	277	Newcomers (ELLs receiving service 0-3 years)	120	Special Education	64
SIFE	47	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	78

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	102	30	6	28	10	10	11	1	7	141
Dual Language										0
ESL	18	4	3	51	2	17	67		21	136
<b>Total</b>	<b>120</b>	<b>34</b>	<b>9</b>	<b>79</b>	<b>12</b>	<b>27</b>	<b>78</b>	<b>1</b>	<b>28</b>	<b>277</b>

Number of ELLs in a TBE program who are in alternate placement: 12

### 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							50	36	55					141
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>36</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>141</b>

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							43	40	46					129
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	2	3					6
Haitian														0
French														0
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									1					1
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>	<b>42</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>136</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. At I.S. 143 the majority of our ELL classes follow a Block Schedule and are Homogeneously grouped. We also have ESL teachers pushing in and co-teaching in the content area classes to meet out students' needs.
2. ESL and bilingual content area teachers teach all transitional bilingual (TBE) and Free-standing ESL classes. Currently there are four general education TBE classes and 2 bilingual special education class, one on the sixth grade level (622), one on the seventh grade level (722), two on the eighth grade level (821 & 822), and 2 Bilingual Special Education combining multiple grades (824 & 571). Class 571 is our Alternate Assessment cognitively impaired bilingual class (formely know as MIS 5). Students are organized in these classes by proficiency level to ensure that the mandated numbers of instructional minutes are delivered in all content areas. Our Free-standing ESL classes are homogenously grouped by proficiency by grade. For example class 806 has 30 ELLs; those ELLs are of an advanced proficiency level according to the 2011 NYSESLAT scores. These students are serviced through the Free-standing self-contained model.
 

Students in TBE classes receive 4 periods of NLA per week or 180 minutes per week. Students at the beginner and intermediate levels in both the TBE and Free-standing ESL classes receive 360 minutes of ESL; the students who scored an advanced on the NYSESLAT receive 4 periods of ESL per week or 180 minutes per week. They also receive 4 periods of ELA per week.
3. Instruction In the content area TBE classes is provided in the student's native language (Spanish) with intensive support in English. The TBE classes started the school year on a 60/40 model and are currently moving toward a 50/50 model. Students at the beginner and intermediate levels that are in our TBE classes receive 360 minutes of ESL, 180 minutes of NLA, 360 minutes of Math in Spanish, 90 minutes of gym in English, 270 minutes of Social Studies, and 270 minutes of Science instruction in both Spanish and English per week.

## A. Programming and Scheduling Information

The content areas (science, math, and social studies) that are taught in Spanish are done so to help students transfer their native language skills to English. Students learning the content areas in their native language are also tested in their native language.

In our Free-standing ESL classes the content areas are taught in English. Teachers use ESL strategies, such as TPR, so that students learn the content while developing their English skills. Native language support such as using bilingual dictionaries, technology support and the buddy system, when available, are also used.

4. Our testing coordinator orders the necessary assessment materials to accommodate each of our ELL's native language needs. In addition, other formative assessments used are developed by each individual instructor or by the department. The assessments range from multiple choice, short response and essay.

5. We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with Differentiated Instruction, in the computer lab through the use of the differentiated literacy program Achieve 3000, as well as Listening Centers and the readers/writers workshop model, Yeshiva University tutors (who sit in their ELA or Math class to provide individualized support as deemed necessary), reduced class sizes for all ELLs in ELA and ESL in the TBE classes where student/teacher ratio does not exceed 16/1, and after school tutoring through Title III are also used to meet our students' needs.

Sife students are provided with differentiated instruction by participating in small group instruction within their class. They also receive one on one tutoring from Yeshiva tutors during selected courses.

We have a vast number of intervention services being provided to our Newcomers and ELL's who have been in the program from 4 - 6 years. These groups of ELLs participate in programs such as Extended day tutoring. ELLs are also invited to participate in the after school SES programs such as Liberty and the assistance of tutors from Yeshiva University during their class instruction. For students demonstrating some form of interrupted schooling or those that will be taking the ELA for the first time this school year have been assigned academic intervention services providing them with help as well as, enrichment opportunities. They will also participate in after school tutoring through the use of Title III funding. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring session with specific instruction geared toward developing their skills.

Long term ELLs are closely being monitored and assessed intermittently to determine what areas they are progressing in, as well as, which ones they are not. Achieve 3000 and listening centers are also components being implemented as additional support. Long Term ELLs will also be participating in after school tutoring services, and counseling services which may aid in their development.

6. We are working closely with the Special Education department and chair to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the listening centers, as well as, Achieve 3000 for additional support. With the implementation of SESIS in January 2011, I.S. 143 ensures that students with disabilities who are mandated to receive ESL on their IEPs are placed in either a pull-out or push-in model to service these students. Attendance for each mandated ESL student is recorded in the Encounter Attendance Program in SESIS after each session of direct instruction. All ESL teachers are required to certify that the direct instruction session on a given date was completed. In addition, Ms. Ramirez, the IEP Coordinator at I.S. 143, frequently checks the SEC Reports provided by the "NYC Department Of Education Division of Instructional and Information Technology/Student Special Service Detail Information Public Schools Service: ESL" to check for any updates for any student who may be added to receive/or no longer receive ESL as a mandated service on their current IEP.

7. The school program is designed to afford selected students, with special needs, with an opportunity to participate in classrooms with a least restrictive environment. The curriculums are developed with an array of engaging materials and teachers are provided with professional development geared towards Differentiated Instruction and Strategic Teaching practices. Teachers also participate in intervisitation practices to further enhance their teaching of ELL's in least restrictive environments. All students in the special education department at I.S. 143 are mainstreamed with their non-disabled peers in the following areas of the school day to the greatest extent possible: assemblies, use of the library and computer rooms, science lab programs, talent programs, physical education program, field trips, and lunch. Some students with disabilities need to have the support of a Special Education Teacher, a program paraprofessional, crisis paraprofessional, health paraprofessional, or an orientation mobility paraprofessional to assist them with addressing their specific needs to allow them to participate within a mainstream environment. Students with disabilities are also included in after school programs such as: Supplemental Education Services, ESL programs, AIS services, and individual tutoring by student volunteers from Yeshiva University.

### 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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

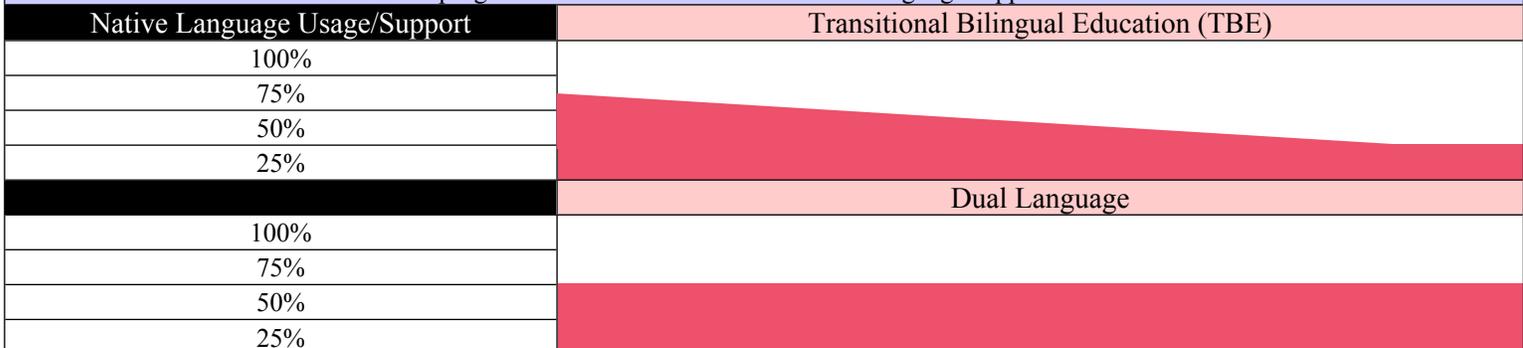
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

8. We are currently using the following intervention programs during extended day tutoring; Bridges to Literature to address vocabulary and comprehension and Rewards to address phonics. We are also using Achieve 3000/Teen Biz for both reading and writing during the school day. ELL students also participate in receiving one on one tutoring from tutors from Yeshiva University. All of our ELLs participate in afterschool tutoring opportunities and small classroom instruction where the teacher/student ratio is 1/15. We also focus on improving reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be available as needed based on individualized student assessments. Students will read leveled, high interest literature for both academic and recreational purposes with scaffolds to afford an opportunity for ongoing development and progress. Bridges to Literature Rewards and Achieve 3000 are provided to the students in English while specific content area reading is provided in Spanish to those students participating in our bilingual program.
9. Students who have reached proficiency level on their NYSESLAT will continue to receive support within the school day and through tutoring with Yeshiva University tutors, and extended day. Former ELLs that have recently reached proficiency on the NYSESLAT with in the last two testing school years will continue to get the same testing modifications as ELLs as per New York State testing guidelines. These modifications include but are not limited to - extended time and a third reading of the Listening Section on the NYS ELA.
10. During the upcoming year we will be focusing on developing units of study that incorporate various genres and types of writing with the implementation of the new common core standards.
11. We have discontinued the use of the literacy program Read 180 because the results that were anticipated were never materialized. We realized that the program was not meeting the needs of our ELLs.
12. All of our ELLs are afforded with the opportunity to participate in afterschool programs and supplemental services. They are provided with the information for all programs in a timely fashion. Their parents are also invited to attend an information session. Parents are also called to be informed of other programs, such as Title III.
13. We provide all of our ELLs with supports through the use of Smart Board technology, Achieve 3000/Teen biz, computer labs in both Math and ESL , Rewards, Bridges to Literature, and guided instruction.
14. Native language arts is an integral part of each of our Bilingual program. Students receive Native Language arts weekly as part of their program. Native language arts is offered to ELL's in our Bilingual program where they participate in content rich instruction with literature that is relevant and aligned to the new common core state standards.
15. The required services support and resources correspond to the ELLs of all age levels and grade levels. We focus on grade level according to NYS Standards and the newly adopted national Common Core Standards. The materials used have been selected in accordance to students needs. Academic supplemental services as well as instructional practices are held in accordance to each grade level. The services are then differentiated according to need and the students are regularly assessed to determine growth and movement.
16. Our new arrivals are usually enrolled in our school after the start of the school year; therefore we do not provide activities prior to the commencement of the school year.
17. We currently do not offer a language electives.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

1. All teachers participate in professional development three times a week. The focus of the professional development is determined by student and teacher needs. Our recent focus have been on Differentiated Instruction, Strategic Teaching and launching the Common Core Standards, and writing. We also have professional development provided twice a year by Achieve 3000 and EdPerformance to further assist our analysis of data in order to drive instruction. All of our administrators, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators participate in professional development sessions weekly, at the school level, and monthly through various offerings through our network. Our school wide pd offering take place every Thursday afternoon from 2:20 - 3:10 and it is based on needs assessment conducted. The professional development sessions offered through the network are ongoing during different time periods throughout the month.
2. Our staff is provided with specific techniques and skills to help our students transition from elementary school to middle school. They are also provided with an overview of each child's academic progress and need. Our 8th grade students participate in a Summer English intensive course through City College to better prepare their transition to High School. Our school guidance counselor also has workshops and assemblies to provide our students with guidance and an overview of what is expected of them and what they are to expect in High School. School staff, such as guidance counselor, are further supported by school administrators by incorporating them in the professional development offerings that are held throughout the school. They are also included to participate in Professional Learning Team meetings to discuss and share ideas pertaining to ELL's.
3. Our teachers participate in professional development workshops surrounding best practices throughout the school year. They also participate in workshops offered through our network and OELL. The most current activity was professional development offered to shed light on the new common core standards and its impact on instructional practices for ELL's. An email confirmation is sent to the teachers prior to the event. A sign in sheet is used to confirm attendance and filed as proof of participation.

#### **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?

Paste response to questions 1-4 here

1. I.S.143 provides numerous opportunities for parents to become involved in the school. In addition to the scheduled Parent/Teacher night twice a year, we have also implemented an online program called Jupiter Grades to provide the families with an opportunity to continuously have access to their child's academic progress, and where they can freely communicate with any of their child's teachers at any time. The program provides the parents with a translation option to facilitate their understanding. Parents are encouraged to come into the school building throughout the year to discuss their child's academic performance. We also have a Parents Association which provides the parents with information sessions regarding the schools culture, progress, and continuity of services. At the start of the school year I.S.143 holds parent orientations to both introduce the faculty to the parents and welcome the parents. Our Parent Coordinator, Cecelia Anglero, holds parent workshops at least once a month to get parents involved as well as teach the parents skills. Many of our workshops and orientations are also held in the evening to allow for the parents to attend that would be unable to attend during the school hours.
2. I.S.143 for several years has been a host to Alianza Dominicana which provides students and the community with a support structure that promotes achievement and success. Alianza Dominicana also provides ESL instruction to both ELL parents and non-ELL parents. We also use translation services offered through the NYCDOE for all languages.
3. The needs of the parents are evaluated through individual and group meetings/conferences with parents, surveys and the recommendations of parents throughout the school year. All parents are offered with a handout deliniating all the translation services available to them and the proper contact information.
4. The parental involvement activities such as computer classes, English Language classes, academic and parenting wellness/ home economics workshops have been created to address the needs of the parents. These programs are offered in either the native language or English on a needs basis.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							37	26	38					101
Intermediate(I)							25	22	38					85
Advanced (A)							32	30	29					91
Total	0	0	0	0	0	0	94	78	105	0	0	0	0	277

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							14	7	4				
	I							12	12	18				
	A							38	34	25				
	P							19	18	43				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>							26	19	27				
	<b>I</b>							24	21	37				
	<b>A</b>							29	23	25				
	<b>P</b>							4	8	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	42	20	3		65
7	40	17			57
8	47	27			74
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									0
4									0
5									0
6	14	13	22	22	5	3			79
7	14	15	22	13	1	2			67
8	20	10	18	22	5	5			80
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	31	11	19	18	3	3			85
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	0			

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	44	29	27	21				
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.

Paste response to questions 1-6 here

1. Some of the assessment tools I.S. 143 uses to assess early literacy skills are EdPerformance and Achieve 3000 level set test. These assessments allow administration, teachers, students and parents to see what students' literacy levels are for fiction and non-fiction texts. Knowing and understanding students' literacy levels informs the school of what programs are appropriate for students, what materials and level of materials are needed for the students, such as the level of independent reading books or the types of content area text books would be appropriate for students. For example the differentiated literacy program Achieve 3000 is best used for students with literacy levels of second to eighth grade, if a student is above or below the second to eighth grade range than this program would not be appropriate for that student. In which case the Developmental Reading Assessment is used.

2. According to the data from the NYSESLAT many of our students (37%) are at the advanced level of proficiency. 33% of our ELLs are beginner and 30% are intermediate. When looking at the data for specific grade levels our current sixth and seventh grade students are distributed similarly across the beginner and advanced proficiency levels, while slightly lower for the intermediate level. Our current eighth grade students have the same population of ELLs (38%) scoring at the advanced level and intermediate level, while 27% are at the beginner level.

According to the data from the LAB-R many of our newly arrived ELLs are either unable to complete the exam and score at the beginner level. 1% of our students that is newly arrived to our country/school and that is given the LAB-R based on an interview and the HLIS is able to test out of the ESL. The students that fall in this category have had English instruction in their previous country/ school.

3. Across the grade levels the majority of our students are scoring at the advanced (40%) and proficient (33%) levels on the listening and speaking section of the NYSESLAT. In regards to the reading and writing modalities, 30% of our current ELLs are beginner, 33% are intermediate, 32% are advanced and 5% are proficient. Based on the data patterns across the NYSESLAT modalities many of our ELLs require additional support in the areas of reading and writing. Due to this our schools pacing calendar in ELA has been revamped to provided engaging content, specific reading materials that are on grade level and create a more extensive alignment to the instruction provided in Social Studies. Over the this past summer some of our ELA Teachers (Mr. Miner, Mr. Parody, Mr. Donoghue), ESL Teachers (Ms. Bayer and Ms. Matos) and our lead Social Studies teacher (Ms. Gartner) came into the school to work on the pacing calendar, In addition, all teachers are expected to have their students respond to text with evidence from the text to support their answer.

4. When comparing data for the content area state exams such as the math and science exam, the ELLs that were administered the exam in the native language are scoring about the same as those that were administered that exam in English. Both the school administrators and coaches work together throughout the school year to compare the overall school's data.

The periodic assessments are used to determine the areas of strength and weaknesses for our students at a class level, grade level, and over all as a whole school. The teachers use the periodic assessments at a class level for each of their individual classes, while our school administrators (Ms. Pappas, Mr. Malave, Mrs. Rivera, and Ms. Gil) use the periodic assessment results at the grade levels (sixth through eighth grade) and as an overall school. It drives our Professional Development sessions which ultimately produce evidence of best practices within our classrooms. Administrators used the data collected to further analyze trends and patterns and offer additional supports to the teachers.

Native language arts is used to foster the ELL's native language skills and further develop skills they are able to adapt to other content areas.

5. For Dual Language – N/A

6. The success for our programs is determined by the growth our ELL's demonstrate on their NYSESLAT exam in all four modalities.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Eleanor Roosevelt</u>		School DBN: <u>06M143</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ourania Pappas	Principal		11/1/11
Susan Rivera	Assistant Principal		11/1/11
Cecelia Anglero	Parent Coordinator		11/1/11
Sophia Matos	ESL Teacher		11/1/11
Raphael Wilson	Parent		11/1/11
Jeff Rodriguez	Teacher/Subject Area		11/1/11
Juana Gavilanes	Teacher/Subject Area		11/1/11
Michael Donoghue	Coach		11/1/11
Joanna Rosso	Coach		11/1/11
Jovanka Aquino	Guidance Counselor		11/1/11
Larry Block	Network Leader		11/1/11
Iris Sanchez	Other <u>NLA</u>		11/1/11
Berty Guerrero	Other <u>Social Studies</u>		11/1/11
Jeanmarie Ramirez	Other <u>Related Services</u>		11/1/11
	Other		11/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06m143      **School Name:** Eleanor Roosevelt IS143

**Cluster:** 06      **Network:** 601

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

**Part A: Needs Assessment Findings**

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

Each parent fills out a survey form to determine their preferred language of communication. All school documentation is distributed in both English and Spanish. Parents requiring other languages are offered translation services through the Department of Education Translation Unit.

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.

The school provides adequate services to parents through translation services provided by the parent coordinator, qualified teachers on each grade, and regional support. Our needs assessment indicates that we have a total of 528 parents who require both written and oral interpretation services, of which 1 is in Albanian, 10 Arabic, 1 Cantonese and 516 in Spanish. Our needs assessment has been shared with all staff members of the school during our planning meetings as well as faculty meetings. We have incorporated a web based program called JupiterGrades which is interactive and allows parents and teachers to communicate on a daily basis in either English or Spanish. We also maintain our school's website, [www.is143.org](http://www.is143.org), which informs the parents of ongoing activities, programs, and meetings in both English and Spanish. Accommodations are made on a case by case basis for all other language needs in all school matters.

## Part B: Strategies and Activities

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

Much of the paperwork that is sent to the school from the regional and city levels comes in multiple languages. Any additional information that needs translation in house is translated by the parent coordinator and various qualified faculty. A document is never sent out unless all necessary translations can be sent out simultaneously.

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 Parent Coordinator will help the teachers with translations when individual conferences occur. When the Parent Coordinator is occupied qualified faculty or parent volunteers provide oral translation service.

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

We currently post all school signs in both English and Spanish in various locations throughout the school. All parents are provided with the Bill of Rights in both English and Spanish, and if there is a need for any other translated versions these versions are requested from the Translation Unit. Our safety procedures and all pertinent documentation is also translated in English and Spanish.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Eleanor Roosevelt	DBN: 06M143
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 3
# 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:

In addition to the existing core ELL instructional program; I.S. 143M will provide an after school program for ELLs under Title III. The after school program will complement our core instructional program and be supplemental to mandated minutes as per CR PART 154. The program will support language development, English and native language instruction and high academic achievement in the core academic areas. Students will be given the opportunity to participate in activities that incorporate the four language modalities: reading, writing, speaking, and listening in English, as well as a focus on the content area of Math.

Based on an analysis of data from the new Title III AMAO Tool and the RDGS report on ATS, we identified the ELLs that we will target, the long term ELLs and the SIFE students. These particular populations are at risk level 3 or greater and are in need of additional support. Each after school group will consist of 10-15 students of all proficiency levels in grades 6-8. Classes will take place Tuesdays and Wednesdays after school from 3:20-4:50, from November 13, 2012- May 9, 2013.

The number of teachers participating in the after school program will be six, 3 ESL or ELA NYS certified teachers and 3 NYS Math certified teachers with bilingual extensions. The Title III program supervisor, Ms. Susan Rivera is an Assistant Principal that holds NYS certification for both ESL and Spanish. There is no other supplemental program running concurrently, Ms. Rivera will solely supervise the Title III after school program. She will provide ESL support in planning and scaffolding differentiated instruction as well as actively pushing in to classrooms and providing direct Instruction beyond the mandated units.

The focus of the 1.5 hour sessions will alternate between English language development through the content area of ELA and Math with ESL methodologies. Students will participate in small group opportunities to engage in activities through the use of non-fiction materials such as National Geographic "Explorer" and "Inside".

### 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

### Part C: Professional Development

Begin description here:

All 6 teachers participating in the afterschool program will receive training in the use of academic content-based materials to support the implementation of the after school program. Specifically they will be provided with professional development to improve teacher effectiveness in ELL instruction, to enhance the teachers' understanding and use of curricula, assessment measures, and instructional strategies to support their English Language Learners. The teachers will participate in one after school session, before the program begins, provided by the program supervisor (S. Rivera), as well as sessions throughout the year, once a month to improve their instruction and assessment of ELL students, collaborate with in an ELL professional learning community and discuss how well they are implementing these strategies and to have a positive and lasting impact on their teacher effectiveness and student outcomes.

### 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:

Parents will be invited, by telephone and in writing, to observe classes during the after-noon sessions in order to develop the home language, at least two times beginning in December and ending in May. There will also be a Spanish/English parent work-shop provided by Title III teachers and supervisor to explain the after-noon sessions as well a variety of ways to get parents involved in children's education. The workshop is scheduled for February during one of the after school program sessions from 3:30-4:30pm. The projected number of parents is 30-40. Other programs will be offered for parents in order to support English Language Acquisition; however these other programs will be supported with other funds, not Title III.

### Part E: Budget

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

Allocation Amount: \$31964

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li></ul>		

**Part E: Budget**

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

Allocation Amount: \$31964

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