



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** THE SOJOURNER TRUTH SCHOOL

**DBN:** 03M149

**PRINCIPAL:** BARBARA DARRIGO      **EMAIL:** [BDARRIG@SCHOOLS.NYC.GOV](mailto:BDARRIG@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MS. ILENE ALTSCHUL

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Darrigo	*Principal or Designee	
Patrick Walsh	*UFT Chapter Leader or Designee	
Sonya Hampton	*PA/PTA President or Designated Co-President	
Frances Fladger	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dionne Mason	CBO Representative, if applicable	
Washeka Brown	Member/Parent	
Denise Giddings	Member/Teacher	
Catherine Lipkin	Member/Teacher	
Karen McLean	Member/Parent	
Miriam Holmes	Member/Parent	
	Member/	
	Member/	

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

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

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

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

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

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

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

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

**Major Recommendation**

- As stated in the 2011-2012 Quality Review, page 5, “Further develop a school-wide system for monitoring student progress between annual goals so that mid-course adjustments and practice can be made, in order to ensure appropriate progress toward stated goals.”

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Establish a school-wide practice of recording and analyzing benchmark and end of unit assessments, in order to monitor and revise instructional practices.

**Instructional strategies/activities**

- a) School administrators will analyze data, collected every 6-8 weeks, in order to determine progress made.
- b) Lead teachers provide academic intervention to the bottom third, inclusive of SWDs and ELLS. In addition, other supports scheduled during the school day include: Academic Intervention Services; the Success for All program whose groupings are adjusted according to assessment data.
- c) Teacher teams will establish targets for each of the assessments that they have chosen to utilize. For example, running records which are conducted every 6-8 weeks, indicate if students have made progress and/or have reached their targeted grade level.
- d) September through June

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

X Other: Focus Funds

**Service and program coordination**

Through conceptual consolidation, the school has combined tax levy and reimbursable resources to keep class sizes relatively small, support 2 AP positions and allow for AIS support.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- As stated in the 2011-2012 Quality Review, page 4, "Establish a transparent system to evaluate the impact of teacher teamwork on teacher capacity."

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Build teacher teams' capacity to align instruction with the common core learning standards

**Instructional strategies/activities**

- Teacher teams meet two or more times per week; during this time teachers develop units of study, aligned with the CCLS, which will address ALL learners.
- The administration, along with network staff developers, regularly meet with teacher teams to encourage self-reflection regarding teacher practice.
- During weekly visits by the administration to individual classrooms, a research-based rubric is utilized to evaluate teachers' effectiveness in the implementation of the CCLS.
- September - June

**Budget and resource alignment**

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

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

X Tax Levy     X Title IA     X Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

Through conceptual consolidation, the school has combined tax levy and reimbursable resources to support 2 AP positions, which allows for administration to support teacher teams and meet with them regularly. Title I Priority/Focus funds are used to procure materials related to CCLS.

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

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

**Major Recommendation**

- As stated in the 2011-2012 Quality Review, page 5, "Ensure that the assessments used to supplement summative data, provide teachers meaningful and actionable data related to students' strengths and areas of needs in order to meet the needs of all students."

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Teachers will utilize data from various assessments, in order to provide targeted instruction that addresses all multiple entry points.

**Instructional strategies/activities**

- a) Teachers will utilize instructional techniques, discussed during teacher team meetings, such as: scaffolding; instructional points of entry; Depth of Knowledge questioning and cooperative learning
- b) Classroom and cluster teachers utilize a variety of resources, such as Smart Boards, laptops, Smart Tables and listening centers, to ensure that there are multiple entry points supporting all learners
- c) Additional academic intervention services will take place for the bottom third, inclusive of SWDs and ELLs, during a "zero-period" 2-3x/week, Extended Day program and a Saturday Academy program. Additional Common Core aligned supplementary textbooks and skill-building materials will be utilized during these programs.
- d) From December 2012, ongoing,
- e) Teachers utilize checklists, student-generated goals, and teacher-generated rubrics to identify targets and monitor progress
- f) September - June

**Budget and resource alignment**

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

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

X Tax Levy

X Title IA

X Title IIA

Title III

Set Aside

Grants-Robin Hood

Other-describe here: \_\_\_\_\_

**Service and program coordination**

Through conceptual consolidation, the school has combined tax levy and reimbursable resources to maximize purchasing power of technology and PD materials. Priority and focus funds will be utilized to pay per session for teachers working in the Saturday Academy, zero-period and during the Extended Day program. Priority and focus funds will be utilized to purchase Common Core aligned supplementary textbooks and skill-building materials, as well as paper, pens, pencils, etc., for usage during the Extended Day program, Saturday Academy and zero-periods.



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

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

**Major Recommendation**

- As indicated by individual items on the Parent response section regarding Communication on the NYC School Survey 2011-2012 Report, pg. 5, our school needs to continue to increase communication, with parents, regarding students' academic progress and performance.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

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

**Annual Goal #5**

- Strengthen the partnership between the school, home and community-based organization(s)

**Strategies to increase parental involvement and engagement**

- a) ELL teachers, along with the SETSS provide will continue to meet individually and in groups with parents, in order to provide information regarding students' academic programs and performance. The parent coordinator will continue to provide workshops to parents/families regarding topics such as: ARIS; homework help; goal-setting for students regarding career and college awareness; ELA and Math curriculum and preparation for the NYS Exams.
- b) Classroom teachers, the parent coordinator, administrators and members of the School-Based Support Team will continue to facilitate workshops such as those mentioned above. Our CBOs, Harlem Children's Zone and Harlem Lacrosse and Leadership provide parent workshops focusing on the additional academic support provided by them.
- c) Parent participation will increase, as evidenced by sign-in/attendance sheets, in workshops and informative sessions regarding the above-mentioned topics.
- d) September - June

**Budget and resource alignment**

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

X Tax Levy       X Title IA       X Title IIA       X Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Title III funds and Title I SWP and priority/focus funds enable the school to provide parent workshops after school hours and on Saturdays

### 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	Writing workshop, guided reading, shared reading, skill-building and listening activities, usage of graphic organizers	One-to-one, small group and tutoring sessions	Before, during and after the school day
Mathematics	Skill-building activities, math games, math centers, usage of manipulatives	One-to-one, small group and tutoring sessions	Before, during and after the school day
Science	Project-based hands-on learning	Small group instruction	During the school day
Social Studies	Interdisciplinary instruction	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict resolution, family engagement, small group motivational sessions	Individual and small group counseling sessions	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

In order to assure that we are recruiting Highly Qualified Teachers:

- We interview candidates who we screen at NYCDOE teacher recruitment events
- We utilize our network to support us in finding highly qualified candidates to interview.
- Teaching candidates are required to do a “demo” lesson, with the prospective grade or subject area.

In order to retain our Highly Qualified Teachers:

- Teachers are selected to be lead teachers and/or teacher team facilitators.
- Teachers are given at least two periods per week to co-plan in their content area and/or on grade level teams.
- Teachers are provided with professional development opportunities to support them in their pedagogy.
- Teachers are encouraged to attend workshops, conferences and classes to further enhance their capacity as educators.

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

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

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

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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;
- 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;

### **SCHOOL-PARENT COMPACT**

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>Lucius Young</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>149</b>
School Name <b>Sojourner Truth</b>			

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

Principal <b>Barbara Darrigo</b>	Assistant Principal <b>Marie Jones</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Patrick Walsh</b>	Guidance Counselor <b>Judy Fischer</b>
Teacher/Subject Area <b>Lissette Roman</b>	Parent <b>Boubacar Toukara</b>
Teacher/Subject Area <b>Latifah Parker</b>	Parent Coordinator <b>Issac Booker</b>
Related Service Provider <b>Kevin Hill</b>	Other <b>type here</b>
Network Leader <b>Lucius Young</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>395</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>6.33%</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. 

1) The first step in identifying possible ELLs is the administration of the Home Language Survey which includes the informal interview/assessment in English and in the native language. At the same time we interview the parents and assess that information. The first step in identifying possible ELLs is the administration of the Home Language Survey which includes the informal interview/assessment in English and in the native language. At the same time we interview the parents and assess that information. The people responsible for this process are Patrick Walsh, licensed certified ESL teacher. Dependent upon the information from the Home language Survey a LAB-R exam may be administered and then assessed.

In preparation for the NYSESLAT exam a team of proctors are assembled and professional development on the administration of the NYSESLAT is facilitated by the ESL teacher on the appropriate procedures for administration of the exam. The team consist of a kindergarten teachers who holds a extension bilingual license and two special education teachers. A schedule is created and rooms are identified for testing purposes. Before testing schedule begins all proctors are introduced to the students.

We also evaluate the ELLs that have taken the NYSESLAT. This is done by a careful study of scores in the modalities: Reading, Writing, Listening and Speaking. The scores in the modalities provide an objective base for identifying students strengths and weaknesses. Instruction is then informed by comparing the progression or regression a student makes on each of the modalities of the NYSESLAT.

2) After establishing that a child is an ELL, all parents view the orientation video entitled “For Parents of English Language Learners” in their native language, or when their native language is not provided on the video then it is shown to them in a language in which they are conversant. The video explains both in words and images the three choices of ESL programs: Dual-language, Transitional Bi-lingual and Free-standing ESL. To ensure understanding, the three choices are again repeated/explained to the parents by the ESL teachers and then the parents are given two forms to be filled-in and signed which indicate the program of choice they feel is most desired for their child. This procedure is done within ten days of a child’s admission into our school.

3) Entitlement letters, Parent Survey, and Program Selection Forms are, whenever possible, distributed and completed during the parent’s interview process themselves. the ESL teacher and the Parent-coordinator reach to parent via telephone and home visit to ensure that the return of the parent survey and parent selection form.

4)The criteria for placement is that the parent and child speak other in English as indicated on the home language survey as well as a score on the Lab r indicating a student is entitled to ELL services. After establishing that a child is an ELL, all parents view the orientation video entitled “For Parents of English Language Learners” in their native language, or when their native language is not provided on the video then it is shown to them in a language in which they are conversant. The video explains both in words and images the three choices of ESL programs: Dual-language, Transitional Bi-lingual and Free-standing ESL. To ensure understanding, the three choices are again repeated/explained to the parents by the ESL teachers and then the parents are given two forms to be filled-in and signed which indicate the program of choice they feel is most desired for their child. This procedure is done within ten days of a child’s admission into our school.

5) PS/MS 149 only provides a Freestanding ESL program. 100% of the parents selected the ESL program, even after parents were

informed of the bilingual and the Dual language programs.

6)As far as we can discern, the program models offered at PS/MS 149 are aligned exactly with the parent’s requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5			20		4				25
Total	5	0	0	20	0	4	0	0	0	25

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	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>													

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3		1	1	2			8					16
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic			1											1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1				1	2						6
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1) The organizational model followed at PS/MS 149 is a combination of Push-in and Pull out. The push in program is administered mainly in the morning during literacy instruction within the intermediate, advanced and proficient range. For those students at the beginning stage, they participate in the pull out at least 2X per week. With both of these models, the students are instructed homogeneously and CR Part 154 are carried out via the Push-in and Pull out models. These models enable the mandated minutes to be delivered.

### The Program Model

The program models used at PS/MS 149 are a combination of Homegeneous (where proficiency levels are the same or similar and Heterogeneous [mixed proficiency levels]. We use an integrated model whereby ELA, ELS and NLA skills are incorporated throughout out thematic units of study. Due to our curriculum planning which involves classroom teachers and the ESL teacher's key science and social studies concepts supplementary skills are embedded in thematic curriculum implemented in the ESL pro role in developing student's content language gram. Within the program v vocabulary development and writing skills are emphasized on a daily basis. Technology plays a large role in developing student's content language development. The smart board is a tool that utilized on a daily basis. Outside of the smart board, students are assigned the use of computers / laptops to complete research and writing tasks. With the younger students, pictorial vocabulary is developed in building language skills. We also employ the use of Reader's Theater to enhance fluency skills. Various centers are utilized so strategy lessons and intervention lessons can occur as other students work independently.

### 2. Staff Organization & the Ensuring of Mandated Minutes

The explicit instructional minutes delivered to students in our program model as per CR Part 154 are carried out via Push-in and Pull-out programs.

### 3. Content Area Delivery Within the Program Model

## A. Programming and Scheduling Information

The content areas are delivered to our students in the English language through the use of experiential learning, whole group instruction, cooperative learning and the extensive use of technology using SMART boards, laptop computers, video and audio presentations.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

We test the student in the native if the students test are provided in the native language, i.e. Spanish and French.

5. How do you differentiate instruction for Ell sub-groups?

Students are grouped around the strengths and weakness as indicated by the NYSESLAT. Provided various leveled materials in all subject area and modalities. These would include written materials, books on tape and songs, and videos. The tasks and assignments are modified. Strategy and guided instruction are implemented according to the specific needs of the individual student and sub group.

a. Instructional Plan for SIFE Students

We do not have any SIFE students; however, the instructional plan would be that SIFE students would be exposed to extensive vocabulary as a method of building on the framework of their prior knowledge in order to strengthen them in the four modalities (listening, speaking, reading and writing).

Instructional Plan for Newcomers

b. Newcomers in our school will be able to increase the volume of their vocabulary (verbally) approximately 30% after one year of ESL services. They will also be able to create/write simple sentences of a descriptive and expository nature. Newcomers will also be able to identify/read certain words which happen to be particularly important to their day-to-day existence. They will also be able to understand/follow verbal directions such as are required to navigate throughout their neighborhood and the city. They will be able to carry on a basic, non-intensive conversation covering simple subjects with individuals as casual conversation. They will be able to identify the locations of objects and places verbally. The newcomers will be given consistent instructional guidance which is driven by the four modalities. Our principal inspiration unfailingly comes from putting data in the driver's seat.

Our plan for ELL newcomers includes test-taking techniques, the teaching of an increasingly sophisticated vocabulary, the extensive utilization of graphic organizers and the employment of computer technology.

Instruction for our beginner students is based primarily on developing an ever-widening phonemic awareness beginning with a mastering the alphabet as well as blends and digraphs. Basic nouns and verbs are taught by a combination of Total Physical Response, Realia, and interacting in, through and with spoken and written English.

c. Instructional Plan for ELLs of 4 to 6 Years of Service

ELLs who have received services from 4 to 6 years will be given the academic and ESL attention based on careful examination of their NYSESLAT results and the information gathered from conferencing with their content teachers. There would likely be some areas that have not been duly considered as points of concern whenever the instructional approaches are designed. It is the job of the ESL teacher to discern weaknesses and strengths and share such information with the content teachers. For instance, many ELLs tend to have particular difficulty in the area of math literacy. This would explain disappointing test scores on math exams which are heavy on word problems. Such information would need to be discussed with the teacher so that other methods or maybe even modifications could be employed in order to create an environment that would not be so daunting to an ELL student.

d. Instructional Plan for Long-Term ELLs (LTELLs)

Long-Term ELLs are a special segment of students. We recognize that somewhere along the line of their academic journey a critical area of their existence as a student was either omitted, passed over or not focused on. This academic space is something that has resulted in the student not being able to pass through the threshold of grade-level performance, testing, reading fluency or the like. Long-term ELLs need to be placed in an environment that is carefully designed to address their needs and goals consecutively and where their weaknesses can be targeted and hopefully eliminated through the process and method of differentiated instruction. Truthfully, a student who may be three years older than those in his particular grade cohort may not be thinking of going on to college, especially if he has had a particularly

## A. Programming and Scheduling Information

difficult time with English-medium academics. In such a case there should be measures put in place that would assist in his being able to accomplish whatever appropriate goals he has that would contribute to his becoming a functional and literate member of society.

### Instructional Plan for ELLs with Special Needs

ELLs identified as having special needs will be given the required ESL services which correlate with their Individualized Educational Plans. ESL teachers will work closely with their teachers to identify areas of weakness and strength as well as assist the students as they work thematically with units of proven interests as a means of joining academic talents with what the standards have identified as areas of evidenced learning. ESL teachers will continue to maintain close contact with Support Services personnel at the school in order to maintain the aligned targets of meeting the academic and social goals which are critical to the progress of a special needs ELL.

What instructional strategies and grade-level materials for teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The following instructional strategies are used to enhance learning: Reader's Theaters, Total Physical Response, Graphic Organizers, Shared Reading, Language Experience and Writers notebooks.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Even though all students utilized the Treasure literacy program, we purchased a differentiated level of text for our ell students. For our ELLs in grades 6 through 8, they participate in our intervention literacy small group program. The ESL and the classroom teacher meet to discuss the best times for the push-in and pull-out models. The staff meets to discuss the goals of the students with in the push and pull out programs. All ELLs students are also encouraged to attend the after-school instructional program where they can participate in project-based learning.

### 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
Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A
Science:	N/A

Class/Content Area	Language(s) of Instruction
N/A	N/A

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

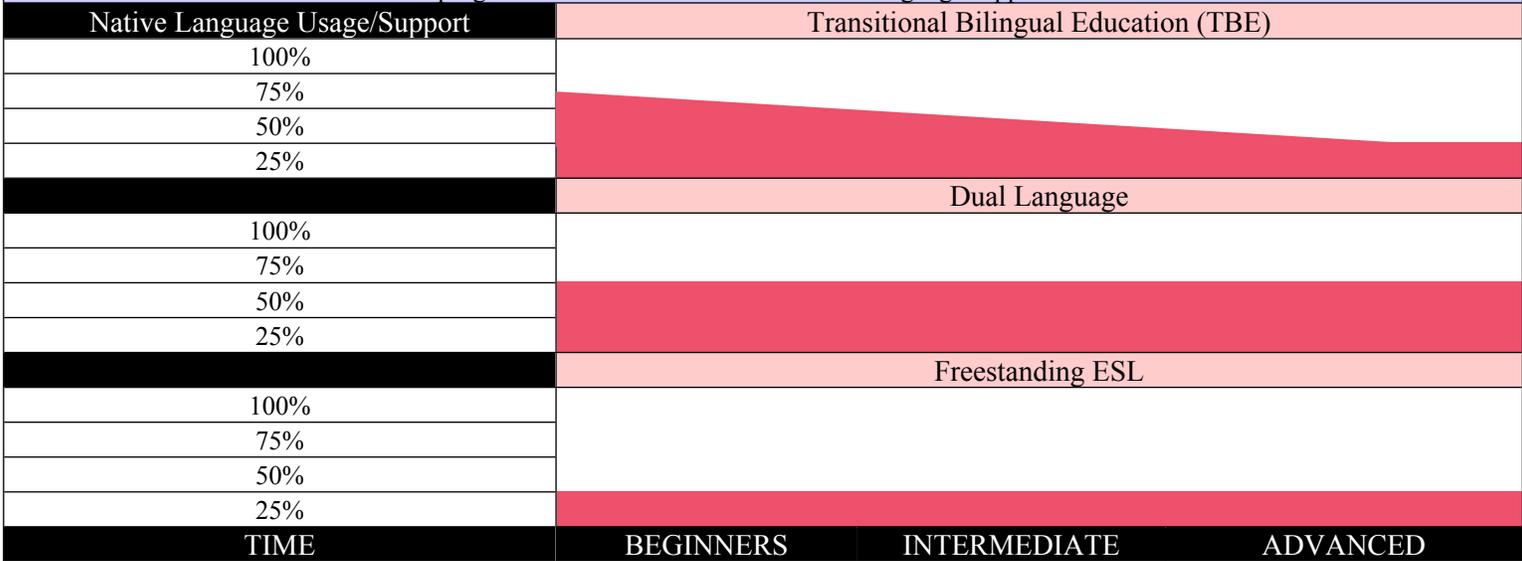
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here Our Targeted Intervention Program

8.Our targeted intervention program for ELLs in ELA, math, and science, social studies are constructed on the foundation of literacy. For example, our math program concerns the development of math literacy around writing. In science, we concentrate on ensuring that our students have mastered the fundamental vocabulary of scientific inquiry. Likewise, in social studies we are developing their language skills through historical understanding enhanced via technology and field trips.

During are grouped according to their ELA and Math needs during the 37.5 minutes of instruction; Small group instruction in provide in the morning utilizing the Success for All intervention program. Students in grades K-2 participated in guided practice in all subject areas The materials utilized include a variety of fiction- and non-fiction texts and internet websites (Starfall.com, Brainpop.com, PBSkids.org, Lanternfish.com, Google translate.com and funbrain.com), student presentations, read alouds, shared reading, and arts and crafts.

9.Plan for Continual Transitional Support for Proficient Students

Continual transitional support for ELL's reaching who have reached proficiency on the NYSESLAT is based on collaboration with their classroom teachers, support services professionals and conferencing with the students and their parents. Our policy with proficient English skills is that of an open door. Proficient students are invited to meet on a monthly basis or as needed.

10.New Programs and/or Improvements

The new programs and improvements for the upcoming school year includes the Sojourner Truth School Recycling and Environmental Maintenance Program, the Sojourner Truth School Community Outreach, the Integrated Book Club, The Intergenerational Assembly Corps and the Sojourner Truth School Academies of Play Writing. These efforts will provide ELLs with the very important opportunities of real life language usage in all of the modalities (listening, speaking, reading and writing).

11.Discontinued/Disconnected Programs

As of this writing Sojourner Truth School will be discontinuing or disconnecting no programs or services for her ELLs.

12.ELLs and their Equal Access and Integration into Activities of the School Community

At Sojourner Truth School all of our ELLs are afforded equal access to and fully integrated in all of the schools programs i.e., the Harlem Children's Zone After school program, Champs scholastics sports program, Asphalt Green athletics and Leadership Program.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

the instructional materials and technological resourcesutilized at the school are literacy programs such has Treasures Reading and Success For All, websites such as Starfall.com, PBSkids.org, googletranslating.com, Lantern fish .com Funbrain.com Listeners centers via laptops, word walls in all content areas; math games from the Everyday Math programs, Smartboards and the ELLis Program.

Newcomers: language based materials, pictorial books and book-making, magazines, wordless books, storymaps, Readers Theaters  
Beginning: Maps, globes, manipulatives, magazines leveled text, magazines, storymaps, Readers Theaters  
Intermediated and Advanced: Maps, globes, manipulatives, magazines, leveled texts  
Common Core materials for the students in the proficient level, leveled texts

All students benefit from teachers have the Smart board in the classrooms, which enhance all learning through technology

14.How is native language support delivered in each program model? (TBE, Dual Language, and ESL).

TBE and Dual Language: N/A

A school cultural fair is organized around the various cultures that are represented by our school population. Bulletin board are created around student native language. We also created a buddy partnership among students that centers around student's native language. Various representative from the community are invited to participate in our school-wide events. Native language support is delivered in our ESL program model by the availability of native language books( major languages like French and Spanish) native language glossaries, utilizing native language as a means of writing first drafts, and the strategy of story telling in native language accompanied by translation in English.

15.Do required services support, and resources correspond to Ells' age and grade levels?

Yes, we considered the ELL population as we order curriucular materials and plan grade level and school-wide activities.

16.Incude a description of activites in your school to assist newly enrolled ELL students before the beginning of the school year.

We identify student ambassadores who will participate in introducing the new students to school-wide community.

17.What language electives are offered tp ELLs? None

13.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/ A

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional Development Plan for ESL Personnel

1. As part of the Professional Development plan for ELL personnel at our school we have projected participation on inter-school visitations so that they can be apprised of what their ESL colleagues are doing as a means of improving and employing best practices within the field. Other programs include ongoing professional development sessions on Understanding and Utilizing Common Core Standards conducted by members of the Children First Network, a math and literacy PD conducted by members of the AUSSIE Consultants, the BETAC Conference, as well as the annual PD for the BESIS report.

Professional Development and Material Support Provided for Staff

2. We provide access to records and databases which contain all pertinent student information –individually or aggregated in groups—that present the kinds of information that could be best utilized by our ESL professionals to monitor and track the progress of our ELLs. We realize that our ELLs are a unique population within our building and we are always interested in remaining aware of the trends that their academic experience demonstrate as they experience contact with their ESL and content area teachers, their peers and the school’s physical environment. For that matter, our ESL personnel need to be able to make the most appropriate adaptations to instruction that best suit their ELLs. This year the school has created vertical and horizontal common planning periods so classroom and ESL teaches We also have arranged for periods of co-planning so that our ESL personnel can conference with the colleagues they share students with so that they can manipulate or modify assignments and assessment tools in order to better serve our ELL population. We help our students make the transition from elementary to middle and middle to high school in a number of ways. We set up a series of interschool visitations and also inform them of and assist our students in attending middle school and high school fairs; and when possible we accompany them to such events. We hold parent-student conferences focusing on their interview skills and the preparation of their portfolios that would present them with the best chances of entering the most appropriate schools.

Description of the 7.5 hour Minimum for TESOL Training

Ms. Marie Jones, Assistant Principal at Sojourner Truth School, Timothy Hawkins, ELL Network Liaison will provide 7.5 hours of professional development pertaining to the status and academic areas of ELLs in our school and in the academic setting. Issues to be discussed at these PDs include differentiating instruction, visualization and the common challenges of ELL students. ESL teachers will also be on hand to add their input along the lines of appropriate testing measures and homework assignments tailored to ELLs.

## 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 Parental Involvement at Sojourner Truth School

Sojourner Truth School enjoys a relatively active amount of parental involvement, particularly among the parents of ELLs. Throughout the school year the ESL teachers maintain steady contact with ELL parents through home visitations, quarterly ELL parent breakfast meetings and special ELL sessions conducted during Parent-Teacher monthly meetings. The key focus of these gatherings is apprising the parents of the progress and critical needs of their children and our students. An additional purpose is to assist our newly arrived parents in the process of acculturation to the ways of American life.

### How Parental Needs are Evaluated

Our parents are carefully interviewed as part of the intake process for their children and we are mindful of their native cultures and tradition, especially in how they differ from ours. As such, we attempt to be extremely careful in inquiring about particular aspects of their home lives. Because certain factors are critical in establishing the most suitable educational plan of action for their child we make ourselves available to assist parents in whatever areas of need they require. We employ our knowledge of social service agencies, community service organizations, native language translation services and school-based initiatives such as the Dial-a-Teacher project as points of referral to our parents.

### How Parental Involvement Activities Address Parental Needs

Our parental involvement activities address the chief need of our parents in that they work to keep parents informed about the academic progress and potential of their children as they make their way through our school. The most important factor which is universally shared between the parents and teachers at our school is that we are all charged with impacting the lives of these children for significant periods of time each day.

# 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)	1	5	1	1	3	1			1					13
Intermediate(I)				1	1			2						4
Advanced (A)			3		2	1	1		1					8
Total	1	5	4	2	6	2	1	2	2	0	0	0	0	25

## NYSESLAT Modality Analysis

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

### 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. The assessment tools used for students in grades K-2 are end of unit assessment, writing samples, and conferring notes. For students in grades 3-5, Running Records, end of unit assessments, writing samples, and conferring notes. The data indicates that writing across the grades needs to be enhanced. Therefore, writing across the curriculum utilizing project-base activities is being aligned in the after-school program, and during the extended day programs. This information has been shared with classroom teachers who are also designing strategy writing groups for ELLs.

2. The results of the LAB R and NYSESLAT show that, not counting our newcomers, while most of our students are progressing in the listening and speaking modalities many of our students need intensive work in reading and writing. For example, whereas in the Fourth Grade four students who are advanced in speaking scored as intermediates and beginners in reading and writing. This could serve as an example of the entire school.

3. How will patterns across NYSESLAT modalities affect instructional decisions?

The patterns across NYSESLAT modalities provide a basis for which to plan instruction for each child and are shared with the school wide inquiry teams. Instruction is adjusted according to assessments and student advancement during the school year. The patterns also affect how the children are grouped for Academic Intervention Services as well as any after school programs.

4a) Looking closely at the data, it is clear that the strength of our ELL's can be found in the modalities of listening and speaking while reading and writing are areas that need be developed. None of our ELL's take tests in their native language.

b) School leadership meets with teachers to discuss the results of the ELL Periodic Assessment and plan instruction according to what is revealed by data. Teachers use the ELL Periodic Assessments to form guided math, reading and writing groups to provide support in those areas. We have established common planning periods which provide teachers the opportunities to discuss best practices for ELL's. Staff meets to look at children's work and discuss strategies.

c) The Periodic Assessments provide indicators to student advancement as well as areas where students need intensive instruction or intervention. Students, especially newcomers, are encouraged to practice their native language in social situations and with their families until they master enough English to feel comfortable communicating in English. With few exceptions, all instruction is given in English.

4.

5. For dual language programs, answer the following: N/A

6. Describe how you evaluate the success of your program for ELLs

The ELL program will be evaluated through several options:

=Goal setting by students, classroom teacher, and ESL program

- =Parent attendance at the school-wide events
- =Growth patterns by evidence on the following assessments: Running Records, Ed Performance (grades 3-8 Acuity results)
- =Collection of writing samples at least 3x a year
- =Social language skills for our newcomers and

### 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: _____		School DBN: <u>03M149</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Darrigo	Principal		10/11/11
Marie Jones	Assistant Principal		10/11/11
Issac Booker	Parent Coordinator		10/11/11
Patrick Walsh	ESL Teacher		10/11/11
Boubacar Toukara	Parent		10/11/11
Kevin Hill	Teacher/Subject Area		10/11/11
Lissette Roman	Teacher/Subject Area		10/11/11
N/A	Coach		10/11/11
N/A	Coach		10/11/11
Judy Fischer	Guidance Counselor		10/11/11
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** 03M149

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 03**      **School Name: Sojourner Truth School**

**Cluster: \_\_\_\_\_**      **Network: 408**

**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.

All parents of newly enrolled students are given the Home Language Identification Survey (HLIS) by certified English Second Language (ESL) teacher. On the HLIS the parent(s) indicates the language she/he understands or prefers to communicate in. The school organizes a chart that indicate the home language spoke the parents of our ELL students. The school makes every attempt to send out correspondences and memorandum in a language the parent understands.

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.

PS/MS 149 serves one of the largest African immigrant communities in the United States. Most of our students come from Senegal, Guinea, or Ivory Coast. Many parents speak French. 43% of our current ELL population come from the Dominican Republic or Puerto Rico. The findings are communicated to the school community through faculty conferences, School Leadership Team meetings, letters from the administration and Parent Teacher Association meetings.

## 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.

We found that many of our African ELL families, particularly those whose native languages are Fulani or Wolof, also understand French. The other significant population in our ELL families are Spanish speaking. To ensure timely provisions of translated documents, written translation service will continue to be provided by in-house staff and by community-based volunteers. ELL families will receive pertinent information along with the entire school community. In addition, selected parent volunteers have agreed to translate school communication letters into French and Spanish. When possible, oral translation services in Wolof and Fulani are provided by community volunteers and parents. When necessary we utilize the DOE translation services.

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.

Staff members will translate for our Spanish speaking families, and when possible for our French speaking families. We also provide oral interpretation services for our parents during Parent-teacher conferences.

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 schedule a meeting for new ELL parents to our school in early September. There will also be a spring meeting in early March of 2012. The orientation will inform these parents of our school's ESL programs, the curriculum for each grade, our administrative and support staff, school arrival and dismissal schedules, regulations and policies, etc. Our school ESL teacher /coordinator will meet with parents of newly enrolled identified ELL students as needed on an ongoing basis. Parents of all ELLs will be invited and encouraged to attend all school functions and activities. We also use telephone translation services as needed and requested by parents in need of such services. We will order translated signs in as many languages suited for our population.

## 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: PS/MS 149	DBN: 03M149
Cluster Leader: Debra Maldonado	Network Leader: Mr. Michael Selkis
This school is Conceptually consolidated.	conceptually consolidated (skip part E below) 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): Before school      X After school      Saturday academy      Other:
Total # of ELLs to be served: There will be 12 students served. Grades to be served by this program are 3, 4, 5, 6, 7.
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III supplemental program for ELLs consists of an afterschool program every Monday and Tuesday from November to June. This will include preparation for NYS ELA, NYS Math, and NYSESLAT exams. Afterschool) will be from 3:00pm - 5:15pm on designated days. During this time, ELLs will be divided into groups by grade level and spend half the time on ELA and NYSESLAT work, and the other half on Math preparation. The language of instruction will be English in ELA and NYSESLAT, and Math.

**Rationale:** To provide additional instruction time for the bottom 3<sup>rd</sup> of our ESL population. The supplemental program will concentrate on the modality of writing in concordance with the Common Core State Standards. There will be an emphasis on expanding student vocabulary and mastering grammatical forms.

**Subgroups and grade levels:** the subgroup will consist of the bottom 3<sup>rd</sup> ESL students from grades 3 through 8.

The additional instruction time will begin the first week in November 2012 and consist of two 60 minute periods a week. This schedule will continue until June 2012.

The program will be implemented by one certified ESL teacher and one content area teacher.

**Materials:** Books on tape, Informational text, notebooks, level text, and Wiggle Works.

## 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: The ESL teacher participates in common planning with ELA teachers so that he is knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school’s curriculum. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. PS 149 believes that teaching is an ongoing process requiring periodic exposure to new strategies and techniques. Therefore Mr. Walsh avails himself to as many ESL PD’s as possible.

**Teachers to receive training:** ESL teacher Patrick Walsh and Lissete Roman

**Schedule and duration:** In house PD’s will be periodically implemented by AP Marie Jones and the ESL Coach of the Network Michelle Robles who will focus on of the instruction of informational writing.

### 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: We have provided parents with a translated Bill of Parents Rights and Responsibilities. To ensure that all parents are provided with appropriate and timely information in a language they can understand 149 has made it a priority to make sure that, whenever possible, there is a staff member or parent volunteer available the entire school day for translation purposes. In addition PS 149 plans two Saturday family cultural excursions in which ELL parents and children will visit a NYC museum as to encourage vocabulary building and cultural acclimation.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount
Professional salaries (schools must account for fringe benefits)	2 teachers x 2 hrs x 2 days x 4 week
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount
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>	Rigor; Benchmark Company Word Study: Sadlier Reading English Explorers Benchmark Company- Leveled books from Lee and Low. The Lee and Low books provide English Language Learners with books matched to their reading levels as well as a chance to see themselves in their books as they read. Lee and Low provides read-aloud texts and independent reading books with diverse characters who have many of the same experiences our English Language Learners have which keep our students engaged.
Educational Software (Object Code 199)	
Travel	
Other	
<b>TOTAL</b>	2 teachers x 2 hrs x days x 4 weeks x 6 months (November to May)