



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M175

PRINCIPAL: CHERYL MCCLENDON

EMAIL: CMCCLENDON@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cheryl McClendon	*Principal or Designee	
Jennifer Cuyson	*UFT Chapter Leader or Designee	
Diann Roberts	*PA/PTA President or Designated Co-President	
Sharon Lyons-Daniels	DC 37 Representative, if applicable	
Howard A. Hillery Harlem Grown	CBO Representative, if applicable	
Natou Seck	Member/Parent	
Sheniqua Plant	Member/Parent	
Junior Maynard	Member/Parent	
Andrea Fraser	Member/Parent	
McKYLE Clyburn, Sr.	Member/Parent	
Steven Borba	Member/UFT	
Josefina Pablo	Member/UFT	
Robert Einkenkel	Member/UFT	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

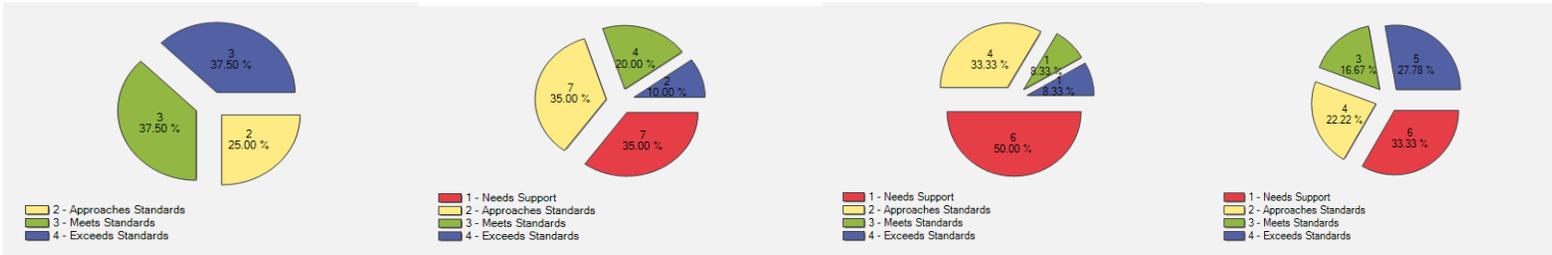
Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, at least 50% of the 58 students in grades 3 through 5 who are performing far below standard (level 1) in reading will achieve grade-level proficiency (high level 2 – level 3) as measured by *running record data, collated through the Assessment Pro database. (*Running Records will be administered bi-monthly or at more frequent intervals when greater intervention is needed.

English Language Arts - Comprehensive Needs Assessment

“One of the key requirements of the Common Core [Learning] Standards for Reading is that all students must be able to [read] and comprehend texts of increasing complexity as they progress through school.” Prevalent research has illuminated a common pedagogical practice and tendency of schools such as ours to focus instruction on the development of higher-order critical thinking skills such as determining author’s purpose and other inferential skills and not applying enough focus to the development and accelerated progress of students’ readability levels. If students are not able to read texts of increasing complexity (grade level and beyond), then meaning is inaccessible. Analysis of November 2012 benchmark reading progress data reveals that 35% of PS 175 students in the testing grades are reading at performance level 1 which is far below grade level proficiency. In addition those who are approaching standards in reading (level 2) comprise 27% of students in the testing grades. Based upon F & P benchmark data reflected in diagrams A – D below,(recalibrated by TCRWP to promote rigor and ambitious achievement in reading) ~62% of students in the testing grades are not meeting grade-level benchmarks in reading. It should be noted that a strong positive direct correlation has not been made between the TCRWP reading scale values and NYS ELA test outcomes; however the correlation is significant enough to inform instructional practice. This general data illuminates a need to systematically increase student time-on-text and reading stamina throughout the grades. It is also vital that we closely analyze students’ independent reading levels for accuracy and administer effective professional development to teachers as it relates to literacy-based formative assessments.



301 Boys

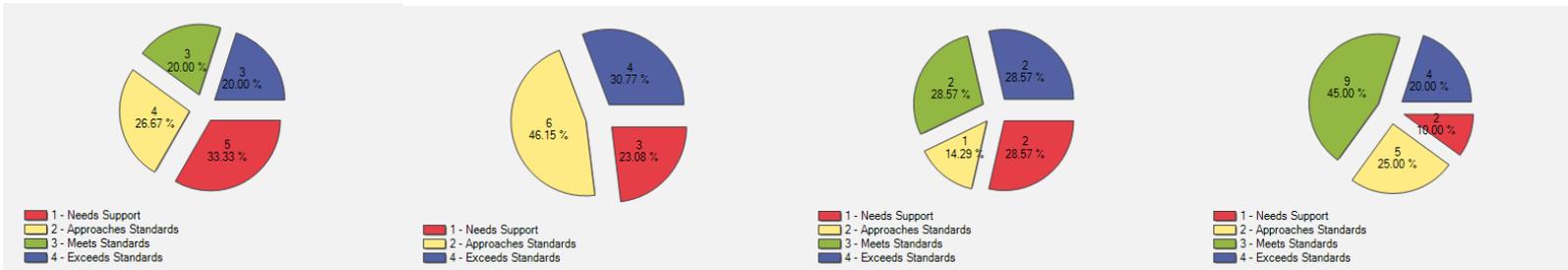
301 Girls

302 Boys

302 Girls

Diagram A - November 2012 Gr. 3 F & P Benchmark Data – TCRWP – Recalibrated Alignment to Promote Rigor and Higher Achievement in Reading

Analysis of 11/2012 Running Record Data reveals ~30% (6) of the boys in grade 3 are reading far below grade level proficiency and ~32% (13) of the girls in grade 3 are reading far below grade level proficiency. 33% of all 3rd grade students are reading far below



401 Boys

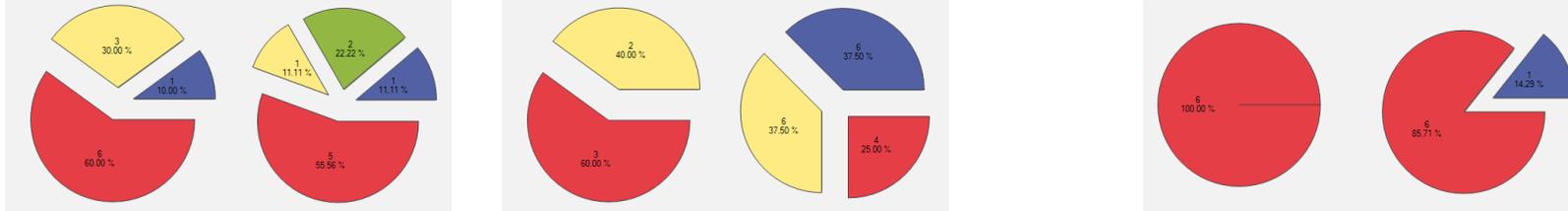
401 Girls

402 Boys

402 Girls

Diagram B - November 2012 Gr. 4 F & P Benchmark Data – TCRWP – Recalibrated Alignment to Promote Rigor and Higher Achievement in Reading

~32 % (7) of grade 4 boys are reading far below grade-level proficiency. 15 % (2) grade 4 girls are below grade-level prof. 24% of all 4th gr. students are below GLP



501 Boys

501 Girls

502 Boys

502 Girls

3/4-019 Boys

3/4-019 Girls

Diagram C - November 2012 Gr. 5 F & P Benchmark Data – TCRWP

60 % (9) of grade 5 boys are reading far below grade level proficiency. 36 % (9) of grade 5 girls are reading far below grade level proficiency. 45% of all grade 5 students are reading far below grade level proficiency

Diagram D - November 2012 SE 3/4 12:1:1 F & P Benchmark Data – TCRWP

100 % (6) of boys in 3/4 12:1:1 class are reading far below GLP. ~88 % (6) of girls in 3/4 12:1:1 class are reading far below GLP. ~92% of all students in 3/4 12:1:1 are reading far below GLP.

The PS 175 Common Core Instructional Team has also analyzed and compared students' independent reading levels to the levels of complexity of the passages on the 2012 New York State English Language Arts Exam, finding the band level text difficulty ranges as follows:

- O – P* Grade 3
- Q – S* Grade 4
- T – V* Grade 5

**converted from Lexile Level to F&P level*

This comprehensive review of the data necessitates that teams of teachers across the grades strategically plan and rigorously implement a system of aggressive and targeted strategies to accelerate the reading progress and increase the independent reading levels of more than half of the students in grades 3, 4 and 5 in order to meet school-wide annual goal # 1.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- School-wide implementation of Building Reading Stamina Campaign – Teachers will systematically increase and monitor the amount of time students are required to read independently during the instructional day, as well as at home. Independent reading will be assigned every night for homework. Students will log their reading minutes as well as the title and genre of text daily. Logs will be monitored by teachers, coaches and Assistant Principals. We utilize the Accelerated Reader program (funded by the Carmel Hill Foundation) to electronically monitor the number of books that students read. AR establishes benchmark reading volume measured over time. Carmel Hill administrators systematically monitor student reading volume. Classes that meet benchmarks are rewarded with \$500 and a class computer.
- All students who are reading below grade level proficiency will receive RTI-structured Guided Reading and Strategy Groups, wherein teachers

will closely monitor students' progress to tailor and revise instruction and consistently set progressive short-term interim goals.

- Teachers will observe independent readers, confer and provide targeted instruction for independent readers on a daily basis. All conferences will be documented in the Assessment binder to track student progress.
- Adoption of CCLS (RI 1 – 10) as our school-wide key standard focus.
- Integration of school-wide key standards through-out Core Curricular
- Quarterly administration of performance assessments (pre and post unit) and analysis.
- On-going strategic implementation of the workshop model – gradual release of responsibility in reading and writing.
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- Rigorous implementation of the Teacher's College Reading and Writing Project Curriculum in Reading and Writing Workshop
- Continued extensive professional development of teachers, Coaches and Principal in the TCRWP curriculum. Lower and upper grade lab-site classrooms will be established. PD will take the form of on-going lab-site demonstrations, one to one conferences between the teacher and literacy coach or the teacher and the TCRWP staff developer; teachers will attend literacy conferences at Columbia University. A turn-key system has been established to bring all pertinent information and strategies back to staff.
- Systematic implementation of the Foundations phonics building program in grades K – 2
- Support and extensive professional development to K-2 teachers and Wilson level 1 teacher that supports lower grades in the Foundations

Program strategies.

- The Literacy Coach will support grade meetings as well as identify key areas for individual teacher support
- Organize teacher and administrative teams to review quantitative and qualitative data in order to set short term interim goals and long term goals for students
- Literacy Coach will facilitate unit planning sessions to support the development of mini-lessons, teaching points and process charts that align with student needs
- Structure the use of rubrics to ensure that student work is rigorous and measured against grade appropriate performance standards
- Study Group forums will be facilitated by Literacy Coach to further teacher understandings of literacy components
- Disaggregate data during grade meetings
- Use Progress Monitoring Tools for each class to help students monitor and articulate their learning goals and progress
- Monitor student portfolios to support students reflective practices and goal setting
- Administer and analyze Running Records during the 4 designated benchmark periods and more often where deemed necessary.
- Utilize the Narrative Writing Continuum and the Informational Writing Continuum to analyze student writing at 3 designated benchmark periods to support instructional planning for writing
- Teachers will plan and facilitate guided reading for flexible groups, designated by assessment and evaluation from reading conferences and teacher observation
- A skills period will be scheduled in which teachers will implement targeted direct instruction focusing on the reading comprehension strategies.
- Utilize the Item Skills Analysis from the NYS ELA Exam to support standards based skill enrichment sessions.
- Follow the AIS Protocol that includes Tier 1 (teacher led in class support), Tier 2 (pull out academic services by AIS Teacher) and Tier 3, if

needed, (pull-out academic services by AIS Teacher)

- Utilize Great Leaps for at risk students in Grades 3 – 5 to build fluency skills.
- Provide The Wilson System for designated students
- Support vertical/horizontal staff articulation by hosting monthly forums for classroom teachers on varying grade levels to collaborate on performance standards and share instructional methods
- Ensure academic rigor and instructional coherence by supplying all teachers with pacing calendars, units of study and grade level resources for every content area
- Strategically organize Administrators and Literacy Coach to visit classes to model best practices and work with small groups
- Targeted instruction in analyzing text structure and organization as it relates to genre.

Strategies to increase parental involvement

- Family Reading Night
- Family Movie Night
- Classroom Volunteers
- Learning Leader Certification Program
- Provide Incentives for attending Parent Association Meetings
- School Messenger Service Announcements
- Monthly Parent Association Newsletter
- School Fundraising Events

- Monthly Publishing Celebrations
- Bring your Father Figure to School Forums
- Bring Mother Figure to School Forums
- Talent Shows, Dance Recitals and other School-wide Performances

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)
- Literacy Coach - Title I SWP & TL Fair Student Funding
- Teacher’s Salaries - TL Fair Student Funding, Title IIA Supplemental, TL FSF Legacy Teacher Supplement, TL Temporary Shortfall
- Librarian Salary – TL CFN Support Allocation, TL FSF
- IEP/ SETTS Teacher – TL IEP Teacher Allocation
- Para-professionals – IDEA IEP Para Allocation

- Inquiry - Per session Teachers – ARRA RTTT Citywide Instructional Expertise
- Data Specialist – ARRA RTTT Data Specialist
- Translation for Parents – AC TL Translation SVCS
- NYSTL – Library Books & Supplies
- TL - Parent Coordinator
- ESL Teacher and ESL Afterschool Program – Title III LEP

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2013, the percentage of students performing “below standard” in Operations and Algebraic Thinking in grades 3 through 5 will decrease by at least 50% as measured by Acuity interim assessments (scheduled and DYO) and NYS summative assessments.**

Mathematics – Comprehensive Needs Assessment

In the absence of 2012 Acuity ITA/Predictive data, Common Core Instructional Team members analyzed June 2012 Summative NYS Mathematics data. Analyses revealed the following:

Grade 4 (12/13 a/y): 52% students did not select the appropriate operations to correctly solve multi-step math problems.

55% students did not accurately round off numbers < 1000 to the nearest 10 or 100

Grade 5 (12/13a/y) : 64% students did not correctly identify < or > to complete an equation

69% students did not correctly recognize and/or generate equivalent fractions (halves, thirds, fourths, fifths, sixths and tenths) using manipulatives, visual models and illustrations

Comparatively, the percentage of incorrect responses made in the Operations and Algebraic Thinking strand was less than the percentage of incorrect responses made in the Measurement Strand. However, test item analysis identifies the Operations and Algebraic Thinking Strand to comprise approximately 60% of the NYS Test. Targeted instruction and intervention will therefore focus on the deficit skill areas within the predominant strand but not at the exclusion of implementation of targeted strategy grouping in Measurement.

In accordance with the NYCDOE City-wide Instructional Expectations, the Common Core Instructional Team and grade-level teacher teams analyze formative and summative data to plan and prioritize instructional emphasis. The 2013 NYS Grade 5 Mathematics Exam will include more items assessing students' proficiency in understanding and manipulating fractions. Moreover, the CCLS instructional shifts in mathematics require students to perform simple calculations with fluency, speed and accuracy. In addition, students must be able to use math and choose the appropriate concept (operation) for application with facility. The data above illuminates deficits in all of the focal areas. This necessitates school-wide implementation of a rigorous skills-focused response to intervention instructional program and intensive test preparation for all students who are identified as performing below level in the focal skill areas.

Instructional strategies/activities

- Ongoing professional development and support for pedagogues in the teaching and learning of Mathematics.
- Providing (RTI) support across the grade levels to increase proficiency in Number Sense and Operations.
- The identification of focus skills through data analysis and providing the opportunity to revisit concepts.
- Providing opportunities for student skills development and enrichment.
- Improving strategy building and problem solving capability.

- Supporting accountable talk in math workshop
- Monitoring progress to ensure that Everyday Math Assessments are administered, scored, and analyzed to determine next instructional steps for grade level, class level, and individualized intervention.
- Teachers will receive greater exposure and support in using data based systems (ARIS and ACUITY).
- Meetings are scheduled on a regular basis to analyze data and determine next steps as it relates to the grade, individual classes and individual students. Strong emphasis is placed on the grouping of students.
- Teachers are encouraged to conference with students on an ongoing basis to ensure that students are aware of their individual needs and goals in mathematics.
- Our Partnership Support Organization (PSO), Fordham University, will conduct periodic visits in which they will facilitate learning walks to identify high quality instruction as well as potential areas of concern and provide recommendations for next steps.
- All school constituents will be consistently reminded of mathematics goals in order to guarantee that everyone is working towards achieving increased mathematics performance levels for all learners.
- Establish Math Buddies Program (upper grade students supporting lower grade students in mathematics)
- Using the CCSS for writing to develop writing in mathematics, students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
- The Common Core Learning Standard (CCLS) – Reading Informational Text – Key Ideas and Details for Grades K - 5 will be implemented in mathematics. Through reading mathematical texts, students will build a foundation of knowledge in mathematics that will also give them the background to be better problem solvers.

- The Common Core Instructional Team meets bi-weekly to monitor progress trends and identify gaps in mathematic instructional practice
- The CCIT meets bi-weekly to develop and revise curriculum maps using Atlas Rubicon
- Math Coach, along with teacher teams will be engaged in curriculum compacting
- Teacher teams will engage in lab-site demonstrations and professional development focused on deepening *questioning techniques in mathematics to promote critical thinking skills. (NYC CCLS Mathematical Practice)
- Teachers will improve student talk in mathematics
- Teachers will improve student writing in mathematics
- Math Coach will provide differentiated support and professional development for teachers
- Professional Development/Lunch and Learns

Strategies to increase parental involvement

- Instructional Staff will conduct Math Support Meetings, Math Family Nights and Math Curriculum Fairs for families
- Describe to families the yearly curriculum goals for math during PA meetings and other forums
- Provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve.
- At regular intervals, explain the significance of different achievement levels to families
- Parents will be trained to become Learning Leaders.
- A class parent will be selected for each class. The role of the class parent will be to keep all parents informed of events and on-going opportunities for volunteerism.
- Math Coach will measure parental satisfaction with communication between teachers and parents through surveys and informal conversations

with parents

Budget and resources 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 I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- NCLB Incentive Grant funding supports targeted instruction in mathematics throughout the year
- TASC will support targeted STEM instruction after school.
- DYCD supports targeted STEM instruction during after school program
- WITS – Wellness in the schools – Grant-funded nutritional program provides hands on cooking labs for students (math integration)
- 42nd Street Project Grant funds Music and the Brain keyboard program – (brain research – transfer theory)
- Harlem Grown (501C) sponsors National Dance Institute Residency for grades 4 and 5 (arts integration – transfer theory)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June of 2012, we will enhance student participation in the arts, physical fitness, wellness and nutrition and health awareness by increasing the number of supportive community-based collaborations by 15 percent as compared to the 2010 – 2011 number of supportive community-based collaborations.

Comprehensive needs assessment

- FY budget does not cover the salary of a dedicated physical education teacher position, AIS staff and several school aides. This has made it imperative that we seek out community-based liaisons to volunteer and sponsor enrichment programs that will engage students in physical activity, health awareness and environmental awareness and provide academic intervention and enrichment services for all students.

Instructional strategies/activities

- Collaborate in the development of a green-house, as an off-shoot of the Harlem Success Community Garden
- Establish a weekly modern dance program for second, fourth and fifth grade students.
- Establish weekly yoga classes for first grade students.
- Establish weekly Capoeira program for third grade students.
- Facilitate an HIV awareness program throughout the grades using NYCDOE approved HIV curriculum
- Facilitate a mentor program for students to promote mental health and positive self-awareness
- Facilitate a weekly running program for students before the commencement of the school day.
- Maintain an urban farm within the Harlem Success Community Garden that provides students hands-on experiences in all of the phases of farming - from planting to harvesting to preparing and consuming home-grown produce.

- Establish a daily salad bar as an alternative or supplement to school lunch menu items.
- Enhance the nutritional value of school lunches.
- Facilitate cooking classes for all students which expose them to preparing and cooking nutritionally sound meals. (math and science integration)
- Establish a daily Homework Help Center facilitated by college interns.
- Establish daily tutorial services to all classrooms.
- Establish a Nutrition Council comprised of students, staff and School Food Service Personnel to consult and make recommendations for the daily menu.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

If other is selected describe here: School-wide fundraisers

Service and program coordination

Harlem Grown – 501C volunteers daily within our school to:

- spear-headed and support the on-going revitalization of our Harlem Success Garden,
- spearhead the development of a greenhouse for the PS 175 school community

- provide school-based volunteers to coordinate physical activity during daily recess periods and in the lunchroom
- operate the Scholar Dollar Incentive store
- coordinate and operate fundraisers for school-wide events and the parent's association
- support the school-wide recycling policy
- provide mentorship to students
- connect families in need with outreach services
- embody school-wide core values and support the morale and culture of PS 175 on a daily basis
- seek out and coordinate strategic partnerships for our school
- sponsor student enrichment programs and activities
- The National Dance Institute conducts a weekly residency for 4th and 5th grade students - Funded through private and corporate sponsorship and NEA grants
- Dance Brazil conducts Capoeira classes twice per week for 3rd grade students – funded through a federal grant
- A Harlem Hospital Administrator will conduct HIV awareness classes for students across the grades
- The Frederick E Samuel Democratic Committee facilitates a monthly mentor program for 5th grade students
- The New York Road Runners Club sponsors the Mighty Miler's morning running program for students
- Wellness In the Schools (WITS) provides a master chef to support nutritional preparation of school lunches and provide cyclical cook labs for students – grant funded
- Through the America Reads and Counts Program students from Barnard College tutor within classrooms and in the homework help center

- The JCC of Manhattan and Learning Leaders provides tutors to our school daily.
- The New York City Mission Society provides an after-school and OST program through DYCD funding.
- The United Cerebral Palsy Foundation will facilitate weekly art and photography classes at PS175
- American Dairy Association – Fuel Up to Play60 – Exercise/Health/Nutrition Program

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 350 Students	Guided reading, strategy-groups, Wilson/Fundations, guided writing; Leaptrack, Test-Pre academy	Small group, tutorial, individualized instruction	During and after school
Mathematics 210 students	Math strategy groups, math games, technology linked math activities, tiered assignments	Small group, tutorial, individualized instruction	During and after school
Science 50 students	Strategy-groups –Vocabulary, Comprehension	Small-group, individualized instruction	During and after school
Social Studies 62 students	Higher-Order critical thinking strategies – facts/details, comparing primary/secondary sources, note-taking, summarizing, citing evidence from the text, DBQ	Small group, tutorial, individualized instruction	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 25	Counseling sessions, play-therapy, ASCA-aligned lessons	Small-group, individualized, whole-class programmatic workshop series	During school hours only.

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.

Strategies for attracting Highly Qualified Teachers (HQT)

- We implement a rigorous selection process
- Update Website
- Posting recruitment flyers throughout community
- Hosting Open House Walkthroughs
- Attending Hiring Halls for Recruitment
- We partner with Fordham University, Columbia University, NYU, Barnard College, and City College
- Mentor program
- Open our classrooms to support student teachers from highly accredited universities

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

Henry Highland Garnet School for Success
P.S. 175

School Parental Involvement Policy 2012 2013

I. General Expectations

The Henry Highland Garnet School for Success (05M175) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring

*that parents play an integral role in assisting their child's learning;

*that parents are encouraged to be actively involved in their child's education at school;

*that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

*The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How P.S.175 Will Implement Required Parental Involvement Policy Components

1. Henry Highland Garnet School for Success will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed by the SLT in consultation with the Parent Association (PA) or, if applicable the Title I, PAC. All parents are invited to provide suggestions.
2. Henry Highland Garnet School for Success will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PA and the School Leadership Team (SLT).
[P.S.175]

3. Henry Highland Garnet School for Success will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.
4. Henry Highland Garnet School for Success will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will coordinate and integrate (SWP) our parent involvement strategies by organizing the Family Day; Orientation Days; Trips to cultural and educational institutions; Parents development workshops.
5. Henry Highland Garnet School for Success will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the SLT for necessary action.
6. Henry Highland Garnet School for Success will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a) The school will provide assistance to parents of children served by the school, as appropriate understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by providing activities such as workshops, conferences, guidance meeting, technology. Parents will be informed about equipment or other materials that may be necessary to ensure success of their children.
 - b) The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing workshops and classes to parents.
 - c) The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.
 - d) The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.

- e) The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by surveying parents to obtain information about specific needs.

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III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- training parents to encourage the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community based organizations and businesses, including faith based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance at the SLT meeting on 11/13/12. This policy will be in effect for the period of 2012/2013 SY. The school will distribute this policy to all parents of participating Title 1, Part A children on or by 11/30/12

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School Parent Compact 2012 2013

Henry Highland Garnet School for Success, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for unproved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school parent compact is in effect during school year 2012 13.

Required school Parent Compact Provisions

School Responsibilities

Henry Highland Garnet School for Success will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays. Our After School Program is opened daily until 5:30 pm.
2. Hold parent teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
* Wednesday, November 14, 2012 Afternoon & Evening
* Tuesday, March 12, 2013 Afternoon & Evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire within the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support student learning.
- Monitoring student performance by logging onto ARIS.

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 Debra Maldonado Margaret Struk	District 05	Borough Manhattan	School Number 175
School Name Henry Highland Garnet			

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

Principal Cheryl McClendon	Assistant Principal Michelle Murray
Coach Kim Caliman Byrd (ELA)	Coach Schwanna Ellman (Math)
ESL Teacher Tanya Pragados	Guidance Counselor Rebecca Dreisinger
Teacher/Subject Area Leana Borges (4th grade)	Parent Noemi Garcia
Teacher/Subject Area Sonia Francis (5th grade)	Parent Coordinator Ernest Clayton
Related Service Provider Sheila Robinson (SETTS)	Other Sharon Robinson (Library)
Network Leader Margaret Struk	Other Valorie Williams (Technology)

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

D. School Demographics

Total number of students in school	387	Total Number of ELLs	40	ELLs as share of total student population (%)	10.34%
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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. Upon registration and/or enrollment, Ms. Tanya Pragados, the ESL teacher, together with the pupil secretary, Ms. Princess Hardy, meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) which is translated in nine languages. Parents complete the form to show what language the child speaks at home. If the parent speaks Spanish, Ms. Sonia Francis, a pedagogue who can speak Spanish conducts the interview. If the parent speaks French, Ms. Sidonie Tientcheu or Ms. Genevieve Vincent, pedagogues who can speak French help conduct the interview. If the parent speaks Arabic, Ms. Salle Yunusi, a pedagogue who can speak Arabic helps conduct the interview. If the parent/s speaks other languages such as African languages, the school requests for translator/s outside the building, with him/her conducting the interview are the ESL teacher and the pupil secretary. Once Ms. Tanya Pragados, the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. LAB-R is administered to eligible students within the first ten (10) days of initial enrollment. Students that score below proficiency level on the LAB-R become eligible for state-mandated services for English language learners.

Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all ELLs or LEP students. Each student's performance on this test will be the basis for determining whether the student continues to be classified as ELL. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education. Our ELLs will be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The NYSESLAT helps our school determine which instructional standards we must focus on to ensure our ELLs to fully acquire the language proficiency that will prepare them for the success in the classroom, help us to focus on ways to improve instruction so that they become proficient in English and allows us to access to other content-based instructions, such as mathematics, social studies, and science.

2. There are three program options for English language learners in the New York City Department of Education. They are the Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL). In TBE and Freestanding ESL, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). English language learners in Dual language program can be instructed in both languages from kindergarten through 12th grade and do not need to exit the program once they reach proficiency. Transitional Bilingual Education programs are designed so that students develop conceptual skills in listening, speaking, reading, and writing in English. A transitional program of instruction includes an ESL component designed to develop skills in listening, speaking, reading, and writing in English, content area instruction in the native language and English designed to teach subject matter to English language learners, and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the student's home language while cultivating an appreciation of their history and culture. As students develop English language skills, time in the native language decreases. When English language learners reach proficiency level on the New York State English as a Second Language Achievement

Test (NYSESLAT), they are placed in a monolingual class in English. Dual language programs are designed to continue developing student's native language as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual language programs serve both language minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in Freestanding ESL programs come from many different native language backgrounds, and English is the common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out and self-contained. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The goals of the ESL program are to provide academic content-area instruction in English, use ESL methodology and instructional strategies, use native language support to make content comprehensible, incorporate ESL strategic instruction, assist students to achieve the state-designated level of English proficiency for their grade and help ELLs meet or exceed New York State and city standards.

The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services and to collecting the forms that indicate the parent's program choice for their child. The school provides parents of newly enrolled ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and the parent orientation session that they are going to attend. The school had already held three parent orientation sessions this school year. The first one was held on September 21, 2011, followed by the second one on September 27, 2011 and the third one was on October 4, 2011. One on one meetings were also held to those parents who were not able to attend the scheduled parent orientation sessions. Parent orientation sessions were conducted by the ESL teacher/coordinator, Ms. Tanya Pragados, who is a certified ESL teacher and with the support of the school's parent coordinator, Mr. Ernest Clayton. Ms. Sonia Francis, a certified elementary school teacher, was asked to help in the interpretation and/or translation. During the orientation, the parents have the opportunity to view the parent orientation video in their home language. The video provides views and insights of the three program choices offered by the New York State Department of Education. The orientation provides opportunity for parents to ask questions and clarifications about the three programs. Ms. Tanya Pragados, a certified ESL teacher, explained the three programs and made sure that all parents' questions were answered. In any situation or circumstance that some parents cannot attend the scheduled orientation sessions, the parent can contact the school parent coordinator to schedule an appointment or discuss program options over the phone.

3. The school ensures that entitlement letters are distributed and are received by parents because they responded to the invitation by attending the orientation sessions conducted by Ms. Tanya Pragados, ESL teacher and Mr. Ernest Clayton, parent coordinator. Second copy or notice and third copy or notice were sent to parents who did not respond to the parent orientation invite. The school ensures that Parent Survey and Selection forms are returned because they are given and are filled out after viewing the orientation video for parents of English language learners and after parents' questions and inquiries were answered. The filling out of the parent survey and selection form was facilitated by the ESL teacher, Ms. Tanya Pragados and pedagogues who speak the parent's language. After the parent survey and selection forms are filled out, Ms. Tanya Pragados, the ESL teacher/coordinator collected the forms and put them on file. Copies of sent entitlement letters to parents were also on file in the ESL coordinator's office.

4. Identified ELLs are placed according to their proficiency level. This is based upon the results of the two assessments, revised Language Assessment Battery (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). The school sends entitlement letter and continued entitlement letter in English and in their native language, which are available on the OELL website, to parents of English language learners. The school encourages the parents of ELLs to communicate with the parent coordinator or the ESL teacher for questions and/or progress of their child. Because ELL parents often speak a language other than English, the school uses the translated materials such as brochures and DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question and answer sessions are provided through group orientations at the beginning of the school year and as when the need arises. The school prepares to inform parents throughout the school year in number of ways; including one-on-one meeting/s with ELL parents, phone conversations, district presentations, or at the very least, through informational packets. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The school notifies the parents of NYSESLAT outcomes and program eligibility. English language learners that score below level of English proficiency continue to be entitled to ELL services.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we found that our parents preferred to have their children in the Freestanding ESL program. Every year the trend has never changed. Our ELL parents placed Freestanding ESL as their number one choice. As a matter of fact with the 11 parents who attended, viewed the orientation video, and filled out the survey and selection form recently, 10 parents chose Freestanding ESL. Parent Survey and Selection forms that were filled out by the parents during the orientation session/s are placed on file in the ESL teacher/coordinator's office.

6. The program offered at our school is completely aligned with the parents' request. Freestanding ESL is the program of choice. Parents indicated that they wanted this particular program because they wanted their children to be immersed in a monolingual class. They believe that if their children are immersed in an English monolingual class, they will learn faster. Parents said, their children speak or communicate using their native language at home and learn to speak, read and write English in school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	7	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
Dual Language	0									0
ESL	33	1	1	7	0	0	0	0	0	40
Total	33	1	1	7	0	0	0	0	0	40
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	5	3	1	5	2								25
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	2	0								2
Haitian	0	0	0	0	0	0								0
French	1	0	0	0	1	0								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	2	2	1	1	4								11
TOTAL	11	7	5	2	9	6	0	40						

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?

1. Instruction is differentiated according to their needs and proficiency levels.

a. The organizational models that our school are using are both push-in and pull-out. As much as the state encourages schools to use push-in model, our school uses pull-out model to some classes for some reasons. First, our English language learners are scattered in different classes in each grade. Second, there are already one or two persons doing push-in in the classroom. Third, there is limited space in a classroom because of the large class size. Fourth, some distractions occur in classrooms. More individualized instruction and focus is given to our ELLs with the pull-out model and with this more and faster progress in learning is shown or reflected. In pull-out model, English language learners who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment.

b. Homogeneous model is used in our school where ELLs are placed in the same group or class according to their proficiency levels.

2. The school provides the mandated number of instructional minutes according to proficiency levels to our English language learners. Our school uses Freestanding ESL program model. English language learners in freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the LAB-R and NYSESLAT scores. In order to maximize English language acquisition for ELLs, the ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of our ELLs. Our school spends the mandated minutes of ESL instruction aligned to ELA standards. For beginner and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component, phonemic awareness, phonics, comprehension, fluency, vocabulary and most of all writing. Language development and support are offered for content instruction in the native language. Native language support such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language such as the Language First program from Leapfrog Schoolhouse system, Literative, and the buddy system are utilized.

3. The ESL teacher works with the English language learners during content area instruction in collaboration with the classroom teachers to provide language acquisition and vocabulary support. The ESL teacher sits and plans with the classroom teacher to ensure curricular alignment. The ESL teacher uses the same resource materials when delivering content area instruction, however using different instructional approaches in order to make it more comprehensible for the English language learners. Content area instruction is delivered in English with native language support. Instructional ESL methodologies are used such as scaffolding instruction, experiential learning, language experience approach, cooperative learning activities, more on visuals, realia, graphic organizers, total physical response and

A. Programming and Scheduling Information

many more as when needed.

4. The school orders test materials in the student's native language. During the administration of the test, bilingual glossaries and dictionaries are being provided for the English language learners to use. Both English and native language materials are given for them to utilize during the test, for whichever they feel comfortable.

5. a. The school has 1 student with interrupted formal education (SIFE) who is in fifth grade, has two years in U.S school education system and has now moved up to the advanced level of English proficiency. The school uses English in a Flash, Language First and Words Their Way for ELLs instructional programs for SIFE. These instructional programs are aligned with the curriculum program that the school is using. During the first period students will have 20 minutes with English in a Flash program and 25 minutes for Language First. The second 45 minute period is for the Words their Way program/instruction. English in a Flash is a technology program which facilitates systematic acquisition of English by explicitly teaching vocabulary while implicitly teaching the sound system and grammatical structures. When vocabulary is taught in a well-structured format, grammatical patterns become more transparent to the learner. As the students proceed through “English in a Flash” libraries, students/learners progress from basic interpersonal communication skills (BICS) to cognitive academic language proficiency (CALP) supporting achievement in the content areas. English in a Flash technology provides simultaneous orthographic, phonological, and semantic processing of vocabulary words, ensuring deeper levels of processing for better long term retention. In just 20 minutes a day, five days a week, students learn more than 100 new words a week. Language First program is an engaging series of books designed to develop English language proficiency while supporting reading instruction appropriate to the child’s level of language proficiency. Each level includes phonemic awareness, concepts of print, development of language structure, vocabulary building, and comprehension skills and strategies in a series of theme-based stories at four levels of language acquisition. Words their Way program addresses the five reading essential components namely; phonemic awareness, phonics, fluency, comprehension and vocabulary. This powerful approach to word study teaches the child to look closely at words to discover the regularities and conventions of English orthography needed to read and spell. This multi-component curriculum helps the child increase his knowledge of the spelling patterns and the meanings of specific words and generalize this knowledge to the English spelling system.

b. The school has 33 ELLs in US school education system less than three years from kindergarten through fifth grade. Foundations and Words their Way programs are used for kindergarten through third grade and Wilson Reading System and Leaptrack assessment and instruction system in third grade through fifth grade. Foundations and Wilson reading systems are used for the first period of instruction and Words their Way and Leaptrack assessment and instruction system are used for second period of instruction. Foundations provides scientifically-based instruction and addresses the big five essential components of reading instruction. Foundations is explicit, children learn through modeling and doing, systematic because it is sequential and cumulative, motor memory learning, repetition because there are multiple opportunities to practice and gives feedback. Foundations activities address all five areas of instruction in an integrated approach. The power of the program is that it overlaps skills and does not address these in isolation. Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is very interactive and multi sensory. It also thoroughly teaches total word construction not just phonics. Students learn to encode as they learn to decode. The Wilson Reading System teaches students how to fluently and accurately decode. With the Leaptrack system, the child uses Quantum pad and skill cards. We use reading, vocabulary and language arts and even math skill cards. The child is assigned with the skill cards appropriate to her level. Reading skill cards address foundational skill such as structured practice in phonemic awareness, graphophonemic knowledge and explicit phonics. Depending on the level of the child, reading skill cards focus on aspects of reading comprehension and help the student acquire key comprehension strategies such as sequencing, identifying the main idea and details, comparing and contrasting, identifying cause and effect, drawing conclusions, recognizing plot and more. Language Arts skill cards focus on acquiring the knowledge of English conventions, which is important in the writing process. Acquiring specific skills in grammar, usage and mechanics gives teacher and students a common vocabulary for talking about language and makes the discussions of writing tasks clearer. Students learn grammar, including parts of speech, sentence structure, mechanics and usage. Leaptrack system generates students’ report which can help the teacher shape on how the students interact with the skill cards and interactive books and also help the teacher decide what to teach and what to reteach. Students need goal oriented and direct instruction in order to acquire grade level skills and meet required state standards. The grade level reports enable the teacher to monitor student’s progress, assign instruction and address the varying levels of performance of each student.

c. The school has 7 ELLs who are receiving ESL services for 4 to 5 years. These are our students who are in the proficient level in listening and speaking but are in the advanced and/or in the intermediate level in reading and writing. They have Wilson reading system and Leaptrack system but have more focused on reading comprehension and writing during their ESL periods. These students receive extension of services 3 times a week besides the required number of minutes per week from the ESL teacher. Some of them receive extension of services five times a week from Ms. Sheila Robinson, AIS specialist and another 3 times a week from Ms. Kim Kauffman and Ms. Arno, who are former or retired reading teachers and now volunteers from Jewish Community Center. Great Leaps reading program is used.

A. Programming and Scheduling Information

d. The school have not gotten to the point of having long term English language learners. If ever the school will have long term ELLs, these are probably be the ELLs who fell into the cracks. These are the students who are proficient in both speaking and listening but are in the advanced level in either reading or writing. They will have Wilson reading system and Reading Pro, a program which focuses on reading comprehension skills and writing during their ESL periods. These students will also receive extension of services from our AIS specialist and volunteers from Jewish Community Center.

6. Foundations and Literactive Phonics reading programs are used that both provide access to academic content areas and accelerate English language development to our ELLs-SWDs. Our school has one ELL-SWD who is in kindergarten 12:1:1 class. Foundations addresses all five areas of reading in an integrated approach and it overlaps skills and does not address these skills in isolation. It is multisensory, explicit, and systematic. The student/s will learn through modeling and doing and multiple opportunities to practice. Literactive phonics reading program takes the early learner on an interactive journey of exploration and learning starting with initial nursery rhymes, it moves through pre-reading activities, alphabet awareness, letter sounds, short vowels, CVC word blending, initial blends, long vowels and all the phonic activities critical for developing early reading skills. Guided reader is fully animated to engage child's attention. A complete phonemic and syllabic breakdown of every word in the stories is provided enabling each child to decode the written text working alone or on small classroom groups.

7. Instruction is differentiated according to their needs and proficiency level. The teaching staff and other service providers have formal and informal meetings to collaborate with the instructional plans, approaches, methods and instructional time being used to meet the diverse needs of this group.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

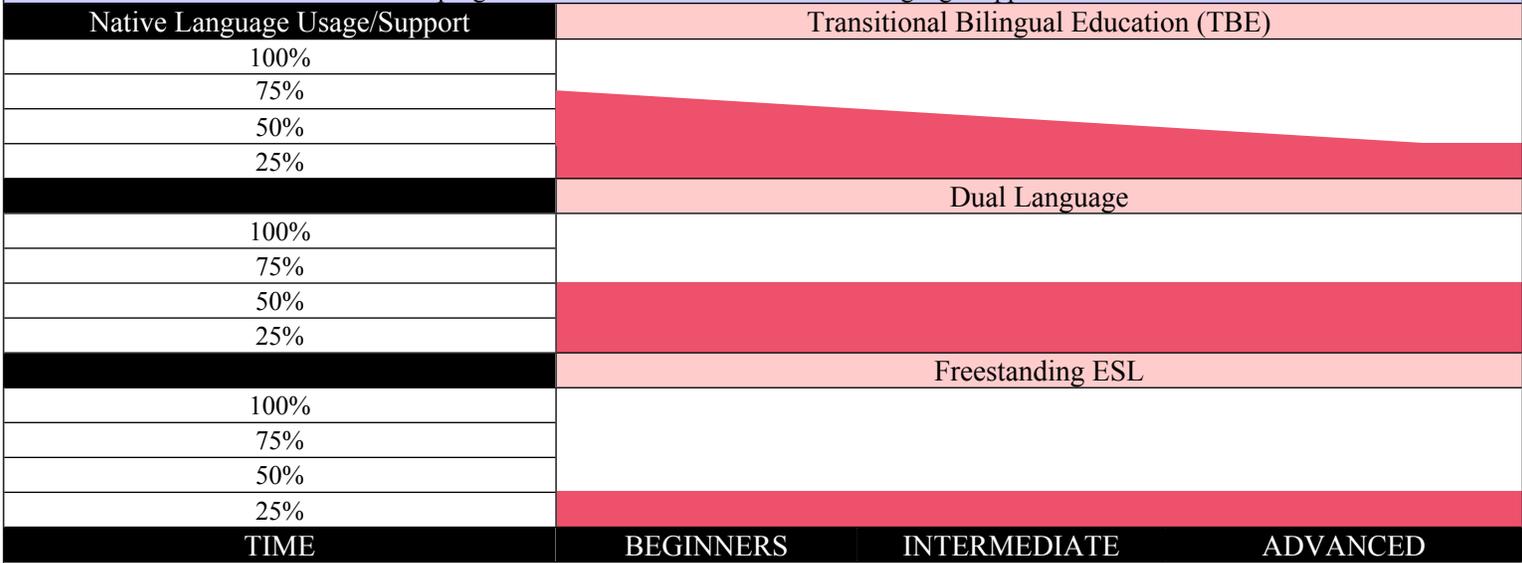
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

8. Kindergarten through second grade ELL groups receive double dose of Foundations reading system and third grade through fifth grade groups receive Wilson reading system in the 37 ½ minute tutorial as their targeted reading intervention program. They were grouped based on the results of DIBELS and the state tests. CITE program is used for the Title III program for first grade through fourth grade ELLs. We use the Leaptrack School system and technology programs from Renaissance Learning (Math Facts in a Flash and star math) for our math targeted intervention program. The teacher uses the assessment tools from this Leaptrack system to monitor student progress and to outline student strengths and areas of need in math. Using the Leaptrack system, the teacher easily assign assessments that are directly linked to instruction and help teacher monitors the progress of individuals and groups of students toward grade-level targets. After the assessments are given, students are given prescribed learning paths or math skill cards. Skills presented in the mathematics cards begin at the kindergarten level with identification of shapes, money, one-to-one correspondence, joining sets and basic mathematics facts. As students move through the grades, they revisit number sense operations, geometry, data analysis, probability, measurement, and algebra skills but at a higher level of difficulty. There are few ELLs who are at risk receive other intervention services during the day. The 37 and 1/2 minute tutorial is done Mondays through Thursdays from 2:20 to 2:58 pm. Mondays and Tuesdays 37 and 1/2 minute tutorial is for ELA while Wednesdays and Thursdays 37 and 1/2 minute tutorial is for math. The Title III program is going to take place on Tuesdays and Wednesdays from 3:00 to 5:00 pm in November.

9. ELLs who reached the proficiency level on the NYSESLAT for less than a year or two still receive continuing transitional support. They receive the Leaptrack assessment and instruction system which will primarily focus on reading, writing and math during the 37 ½ minute tutorial. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time extensions, separate locations and/or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations for lower incidence languages, written responses in the native language and third reading of listening selections.

10. The school wants/plans to offer Spanish class for Hispanic family.

11. There are no programs or services for ELLs which will be discontinued.

12. ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after school programs facilitated by the New York Mission Society where they are honed in arts, music, dance and sports. Most of our third, fourth and fifth grade ELLs are gifted in music and sports. They are in the Music and Brain after school program. Some of them are good athletes. They are in the Mighty Milers. This year, the school received an art program grant from the National Dance Institute Center for Learning and the Arts. This program is facilitated by New York City Ballet. This program started on September 12, 2011 and will end on June, 2012. ELLs in fourth and fifth grade are part of this program. They had their first National Dance Institute students performance on September 23, 2011. National Dance Institute's goals are to reach every child through its award-winning multidisciplinary programs, transcending barriers of language, culture, and physical and cognitive challenges, and provide children with meaningful arts education experiences. Another program that is also taking place in our school is dance classes for our third grade students. This is offered by Columbia Ballet Collaborative Dance Outreach. This ballet program is done once a month. The students are going to have two performances. They will have a fall performance which will be done at the end of the fall semester and one at the end of the school year. Yoga is another program that is taking place in our school and is sponsored by the Harlem Grown. This program is for the first grade students and is done once a week. Wellness in the Schools (WITS) is another program that is visible in our school. Wellness in the Schools provides hands-on programs such as Cook for Kids, Green for Kids and Coach for Kids. This program provides our children from pre-k to fifth grade the opportunity to know the importance of eating, the fundamentals of cooking and the essentials of nutrition. The children have the opportunity to cook/make food

like flat bread pizzas in the WITS lab. The lab recipes are selected in conjunction with menu items in the school cafeteria. Saturday academies for ELA and math will also take place for third grade through fifth grade. CITE program under Title III fund will start in November for first grade through fourth grade on Tuesdays and Wednesdays.

13. Instructional materials, including technology are used to support ELLs. All classrooms have computers so students can use them when needed. Students have technology periods at least once or twice a week. Besides the computers in the classrooms, third grade through fifth grade students have access to laptops during their technology period and sometimes during their ELA specifically when they have to do their final piece of writing. Kinder through fifth grade classrooms have Promethean smart boards that they can use. Students have access to the media lab with the supervision of the technology teacher where they can go to starfall.com, brainpop, tumble books and ticket to read. The school has the “Reach the World” program for third grade through fifth grade classes. Several technology instructional programs are in placed in the school such as Renaissance Learning which comprises accelerated reader, Star early literacy, Star reading, English in a Flash, Star math, and math facts in a flash. Another technology instructional programs that are in placed in our school are Ticket to Read, and Soliloquy reading assistant for kinder through fifth grade classes. Our students go to the school library twice a week where they will hear a read aloud story from the librarian and afterwards choose a book for them to read at home. The school library and classroom libraries have selections of bilingual children books available in Spanish, French and Arabic, and dictionaries available in Spanish, French and Arabic versions as well.

14. The school delivers Spanish language support in our program. Classroom teachers with ELLs who speak Spanish deliver the activity in English then in Spanish and with French as well, for ELLs who speak French. However, with ELLs who speak other African dialects such as Mandingo, Malinke and Bambara, few of our teachers/ staff try their best to deliver such support.

15. All required services support and resources in our school are age and grade appropriate. All of our resource materials and programs that we used for our ELLs are age and grade appropriate and are based on the grade level state standards.

16. The school has an annual two-day and evening curriculum fair which happens every May. All parents are invited to see the fair/exhibits that the school is showcasing. The school has a yearly toolbox clinic where classroom teachers and other related service providers showcase their tools/instructional materials to the parents and explain how they are used with their children.

17. The school plans to offer Spanish class for Hispanic family this year.

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)?

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.

1. The school provides on going study group sessions. The focus of the study group sessions is to provide support and technical assistance in developing their knowledge, theories, and practices in scaffolding classroom instructions for ELLs. Assistant principal, ESL teacher, common branch teachers, Special Education teacher, guidance counselor, librarian and parent coordinator attend professional developments offered by Teachers College, ISC and school PSO Fordham University.

2. The ESL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners as we prepare them to middle school. The ESL teacher attends common prep meetings with the classroom teachers at least once a month to collaborate with the instructional plan, approaches and methods being used and gives updates of the ELL group. The school sends teachers to workshops related to ELLs at Fordham University as our network partner, Columbia University (Teachers College), and QTEL. The ESL teacher and guidance counselor have formal and informal meetings with the purpose of talking about safety, middle school articulation, character development and bullying.

3. The minimum 7.5 hours will be used for professional developments/workshops in identifying the needs of ELLs and modifying instructions for these students. There are 5 professional development sessions scheduled. Professional developments will be held beginning November 8, 2011 and culminating on March 12, 2012. English as a Second Language (ESL) in the content areas with emphasis on academic reading and writing strategies will be the main core of this professional development component. The participants of this group will convene on the following dates from 3:00 pm to 4:30 pm: November 8, 2011, December 12, 2011, January 23, 2012, February 13, 2012 and March 12, 2012. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners and served as valuable tools which can be turnkeyed to other staff as future resources in planning and implementing related services. Attendance sheets are kept on file by the ESL teacher.

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?

1. Parents have the opportunity to attend trainings and workshops every month throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science and social studies. Nine of our parents and the parent coordinator, Mr. Ernest Clayton attended a workshop at Teachers College on September 21, 2011. Parents are also encouraged to volunteer in the school to support their children. The school parent coordinator provides ARIS and other computer/technology related workshops. The school scheduled 14 sessions of adult ESL class starting November. This is made available for parents of our English language learners. We are partnered with Fordham University and facilitators from this network (Fordham University) give series of workshops to our parents specifically for parents of ELLs. The school has scheduled 3 Family Literacy Nights and 2 Family Math Nights. The purpose of this is to have our parents get involved with the activities of their children in school and learn the curriculum and some strategies which they can use with their children. Fuel Up 60 and Play is another program that our school initiated last year and is continued this year. Parents get involved into different activities together with their children. Father's Fuel Up breakfast will be held on October 14, 2011. Assemblyman Keith Wright and the Frederick E. Samuel Community Democratic Club have adopted our school's senior class 2011-2012. The parents' association and the school administration are collaboratively working with FESCDC. The school goals are to supplement the academic curriculum through the development of social ethics and character building and to support parental engagement. The program that the school and FESCDC created is the "Saturday Mentoring Program". Volunteers from different organizations such as Eastern Star, Mason, etc. meet with the fifth grade classes and their parents one Saturday per month to help on their academic needs. The "Saturday Mentoring Program will kickoff on October 15, 2011. The club also coordinates trips to Albany and to local businesses for children and parents.

2. Our school partners with other agencies or community based organizations such as Harlem Council of Elders, Assemblyman Keith Wright and the Frederick E. Samuel Community Democratic Club, Harlem Grown, Carmel Hill, City Year, Credit Suisse and Pencil/UPS. Harlem Council of Elders and Assemblyman Keith Wright and Frederick E. Samuel Community Democratic Club provide workshops and educational tours for students and parents. Harlem Council of Elders comes to school every third Wednesday of the month starting October. Different topics/themes will be discussed every month and different distinguished guests are invited as speakers. Harlem Council of Elders will hold the first workshop on October 19, 2011. The topic will be on safety and bullying. As planned, the organization invited three police officers from the New York City Police Department 32nd precinct. Harlem Council of Elders also holds the annual "Men Who Read". This is always done on the third Wednesday of May. This program has been in our school for the past five years. The council invites men from the community and outside the community to spend a day to read a book to our children. We had a very overwhelming response and support from men in our community and outside the community. Every year, the number of men who come and read to our students is growing and they just love to come every year to read to our students. Harlem Council of Elders also sponsors trips such as the tour of Harlem and the historical trip to Philadelphia every year to our senior class (fifth grade students) and parents. Harlem Grown is another community based organization that adopted P.S 175M. Harlem Grown operated student mentoring program through after-school outings to sports events, field trips to various parks and outdoor educational spaces as well as planned games and activities in a way students are encouraged to engage in constructive behavior through positive reinforcements. The program has been expanded to include a chess club which targets our youngsters throughout our school. Harlem Grown was responsible in the beautification of the school's garden which is located just across the school. The school had the grand reopening of the garden last year, and this year the Harlem Grown organization will hold a Halloween fashion show in the school garden (Harlem Success Garden) on October 28, 2011 which will be participated by our students. Carmel Hill is another agency that has been with the school over the years. This is the agency/organization that brought to us the Renaissance program namely the accelerated reading and math program, the English and a Flash and Math Facts in a Flash for English language learners.

3. The school/or in the person of the parent coordinator, Mr. Ernest Clayton sends home parent involvement survey and parent questionnaire at the beginning of the school year. During the first parent association meeting which was held on October 12, 2011, parent questionnaire and parent involvement survey were handed and were filled out. In this survey/questionnaire, parents are asked to select 8 workshop topics that are of interest to them and that would help promote the educational success of their child. Parents are also asked to make suggestions for any workshop topics they think they need to be informed or any guest speakers that they would like to invite. Parents have to answer questions such as what committee or program are they interested in participating and what is the best time for them to participate in meetings or other activities. On October 12, 2011, a different survey was sent home, a father's survey. Fathers, being a powerful guiding force in the household of most families and are looked upon as role models, are too often absent from school activities,

meetings and even volunteer work in school. The school came up a plan to send this survey out to the fathers. In this survey, fathers are asked with questions like what topics would interest you in a discussion about your child's school, what activity would you attend, what workshops would you likely attend, and etc. Workshops were/are held based on the survey responses. Math and literacy workshops were already held early October. Workshops on preparing your child to pass the NY ELA and math exams, responsibility of the parent association, parent involvement, role/responsibility of school leadership team, shaping your child's personality, eating healthy on a limited budget, understanding your child's developmental stages and protecting your child from gang violence/anti-bullying took place in the school in October.

4. The parental involvement activities that our school have addressed the needs of our parents. The school ensures that parents get involved in all our programs or activities that the school offers. In addition, an ESL adult class will begin in November 14, 2011 and will end in May 14, 2012. This ESL adult class is primarily catered to parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. This program will correlate with what their children are doing and learning in the CITE program. The program will start at 3:00 pm and will end at 5:00 pm. The adult class is scheduled twice a month from November 2011 to May 2012.

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)	3	3	3	0	2	1								12
Intermediate(I)	1	2	1	1	2	2								9
Advanced (A)	6	2	1	1	5	3								18
Total	10	7	5	2	9	6	0	0	0	0	0	0	0	39

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	0	0	7
4	1	4	0	0	5

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	4		1				6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools that the school uses include DIBELS, ECLAS-2, Foundations Probes and unit tracker, running records, star early literacy, star reading, English in a Flash, Rigby ELL and star math for kinder through second grade. Running records, ELAP, star reading, Rigby ELL, math predictive and star math are used for third grade through fifth grade. The data from these assessments use to pinpoint skill development needs of students. The school translates data to form effective instructional groups, plans small group instruction targeted to the needs of students and recognize the role of frequent monitoring as it directs fluid grouping. It also supports recommendations that intensive students should receive highly targeted attention and intervention, and be progress monitored as every 1 to 2 weeks in relevant skill areas, strategic students should receive targeted instruction in problem skills, and be progress monitored monthly.
2. Upon reviewing data patterns across proficiency levels, it showed that our ELLs are weaker in the reading and writing modalities. Data shows that newly arrived ELLs are at the beginning level in all four modalities. ELLs who are here in the US for a year or more make progress and vary in their proficiency levels. ELLs make good progress in both speaking and listening. Some ELLs move to the advanced level or even proficient in listening and speaking but the results differ in reading and writing. Some are still in the beginning level in reading and writing, some are in the intermediate and few are in advanced.
3. It affects instructional decisions and instructional groupings for these students. The students are grouped according to their instructional needs. Students who scored low in reading and writing are grouped together to receive instruction and intervention which focuses on these skills/modalities and so with the other subgroup. NYSESLAT results are used to drive instruction. We use these results as a basis for our focus. Knowing now where their strengths and weaknesses lie, we are able to determine what particular modalities we should start with and which to highlight. Our goal is to move all our ELLs up at least one level or hopefully achieved proficient level in all modalities. ELLs are given age and grade appropriate tasks in order to practice strategies in all modalities. The focus is to continue building vocabulary in content and context areas. Leveled reading is implemented to assure comprehension and success. Patterns of need were seen in the reading and writing modalities and the use of the Readers and Writers workshop will continue.
4. a. There were 12 English language learners who took the state tests last year. The result only indicates that one year is insufficient to acquire academic English and achieve on grade level. ELLs achieved a level 2 indicates that they are below standards. ELLs achieved a level 1 indicates that they are far below standards. There might be few of our ELLs who did not fare well in the exams but we see academic progress in them. Given more years in the ESL program, they will do better. Our school goal is to increase the number of ELLs to score a 3 or positively a 4.
 - b. ELL Periodic Assessment has not taken in place in the school last school year so we do not have any data to review. The school had just administered the Fall 2011 ELL Periodic Assessment this week.
 - c. ELL Periodic assessment has not taken in place in the school last school year so we do not have any data to review. The school had just administered the Fall 2011 ELL Periodic assessment this week.
5. This question is for schools with dual language program.
6. The school, specifically the inquiry teams track the data and rigorously looks at every result to determine whether the students do progress or not.

Additional Information

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

Part VI: LAP Assurances

School Name: Henry Highland Garnet **School DBN:** 05M175
Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl McClendon	Principal		10/13/11
Michelle Murray	Assistant Principal		10/13/11
Ernest Clayton	Parent Coordinator		10/13/11
Tanya Pragados	ESL Teacher		10/13/11
Noemi Garcia	Parent		10/13/11
Leana Borges	Teacher/Subject Area		10/13/11
Sonia Francis	Teacher/Subject Area		10/13/11
Kim Byrd	Coach		10/13/11
Schwanna Ellman	Coach		10/13/11
Rebecca Dreisinger	Guidance Counselor		10/13/11
Margaret Struk	Network Leader		10/13/11
Sheila Robinson	Other <u>SETTS Provider</u>		10/13/11
Sharon Robinson	Other <u>Library</u>		10/13/11
Valorie Williams	Other <u>Technology</u>		10/13/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M175 School Name: 175

Cluster: 5 Network: Fordham PSO

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

Part A: Needs Assessment Findings

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

Home language surveys are reviewed to identify families whose predominant language is not English. Additionally the parent coordinator and the pupil personnel secretary maintain and frequently update this list of names. We have School Messenger Service and all messages are conveyed in English, Spanish and French. PA meetings, parent conferences and Open House meetings are provided with either in-house translators or contracted translators.

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.

Ninety eight percent of our students speak conversational English with fluency, while only 82% of our parents speak English fluently. PS 175 has a large West African population. Many of our families speak Mandingo and French. Approximately 10% of our families are from Santo Domingo and Puerto Rico, with Spanish as their home language. Approximately 2% of our families are Middle Eastern, speaking an Arabic dialect. We therefore, contract Spanish and French language translators for meetings and a faculty member translates for the Middle Eastern parents. In addition all of our correspondence is translated into Spanish, French and Arabic through an NYCDOE facility. These findings are relayed by Administration at monthly PA meetings, Open Houses and Quarterly Executive Board meetings.

Part B: Strategies and Activities

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

All of our correspondence is translated into Spanish, French and Arabic through an NYCDOE facility. This is coordinated by the Parent Coordinator.

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.

We contract an outside vendor to provide Spanish and French language translation for meetings and a faculty member translates for the Middle Eastern parents.

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>.

Annually, PS 175 administration and faculty carefully reviews Section VII of the Chancellor's Regulations A-663 to ensure that all notifications are posted in the designated areas of the school building. The Parent's Bill of Rights is disseminated in families' dominant language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Henry Highland Garnet	DBN: 05M175
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Henry Highland Garnet School for Success is implementing English Now! ESL program this school year 2012-2013. The primary focus for this program is to develop English literacy and written skills that will increase academic achievement and English language acquisition across all content areas. The English language learners who will participate in this after school program will be grades 1, 2, 3, and 4 across all language proficiency levels, especially the ones in the beginning and intermediate levels. There will be 22 English language learners that will be provided supplemental services. This after school program which focuses on academic content enhancement will be implemented every Monday through Thursday. The program will begin at 3:00 p.m and end at 4:00 p.m. It will start on the 13th of November, 2012 and will culminate on the 9th of May, 2013. English is the language of instruction. Two certified ESL teachers will provide instruction for these ELLs. The 1st and 2nd grade group will use English Now! from Attanasio and Associates publishing company. English Now! is an ESL program especially designed for language learners who are acquiring proficiency in English. The goal of English Now! is to accelerate ELLs' reading levels. These materials have built in assessments and cover topics on different specific content areas such as science and social studies. The 3rd and 4th grade group will use Language Proficiency Intervention from Attansio and Associates. The goal of this program is to achieve success with academic vocabulary acquisition, fluency and comprehension. This program highlights specific aspects of the reading and the writing process and provides auditory and visual practice. Essential Skills for Math Success from Rally publishing will be used for the math component.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Five professional developments are scheduled this academic year. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners in their classrooms. These will give them a better understanding of their English language learners, identify necessary support and implement best practices for student progress and achievement. These will also serve us valuable educational tools which can be shared with colleagues as future resources in planning and implementing related activities. There will be 4 participants in this program which comprises of classroom teachers from 1st grade through 4th grade. The following teachers will receive professional developments: Ms. Peggy Biggs, Ms. Sidonie Tientcheu, Ms. Ajauran Gibbs and Ms. Lekesha Morton. This is going to run every 3rd Thursday of the month. The schedule of the 5 professional developments is as follows: January 17, 2013 (Assessment, Evaluation and Placement of ELLs), February 28, 2013 (English in a Flash), March 21, 2013 (AMAO: Accountability for ELLs), April 18, 2013 (Implementation of ESL Strategies during

Part C: Professional Development

the Balanced Literacy) and May 16, 2013 (Teaching Vocabulary for Writing). These professional developments will be provided by Tanya C. Pragados and Sharon Robinson, both certified ESL teachers of the school.

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: Five ESL workshops/class sessions for parents are scheduled this academic year. The 5 workshops/class sessions will be done every 2nd Tuesday of the month. The dates are as follows: January 8, 2013, February 12, 2013, March 12, 2013, April 9, 2013 and May 14, 2013. This is primarily catered to parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. The program that will be introduced and used during these sessions is English in a Flash. English in a Flash is developed for language learners of all ages. Each content library in the program teaches the learners to automatically recognize the sounds and core vocabulary of English. It also implicitly teaches learners the basic grammatical structures of the language. This program will really help our parents considering that majority of them do not speak English. Ms. Tanya Pragados and/or Ms. Sharon Robinson, certified ESL teachers and Ms. Valorie Williams will provide the services. Letters are sent and/or phone calls are done to notify parents about the different activities.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		