



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M402

PRINCIPAL: ALEXANDRA RATHMANN-NOONAN

EMAIL: ARATHMANNNOONAN@SCHOOLS.NYC.G

SUPERINTENDENT: **ANTHONY LODICO**

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
Alexandra Rathmann-Noonan	*Principal or Designee	
Lori Baird	*UFT Chapter Leader or Designee	
Elender Foxe	*PA/PTA President or Designated Co-President	
Michelle Andry	DC 37 Representative, if applicable	
Kendy Francois Ramon Rivera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sandra Gonzalez	Member/	
Lisa Huggins	Member/	
Paula Tineo	Member/	
Preeti Natarajan	Member/	
Kristina Walter	Member/	
Faith Malonga	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Academic Rigor: By the end of the academic year
 - 90% of staff are invested in aligning curriculum and assessments to the Common Core State Standards.
 - 90% of students who are performing at grade level in September according to the CCSS will meet all grade-level CCSS by the end of the academic year.
 - 80% of students who are performing one to three years below grade level in September according to the CCSS will meet 70% of grade-level CCSS by the end of the academic year.
 - 80% of students who are performing three or more years below grade level in September according to the CCSS will meet 50% of grade-level CCSS by the end of the academic year.

Comprehensive needs assessment

- District-wide expectation for implementing CCSS-aligned instruction in all major subject area classes by the end of the school year. The school has made some progress, but is not yet fully meeting this expectation.
- On CCSS-aligned performance assessment (CPAS) large number of students failed to meet grade level standards and many students failed to fully complete all aspects of the project, indicating that they lack persistence in addressing challenging academic tasks aligned to the common core.
- On Regents examinations, large numbers of students leave free response / critical thinking questions blank, resulting in low passing rates.

Instructional strategies/activities

Ongoing Strategies:

- a. 9th grade students receive double instructional time in ELA and math to remediate incoming students who are not yet meeting CCSS.
- b. Part-time instructional coach working throughout the school year to model practices and give feedback to teachers
- c. Conferencing in each class using the CCSS
- d. Adoption of Learning Cultures curriculum (previously piloted in ELA classrooms) across all subject areas and part-time instructional coach providing teacher support in using these classroom practices.

Fall Semester:

- a) One-week professional development workshop for teachers on CCSS aligned instruction practices and assessments prior to school opening.
- b) Implementation of baseline CCSS-aligned Thinkready assessments, data implications meetings in departments and modification of curriculum plans for spring semester.
- c) Implementation of baseline and midyear DRP testing to determine students in need of intervention and make adjustments to instructional practices.

Spring Semester

- a. Spring CCSS-aligned Thinkready assessment implementation and data implications planning
- b. Spring DRP administration

Strategies to increase parental involvement

- September and January curriculum nights to introduce parents to Learning Cultures curriculum.
- Spring, 2013 workshop on transcripts and graduation requirements for parents

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.

 Y Tax Levy y Title I Title IIA y Title III Grants Other

If other is selected describe here:

Service and program coordination

Additional monies beyond FSF funding use for base level educational services and Title I for supplemental services will be coordinated to ensure that services reach all students and that additional services are available to students and families with higher level of needs. Federal IDEA monies for Students with Disabilities allow for additional supports, such as paraprofessionals, additional teachers, related services providers and counselors in order to provide services that allow access for all students to this initiative. Title III monies will be used for professional development for teachers of ELLs, targeted parent involvement activities and supplemental after school Regents preparation classes specifically targeted towards English Language Learners. Title I monies for Students in Temporary Housing will supplement funding for this programs to specifically allow the school to purchase the supplies and materials necessary for these students to fully participate in high quality instruction. Title I and Title III translation services money will be used for oral and written translators to ensure all mailings, phone conversations and parent meetings associated with this initiative are conducted in languages that all parents understand. Student participation in the existing school lunch program, coordination with health services provided by the in-school health clinic through St. Luke's Roosevelt Hospital, access to the LYFE center for young families, and the Relationship Abuse Prevention Program, all resources within the building, lay the foundational supports for student success in this initiative.

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

- School Pride / Spirit: In one year's time, school pride and community will as measured by:
 - 70% of students will participate in a school-based activity during the school year
 - 100% will own at least 1 piece of UAGC-branded clothing
 - 25% increase in parent involvement for school events
 - School attendance will increase to 85% and on time attendance to 70%

Comprehensive needs assessment

- Prior to the full phase-out of Brandeis High School, the school kept its presence in the school as inconspicuous as possible, as per an agreement between the Building Council. With the closing of Brandeis and relocation of the school to the Basement, First and Second floor, there is an opportunity to establish identity as a school.
- Parent involvement in school events, including PA meetings, is very low.
- School attendance rate is 83%, ontime attendance 50%
- Learning Environment survey indicates low student and staff morale.

Instructional strategies/activities

- a) Developing of UAGC shirt and distribution to all students
- b) Advisory-based student government representative structure
- c) Ongoing professional development, feedback, and support for advisors on addressing social-emotional needs of high school students.
- d) Adoption of grade-wide common advisory structures and rubrics, including "Circle of Power and Respect" study group
- e) Inaugural year of Soccer Team & UAGC Dance Ensemble
- f) Implementation of tshirt and water bottle design contest during second semester.

Strategies to increase parental involvement

- Spring semester workshop: intro to the NEW Brandeis Campus for parents.
- Additional school aide attendance phone calls
- Parents invited to schoolwide assemblies / dance performances
- Ongoing professional development, feedback, and support for advisors on building strong relationships with families.

Budget and resources alignment

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

 y Tax Levy y Title I Title IIA Title III Y Grants Other

If other is selected describe here:

Service and program coordination

Additional monies beyond FSF funding use for base level educational services and Title I for supplemental services will be coordinated to ensure that services reach all students and that additional services are available to students and families with higher level of needs. Federal IDEA monies for Students with Disabilities allow for additional supports, such as paraprofessionals, additional teachers, related services providers and counselors in order to provide services that allow access for all students to this initiative. Title III monies will be used for professional development for teachers of ELLs, targeted parent involvement activities and supplemental after school Regents preparation classes specifically targeted towards English Language Learners. Title I monies for Students in Temporary Housing will supplement funding for this programs to specifically allow the school to purchase the supplies and materials necessary for these students to fully participate in high quality instruction. Title I and Title III translation services money will be used for oral and written translators to ensure all mailings, phone conversations and parent meetings associated with this initiative are conducted in languages that all parents understand. Student participation in the existing school lunch program, coordination with health services provided by the in-school health clinic through St. Luke's Roosevelt Hospital, access to the LYFE center for young families, and the Relationship Abuse Prevention Program, all resources with in the building, lay the foundational supports for student success in this initiative.

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

- 90% of staff and students are invested in creating and maintaining a positive and productive school culture
 - At least 75% of students and teachers indicate feeling safe at school
 - At least 70% of teachers report that order and discipline are maintained at school

Comprehensive needs assessment

- Disruptive and insubordinate behavior, including class lateness and cutting, by some students is an ongoing concern
- Current plan for addressing low level student behaviors is not comprehensive enough to mitigate their impact in classrooms
- Classroom environments would be more productive for all students if low level disruptions were addressed and minimized

Instructional strategies/activities

- a) Ongoing coaching and workshops for all teachers on working with students who exhibit challenging behavior.
- b) Implementation of consistent classroom and hallway ladder of intervention to give teachers tools for redirecting students exhibiting off-task or disruptive behavior.
- c) Implementation of new ladder of referral including a “teacher intervention circle” where students exhibiting challenging behaviors meet with their teachers to develop goals and plans for improvement and an “administrator intervention” where these students meet with parents and administrators.
- d) Additional school aide staffing to provide supervision on multiple floors.

Strategies to increase parental involvement

- Parent workshop on discipline code book and information about infractions.
- Implementation of single point of contact for parents so that parents of disruptive students get a coherent and measured message from the school and will be more willing to work with the school to address behavioral concerns.

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

Additional monies beyond FSF funding use for base level educational services and Title I for supplemental services will be coordinated to ensure that services reach all students and that additional services are available to students and families with higher level of needs. Federal IDEA monies for Students with Disabilities allow for additional supports, such as paraprofessionals, additional teachers, related services providers and counselors in order to provide services that allow access for all students to this initiative. Title III monies will be used for professional development for teachers of ELLs, targeted parent involvement activities and supplemental after school Regents preparation classes specifically targeted towards English Language Learners. Title I monies for Students in Temporary Housing will supplement funding for this programs to specifically allow the school to purchase the supplies and materials necessary for these students to fully participate in high

quality instruction. Title I and Title III translation services money will be used for oral and written translators to ensure all mailings, phone conversations and parent meetings associated with this initiative are conducted in languages that all parents understand. Student participation in the existing school lunch program, coordination with health services provided by the in-school health clinic through St. Luke's Roosevelt Hospital, access to the LYFE center for young families, and the Relationship Abuse Prevention Program, all resources within the building, lay the foundational supports for student success in this initiative.

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	<p>One 10-minute conference per week with their ELA teacher and at least 30 minutes of teacher-led unison reading per week.</p> <p>30 minute ELA Regents Prep 1x per week consisting of content review in response to pre-assessment.</p> <p>1 hour ELA night school per week consisting of Unison Reading, Conferencing & Independent Reading & Writing</p>	<p>1:1 Tutoring (10 minutes/week) 1:5 Small Group Reading (30 minutes / week) Regents Prep is 1:15 ratio After school is 1:20 ratio.</p>	<p>Conferencing and Unison Reading are during the school day Regents Prep: Student lunch Night School: After school day</p>
Mathematics	<p>One 10-minute conference per week with their math teacher and at least 30 minutes of teacher-led unison reading per week.</p> <p>30 minute math Regents Prep 1x per week consisting of content review in response to pre-assessment.</p> <p>1 hour math night school per week consisting of Unison Reading, Conferencing & Independent problem solving.</p>	<p>1:1 Tutoring (10 minutes/week) 1:5 Small Group Reading (30 minutes / week) Regents Prep is 1:15 ratio After school is 1:20 ratio.</p>	<p>Conferencing and Unison Reading are during the school day Regents Prep: Student lunch Night School: After school day</p>

<p>Science</p>	<p>One 10-minute conference per week with their science teacher and at least 30 minutes of teacher-led unison reading per week.</p> <p>30 minute Living Environment Regents Prep 1x per week consisting of content review in response to pre-assessment.</p> <p>1 hour Living Environment night school per week consisting of Unison Reading, Conferencing & Independent research and problem solving.</p>	<p>1:1 Tutoring (10 minutes/week) 1:5 Small Group Reading (30 minutes / week) Regents Prep is 1:15 ratio After school is 1:20 ratio.</p>	<p>Conferencing and Unison Reading are during the school day Regents Prep: Student lunch Night School: After school day</p>
<p>Social Studies</p>	<p>One 10-minute conference per week with their Social Studies teacher and at least 30 minutes of teacher-led unison reading per week.</p> <p>30 minute US History and Global Regents Prep 1x per week consisting of content review in response to pre-assessment.</p> <p>1 hour US History and Global night school per week consisting of Unison Reading, Conferencing & Independent Reading & Writing</p>	<p>1:1 Tutoring (10 minutes/week) 1:5 Small Group Reading (30 minutes / week) Regents Prep is 1:15 ratio After school is 1:20 ratio.</p>	<p>Conferencing and Unison Reading are during the school day Regents Prep: Student lunch Night School: After school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher intervention circle</p> <p>Goal oriented counseling with school guidance counselors</p>	<p>Student with 1-5 teachers</p> <p>1:1 or 5:1 student:teacher ratio</p>	<p>During the school day</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Instruction by highly qualified staff.

- 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
- Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
- We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.

High-Quality and ongoing professional development for teachers, principals and paraprofessionals.

- Provide opportunity for teachers to attend conferences that are specific to their content areas.
- Provide opportunities for inter-visitations
- Visit schools that are known to have best instructional practices
- Teachers receive professional development every Thursday afternoon through full-faculty meetings, Professional Learning Groups, grade level teams and department teams with a focus on DOE initiatives

Strategies to attract highly qualified teachers.

- We implement a thorough process for attracting, vetting, interviewing and assessing candidates for open teaching positions in accordance with union regulation.
- We use traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to UAGC
- Use the DOE Open Market Hiring System, New Teacher Finder, Teaching Fellows, HR manager and other DOE hiring mechanisms to interview and select teachers.
- The school website includes extensive information on the school's philosophy and major instructional initiatives, including the school's advisory program.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jonathan Green	District 3	Borough Manhattan	School Number 402
School Name Urban Assembly School for Green Careers			

B. Language Allocation Policy Team Composition

Principal Alexandra Rathmann-Noonan	Assistant Principal Luke Janka
Coach Emily Hyland	Coach type here
ESL Teacher Suleika Dotel	Guidance Counselor Amelia San Jorge
Teacher/Subject Area Leslie McKnelly ESL / Spanish	Parent type here
Teacher/Subject Area Aida Rosenbaum / Science	Parent Coordinator Maria Soto
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	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	287	Total Number of ELLs	64	ELLs as share of total student population (%)	22.30%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

At the enrollment center, high school new arrivals are given part one of the Home Language Identification Survey (HLIS), which determines their potential eligibility for the Lab-R. Immediately upon arrival at the school and prior to programming, the second portion of the HLIS survey and informal interview is conducted by the Guidance Counselor, Amelia San Jorge, and ESL Teachers Suleika Dotel and Leslie McKnelly. Eligible students are tested using the Lab-R by Ms. Dotel (10th and 11th grade) and Ms. McKnelly (9th grade) within 10 days of their arrival at the school. Students whose native language is Spanish are also tested using the Spanish Lab by Ms. Dotel or Ms. McKnelly within 10 days of their arrival at the school. Annually, all students who are designated LEP are assessed using the NYSESLAT in May of each year. These students are determined through the RLAT report in ATS. The test reading, writing, listening, and speaking portions of the test are all proctored and administered by the ESL teachers, Ms. Dotel, Ms. McKnelly, and Fatima Contes. Students are tested, when possible, during non-academic portions of the school day – advisory, lunch, and elective time. They are tested in a group for the non-speaking portions of the exam and using individual appointments for the speaking portion. Parents and students are informed of their rights and options as part of the school intake and orientation process as well as through individualized outreach via mail and phone. Ms. Dotel and Ms. McKnelly provide ELL parent orientation at all parent orientation events, including summer new student orientation and September curriculum night. Parents of other eligible students are contacted via phone for an individual meeting about their program choices. Parents are provided with a brochure explaining the choices and can ask questions about the services provided under each program. They are then asked their program preference. This is done within 2 weeks of confirmation of LEP status and often times at the time of enrollment for new enrollees. If a phone meeting is required because a parent cannot attend a meeting in person, the required documentation is sent via mail for the parent to return via the student. Each year, parents are informed of LEP status and their continuation in the ESL program via email as well as phone. Parents who have indicated a preference for TBE or DL programming that the school does not offer are informed of their right to transfer should a space open in an existing program via mail within 2 weeks of their enrollment in the school. If space does become available, the Guidance Counselor (Amelia San Jorge) contacts the family with this information via phone.

Parent outreach by the Guidance Counselor (Amelia San Jorge), School Social Worker (Amy Greco), and ESL teachers (Suleika Dotel, Fatima Contes & Leslie McKnelly), all of whom are bilingual in Spanish via phone and mail is used to ensure receipt of parent survey and entitlement letters. The school's advisory program is used to enhance outreach to homes.

All of our new admits for the previous 3 school years preferred freestanding ESL programs. We were able to meet all of their preferences using our current freestanding ESL program. As this is the third year of our school, we do not have significant historical parent preference data to use to determine trends, however the principal, guidance counselor, social worker, and ESL teachers will closely monitor the preferences of incoming students in the coming years to determine what, if any, changes will be made to program offerings.

We do not currently have any requests for Transitional Bilingual Education programs. As enrollment trends change, we will watch to see what parents prefer and consider other program options for future years.

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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	14
SIFE	7	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	4	1	9	2	3	21	1	10	64

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	34	4	1	9	2	3	21	1	10	64
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	23	22		59
Chinese											1			1
Russian														0
Bengali														0
Urdu											1			1
Arabic										3				3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	17	25	22	0	64								

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?

Generally, our students are served in heterogeneous groups of ELL's organized by grade levels. This allows students to have the maximum interaction with English-proficient peers and the general education curriculum. Because the school's 9th and 10th/11th grade programs operate independently of one another, ELL support in each grade level also operates independently.

9th Grade

Students in the freestanding ESL program receive 400 minutes per week of ESL instruction in a heterogeneous ELA/ESL class in a classroom co-taught by an ELA-certified teacher and an ESL-certified teachers. This class also includes 3 highly trained teaching assistants who work with students during Reading Workshop to develop English proficiency in small groups bringing the instructor:student ratio to approximately 1:5 and ensuring that student needs are met. The curriculum of this course is identical to that of the 9th grade ELA course, but with additional scaffolded support for the ESL students offered via the co-teacher's expertise and training. The class implements a model called Genre Practice, which asks students to engage in Unison Reading to develop shared comprehension of texts in heterogeneous groups and to write consistently for a variety of purposes. In addition, all ELLs also receive push in ESL instruction and native language content support from the bilingual Spanish ESL teacher for an additional 400 minutes per week of Science and Social Studies instruction, for a total of 800 minutes of ESL instruction per week. Students are identified for this support via the NYSESLAT modality report, their LAB-R scores, and internal diagnostics implemented in the first 2 weeks of schools. ELLs with low proficiency in listening and speaking receive additional instruction from bilingual ESL instructor in English Grammar and speaking skills through a pull-out ESL course meeting 200 minutes per week. This class also has a highly trained teaching assistant and the instructor to student to ratio is smaller than 1:5.

10th and 11th grade

The 10th and 11th grade instructional program is non-traditional for all students, with ESL support offered predominantly via push-in / collaborative team teaching by 2 Spanish-bilingual ESL certified teachers. Throughout the year, all students are offered at least 2 credits (the equivalent of 360 minutes / week) in ELA/ESL co-taught by an ELA certified teacher and a spanish-bilingual ESL certified teacher. In addition, all ELL's are provided with ESL support via co-teaching between the Spanish-bilingual ESL teacher and their content-area teachers. For advanced students this is the equivalent of 180 minutes / week, for Intermediates 360 minutes / week and for beginners 540 minutes / week. When appropriate newcomer students are pulled out by the ESL teacher for up to 45 minutes per day for additional support in basic English grammar, listening and speaking.

In addition, all Spanish-speaking 10th and 11th grade students are offered Spanish Language arts for an equivalent of 360 minutes per week. This is the second year our school has offered that option for students. It is taught using the same reading / writing workshop pedagogy that all ELA classes are taught with at the school.

Mandates:

A. Programming and Scheduling Information

Beginner ELL's receive at least 540 minutes/week in all grades via the ESL/ELA course and push-in support in the content area courses. Intermediate ELL's in both grades receive at least 360 minutes of ESL instruction through the ELA/ESL course, meeting the 360 minutes/week mandate. They also receive additional ESL and, for Spanish-speaking students, native language support in their content area classes, based on identified need on top of the mandated minimum.

Advanced ELL's in all grades receive at least 180 minutes of ESL and 180 minutes of ELA through their ELA/ESL course, meeting the 180 minutes/week for ESL and ELA mandate.

In the freestanding ESL program, beginner and intermediate ELL's have their content courses co-taught by a content specialist and a bilingual Spanish ESL-certified teacher. These two teachers co-plan their lessons and apply ESL methodology to the content instruction. The bilingual teacher can also provide native language translation of vocabulary and other important class texts and grade work submitted in Spanish allowing students to stay on track with their intellectual and conceptual development in the content areas as their English development progresses.

We have a very small SIFE population and these students are supported through additional interventions both inside and outside the classroom and, for those who require it, a focus on basic literacy to help build proficiency. Our newcomer population receives a combination of native-language support and ESL instruction through a push-in model in both ELA/ESL and all content areas. 9th grade students also receive self-contained support of 200 minutes per week in a smaller pull out course and 10th / 11th graders through pull out when necessary. Our 4-6 year ELL's (mostly currently intermediate level) receive ESL instruction and native-language support in the content areas where they are weakest. We use high engagement strategies with our Long Term ELL's that are also focused on building basic English Literacy Skills. Our ELL's with special needs are serviced within co-taught classes in ELA/ESL and the content areas with a focus on basic literacy as well.

English Language Learners who are also designated as students with disabilities are serviced within the general education setting through co-teaching to the extent possible so that they have maximum access to the curriculum. They receive their entitled services via push in and pull out as described above based on their grade levels. In addition, ESL, general education, and special education teachers use explicit reading and writing strategy instruction to help students with disabilities accelerate their reading and writing skills. This includes the teaching and use of annotation strategies (including visualization, questioning, inferencing) and graphic organizers and mnemonic devices for brainstorming, paragraph organization and other writing tasks.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

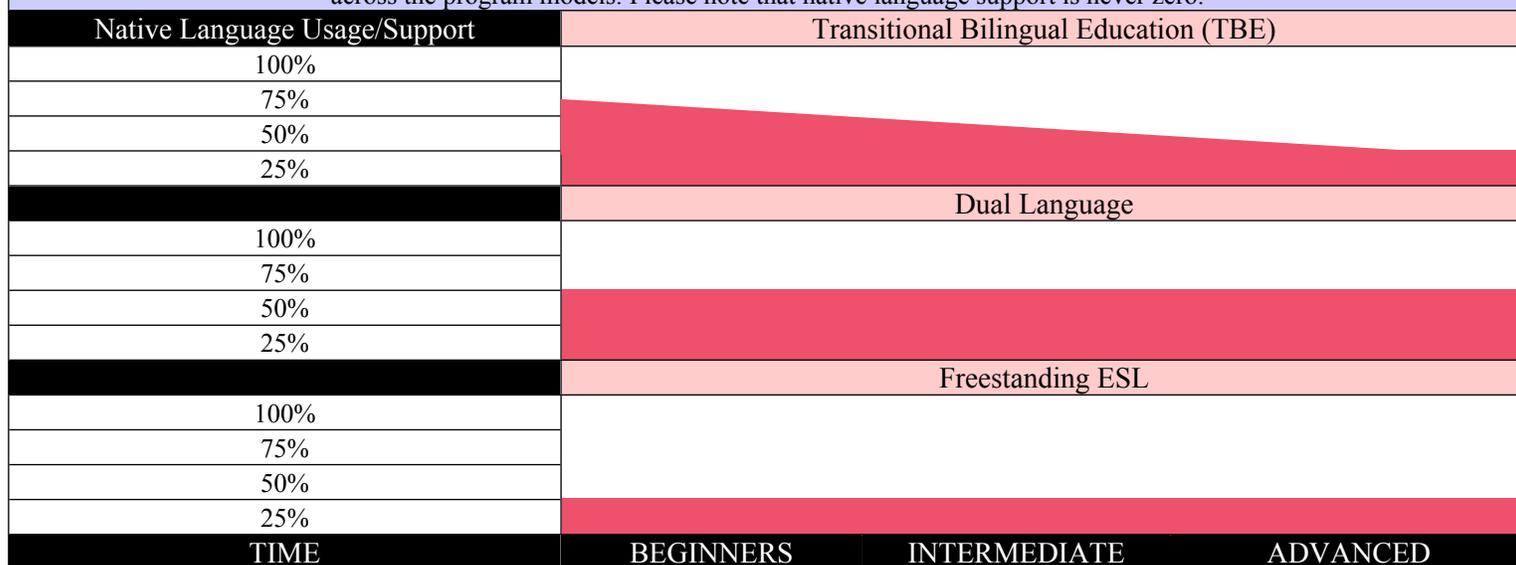
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

In all grades, we target interventions and support through co-teaching, the ESL pull-out course, and tutoring/study skills to students based on indentified need, including 8th grade grades and test scores for 9th grade students and 9th and 10th grade credit accumulation and Regents and NYSESLAT scores. Students with the greatest need (regardless of ELL status or NYSESLAT scores) are added to additional sections of cotaught classes in math, social studies and science, reducing their student:teacher ratio, and providing for in-classroom intervention services. In addition, weekly regents preparatory classes are offered to all students but targeted towards ELL in math, science, and social studies. These are offered in English with native language support, when necessary. Students who struggle with basic communication in English (mostly newcomers and SIFE students) are programmed for a small group ESL class of no more than 10 students that meets for an additional 200 minutes per week or identified for additional pull out by 10th and 11th grade ESL teachers. The ESL teachers meet weekly with the Principal to review student achievement data and make adjustments to student interventions and services.

Because our ESL instruction is delivered in a heterogeneous classroom environment, ELL's who are transitioning out of ESL class can and should be part of the non-LEP population of the ELA/ESL class. Besides the 180 minute/week self-contained ESL transitional support for 9th graders, all other ESL services are offered in heterogeneous groups with English proficient peers. Former ELL's make up a majoring of the English-proficient peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teacher in planning in those areas.

For the next school year, we are considering expanding the support options available for newcomer and long-term ELLs in the 10th and 11th grade classes. This includes implementation of a support model for all older students during their first 20 days of instruction at the school and explicit NYSESLAT prep for all 10th and 11th grade students through pull out and after school programming during the winter and spring months.

Since our emphasis is on including ELLs to the maximum extent possible in all academic and extracurricular programming in the school, ELLs have equal access to after school and extracurricular programming to other students. Materials advertising these programs are available in English as well as Spanish and provided to parents in these languages. As part of our programming, we ask all students to participate in a 3-week learning experience during the summer. For the past two years, newcomer ELLs participated in programming offered through CUNY and Boriqua College.

We usea combination of teacher created materials that reference basic ESL textbooks to plan our curriculum. In creating our scope and sequence for English Language development, we referenced WestED's continua as the basis of the learning targets for ELLs. We use Achieve 3000 in our ELL intervention courses as well Rosetta Stone for students interested in independent study. In the content areas, we have native language translations of all content area textbooks for our spanish-speaking ELL's as well as a classroom library of Spanish texts for students to choose from.

Native language support is provided for Spanish-speaking ELLs through co-teaching with a bilingual ESL-certified teacher in the content areas in addition to the native language texts and libraries available in the classrooms. Our 10th and 11th grade students have the option of taking Spanish Language Arts.

Our services are specific to students' grades and ages, with a different array of services available at each grade level based on student needs. During the summer before school, our counseling staff did home visits or in school parent meetings for as may of our incoming students as possible. We prioritized students with IEPs and ELLs for our outreach. Our bilingual school social worker and community associate met with families and informed them of progamming choices as well as offered assistance for students and families in transitioning them to high school. We also held a parent orientation, attended by an ESL teacher, in late August that provided information about the school in both English and Spanish and an opportunity for parents to gain more information about the school and its programmings. Finally, the

advisors of all students reached out to students during the first two weeks of school to check in and offer support for transitions. 10th and 11th grade ELL's can choose to take Spanish Language Arts. Through Rosetta Stone, interested students can undertake independent study in other languages.

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Based on the data from our first two years of operation, the faculty has chosen literacy as a major area of focus for the 2011-2012 school year. PD in ELL methodology will be embedded in the year long professional development sequence connected to this initiative. All teaching staff members are included in this professional development, including the Assistant Principal, ESL Coordinator, subject area teachers, paraprofessionalism, bilingual teachers, guidance counselors, special education teachers. These activities include professional readings, classroom intervisitations and debriefing, school intervisitations, coaching sessions with the literacy coach and administrators, task analysis, data disaggregation, sharing best practices on differentiated instruction and best practices with ELL's, and inquiry team work totaling approximately 20 hours of professional development. All departments will undertake an inquiry project connected to our literacy focus that will have ELL students as part of the target population. Records of these meetings are kept electronically through agendas and sign in sheets. 9th grade advisors and social worker receive information about their incoming ELL students and families and time in their schedule each week to do family outreach and 1:1 counseling with all students, including ELL's to ease their transition to high school. The advisory orientation program for the first 2 days also works to support students in this transition and make connections between ELL's and English speaking peers. ELL training was provided during summer professional development and focused on techniques for differentiating instruction within a heterogeneous class to support English Language Learners.

In addition, professional development on supporting ELLs and the intake process is provided at the beginning of every year to the Guidance Counselor, school secretary, school social worker, and parent coordinator as they are involved directly in working with ELL students and their families. This includes training on the intake process, communication skills with newcomer students' and their families, and the rights and responsibilities of families of ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here Parents are involved through conversations with advisors that take place at least once per month, twice annual parent/teacher/student conferences, which are held both on the mandated evenings but also through individually scheduled appointments, and the PTA and SLT. Translation for all of these events are provided via in school staff and DOE translation services for major language groups, in our case Spanish. Our school has a parent coordinator who is bilingual in Spanish and can explain the features of our program to the parents of ELLs as well as assist in communication between parents and school staff. The parents of ELL's are some of the most highly engaged parents on the PTA. We gather information from parents via individual conversations with advisors and through the PTA leadership and plan on tailoring our activities to this feedback.

We do not currently partner to provide specific programs for ELL's, though our in school health clinic provides services for students who have just entered the country, including mental health and immunization services. All students who are new to the school are enrolled in the St. Luke's Roosevelt clinic upon their arrival at the school through the consent of their parents. The clinic provides a social worker who works with families to assist them in finding health care and other resources if they are new to the city or country. It also provides mental health, physicals, and immunization services free of charge to all students, including ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									6	3	6		15
Intermediate(I)										8	12	7		27
Advanced (A)										3	10	9		22
Total	0	0	0	0	0	0	0	0	0	17	25	22	0	64

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

NYS ELA

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	3	0
Integrated Algebra	31	10	6	4
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	15	10	8	1
Physics	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	0	0	0	0
US History and Government	14	5	0	0
Foreign Language	0	3	0	3
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

Our school uses the DRP to assess the reading levels of all students three times per year in September, January, and June. This has been specifically useful for diagnosing our SIFE students, long-term ELLs and ELLs with IEP's, since the reading passages are only available in English. We have used the data to identify whether students can be more appropriately served with literacy intervention services targeted at phonemic awareness or ESL. We also use a reading and writing workshop model in our ELA and ESL classes and the reading levels of these students are used to target texts at their reading levels and to homogeneously group students when necessary.

Based on the our NYSESLAT and LAB-R results, we see that we have a few beginner students in each grade level but that most of our students are intermediate and advanced at all grade levels. As a result we have focused on providing our beginner students with additional support such as the 9th grade ESL pull out class with targeted support in the upper grades through push in and pull out instruction. While for all students, we focus on building content-area literacy skills through extensive push-in support. This includes the teaching and

use of annotation strategies (including visualization, questioning, inferencing) and graphic organizers and mnemonic devices for brainstorming, paragraph organization and other writing tasks..

Based on the prior year NYSESLAT modality reports, our students tend to be much stronger in the listening and speaking modality than in the reading and writing modality. Instructional implications for this information include providing a schoolwide focus on literacy across the content areas to help all students, including ELL's, to strengthen their reading and writing skills through regular, meaningful practice and explicit strategy instruction, including annotation and writing strategies discussed above. All students engage in independent reading on a daily basis and write every day in every content area. In addition, Spanish speakers are offered a native language arts course which allows them to build proficiency in reading and writing in their native language.

In our ESL program, we are finding that our students are not passing their content-area Regents exams at the rate of our English proficient students. This is true for students taking the exam in English and well as students taking the exam in their native language. This is particularly true in US History, where our ELL students did not pass, even those who took the test in their native language, but is also the case for Integrated Algebra and Living Environment. These results have led us to put an increased emphasis on providing ELL students with support in their content area classes through both full time push in ESL and native language support (including native language textbooks and resources) for Spanish speaking students. This year, the majority of our 11th grade ELLs will take the Global History and ELA Regents for the first time, giving us additional measures of student progress in these areas. We use the periodic assessments to assess student progress towards proficiency on the NYSESLAT and to adjust interventions, when necessary, to ensure that students are making progress and able to demonstrate this progress on the exam. We are finding that our students continue to demonstrate stronger achievement on listening and speaking than on reading and writing and use this information as well as the year-end NYSESLAT results to make instructional changes. The data is used to inform specific strategy instruction aligned to areas of weakness as demonstrated on the interim assessments, to create intentional instructional groupings, and tailor intervention services to student need. It also is used by teachers to reflect on the effectiveness of their practice in moving students towards proficiency on the NYSELAT. Students are provided with extensive support in their native language throughout the program - this includes access to native language dictionaries and resources in all content-area classes and access to native language dictionaries on all testing with the exception of the NYSESLAT and Lab-R. Because all ESL teachers at the school are proficient in communicating in Spanish, they can easily explain the results and implications of NYSESLAT testing and the interim assessments to students through conferencing in their native language.

The success of our programs is evaluated using the following metrics: credit accumulation and promotional rate for ELLs in each grade, NYSESLAT scores, Regents examination scores, CPAS (DYO interim assessment) progress, student and parent feedback. Using this information, we made adjustments to our program discussed above in the effort to provide more extensive support to all of our ELL students in their content-area classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexandra Rathmann-Noonan	Principal		10/25/11
Luke Janka	Assistant Principal		10/25/11
Maria Soto	Parent Coordinator		10/25/11
Suleika Dotel	ESL Teacher		10/25/11
	Parent		1/1/01
Leslie McKnelly	Teacher/Subject Area		10/25/11
Aida Rosenbaum	Teacher/Subject Area		10/25/01
Emily Hyland	Coach		10/25/11
	Coach		1/1/01
Amelia San Jorge	Guidance Counselor		10/25/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M402 **School Name:** UA School for Green Careers

Cluster: 1 **Network:** 105

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.

Whenever a new student is enrolled in the school, including new incoming 9th grade students who have been previously enrolled in NYC DOE schools, we contact the family of the student to determine their language and interpretation needs. For continuing DOE students, this is done by the child's advisor. For new students, this is done by the school Guidance Counselor at time of enrollment. New and modified information is entered into ATS by the Pupil Accounting Secretary on an annual basis and updated throughout the year when appropriate. ATS reports are then run to determine the home languages and translation needs of all students in the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of families in the school (161/282) require all communication be translated into Spanish. In addition, small numbers of students (10 total) require information in Arabic, Chinese, Haitian Creole, and 3 other languages. The rest of the families (110) prefer to receive communication in English. This information is shared with faculty at the beginning of the school year in a faculty meeting. Because the majority of our families speak Spanish in the home, all faculty and staff are advised annually that all written materials going to families should be double-sided in both English and Spanish and that bilingual school faculty or the office of translation services should be used to communicate with families over the phone. The parent coordinator, who is bilingual in Spanish, communicates with PTA members and parents the translation needs of the families attending the school so all PTA materials are translated appropriately whenever possible.

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.

The pupil accounting secretary, parent coordinator, school social worker, school guidance counselor, dean, and community associate are all bilingual in Spanish and so can support all faculty in translating written documents to be sent home when needed. In addition, it is a requirement that all Learning Targets for courses be translated into Spanish by the teacher in partnership with these at-school resources. For Haitian Creole, Arabic, Urdu, Russian and Chinese-speaking families, the office of translation services or per session workers from other schools in the building are used whenever possible to produce these translations. The DOE website is used frequently to access translated versions of mandated letters and other forms for families.

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

The pupil accounting secretary, parent coordinator, school social worker, school guidance counselor, dean, and community associate are all bilingual in Spanish and so can support all faculty in communicating in Spanish over the phone or during face to face meetings in Spanish. The school guidance counselor is also able to speak and translate in Haitian Creole. The DOE office of translation services over-the-phone translation is used to provide translation into other languages when required.

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

The school provides all parents with the Bill of Parent Rights and Responsibilities on an annual basis by sending it home with students at the beginning of the year and having it available at Open School Events, PTA events, in the main office and other events when large numbers of parents are present in the building. A sign is also posted in the main office in the school, where all parents check in upon entrance into the school, that informs parents that translation services are available in the 9 most common languages in the NYC DOE.

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: UA School for Green Careers	DBN: 03M402
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: 65 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

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: English Language Learners at UAGC have underperformed on the Regents examinations in comparison to their English proficient peers. They need additional support in developing their reading and writing skills and content knowledge while they are enrolled in Regents courses, targeted Regents prep, and Regents preparation for students who have previously taken and failed Regents examinations. 10th-12th grade students who have failed at least one previous Regents exams will be targeted for this program. Regents prep will be scheduled daily beginning in mid-November until the end of January (7 weeks) and Mid-April until the end of June (10 weeks) after school from 3:30pm - 4:30pm on Monday, Tuesday, Wednesday and Friday afternoons. Each class will be taught by a licensed ESL teacher in partnership with a licensed subject area teacher. Instruction will be conducted in English with native language support, when necessary. 4 ESL teachers and 1 math, 1 science, 1 ELA, and 2 Social Studies teachers will be involved, teaching in 4 co-teaching teams, with content area teachers paired with ESL teachers to provide both content and ESL support. Curriculum materials will be created by teachers and align directly to core curriculum in Regents areas of Living Environment, Integrated Algebra, Global Studies, US History, and English.

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: The 4 ESL teachers involved in the title III program meet bi-weekly for an hour on Thursdays from 3:30 - 4:30 for professional development aligned to meeting the needs of ELLs from October to May. This PD will be funded through Title III monies and include professional development in co-teaching, directly supporting ELLs to improve their reading and writing skills, and develop content-area vocabulary within academic coursework. There will be 16 meetings during the school year, each lasting 1 hour. Prior to implementation of the Spring Regents Prep Program during the weeks of February 25th and March 4th, 2 2-hour professional development workshops will be held to support unit and lesson planning with the 4 ESL-content area teams, led by the school's ESL coordinator, Suleika Dotel. All three ESL teachers will travel to the 3-day national TESOL conference in March to get specialized professional development in meeting the needs of our ELLs and Title III monies will be used to fund registration fees.

All above indicated will be planned and implemented using in-house staff, including two ESL teachers, Suleika Dotel and Caren Lucarelli with over 7 years of teaching experience.

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: All parents of ELLs will have additional phone outreach made by their ESL teacher during the first 3 months of school. These calls will introduce parents to the additional services available to families at our school and guidance on how to assist their children in being successful. All 4 ESL teachers will be involved in required outreach, with support from the DOE's over the phone translation office. Four additional events will be scheduled during the school year designed to support ELL parents, two during the fall semester and one during the spring.

Fall semester:

September Curriculum Night: Agenda focuses high school graduation requirements and the demands of the common core. Additional hour-long workshop specifically for parents of ELLs discussed how to support their students in reaching these goals.

January Curriculum Night: Agenda focuses on how to assist your child in fully participating in ESL and content area classes in preparation for Regents.

March: 2 hour-long session. Focus on college and post-secondary planning for ELL students and their families, carried out by the school's college and career counselor in partnership with the parent coordinator and ESL department.

May: Summer opportunities for English Language Learners. A one-hour session focused on helping students and parents find summer learning opportunities to prevent summer learning loss.

These ELL parent engagement workshops occur in the evenings, at 6-7 and 6-8 PM, respectively.

Part E: Budget

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

Allocation Amount: \$0

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

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		