



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE KEW GARDENS SCHOOL

28Q099

PRINCIPAL: PAULETTE FOGLIO

EMAIL: PFOGLIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FFOLKES-BRYANT

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
Paulette Foglio	*Principal or Designee	<i>Paulette Foglio</i>
Aida Trujillo	Assistant Principal/K-2 ELL's & 3-6 ELL's	<i>Aida Trujillo</i>
Melanie Honore	*UFT Chapter Leader/Cluster Teachers and Related Services	<i>Melanie Honore</i>
Silva Eden	*PA Co-President/ K-2 Gen. Ed	<i>Silva Eden</i>
Darlene Connell	DC 37 Representative	<i>Darlene Connell</i>
Elyn Colby	Teacher/ K-2 Gen Ed	<i>Elyn Colby</i>
Nancy Williams	Teacher/ K-2 Special Ed & 3-6 Special Ed	<i>Nancy Williams</i>
Mary Jo McKeown	Teacher/ 3-6 Gen Ed	<i>Mary Jo McKeown</i>
Floria Artis	Parent/ 3-6 Gen Ed	<i>Floria Artis</i>
Jane Gazdag	Parent/ 3-6 Special Ed	<i>Jane Gazdag</i>
Toni Luddley	Parent/ K-2 Special Ed	<i>Toni Luddley</i>
Jill Resnick	Parent/ Cluster Teacher and Related Services	<i>Jill Resnick</i>
Sharna Tucker	Parent/ 3-6 ELL's	<i>Sharna Tucker</i>
Christopher Wong	Parent/K-2 ELL's	<i>Christopher Wong</i>

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

Annual Goal #1

- By the end of June 2013, 100% of our students in grades K-5 (6) will be provided with the opportunity to experience four CCLS aligned units of study in ELA (S.S./Science) and Mathematics as evidenced by respective end-of-unit performance-based tasks. The sixth graders will experience eight CCLS aligned units of study as delineated in the citywide instructional expectations for the 2012-2013 school year.

Comprehensive needs assessment

- This goal was selected in order to comply with the New York City instructional expectation that students engage in an ELA and Math unit of study that is aligned to the CCLS. Our student work had been reflective of the prior standards. Therefore, our current work needed to account for the changes indicated in the new standards.

Instructional strategies/activities

- For this goal, we will be utilizing Common Core ELA and Math Bundles derived from the NYC Common Core Library and as well as some of our own units which we will align to the CCLS.
 - a) Students will engage in the following:
In ELA, students will create informational/opinion pieces of writing and within these writing units students will be engaged in a variety of age/grade appropriate strategies and activities. In math, students will delve into grade level mathematics domains as specified in the CCLS aligned tasks and they will focus on the following mathematical practices; modeling with mathematics and constructing viable arguments. These bundles address the needs of all learners including the ELL and special needs population by incorporating Universal Design for Learning (UDL) Principles. We will also utilize Hess' Cognitive Rigor Matrix.
 - b) The assistant principal and literacy coach will work collaboratively with classroom teachers and cluster teachers to provide professional development sessions which will further help teachers to be able to align content to the CCLS and implement the bundles effectively. We will provide support and resources in implementing these bundles through common preps with classroom teachers to communicate and clarify expectations and work on implementing the CCLS aligned tasks. Literacy Team and Math Team representatives will assist in turn keying information for follow-up sessions.
 - c) Teachers including cluster teachers will take part in meetings to explore the bundles and engage in conversation regarding its implementation. Teachers will be given the opportunity to engage in meaningful discussion and reflection sessions as suggested in our peer review needs assessment (bullet #3) so that they continue to become more familiar with the CCLS.
 - d) Our estimated timeline is to complete the ELA and Math bundles by the end of Spring 2013

Strategies to increase parental involvement

- Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team meetings, Parents' Association meetings and Tea with the Principal.

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: Temporary Shortfall.

Service and program coordination

- We utilize a literacy coach as an Instructional Leader to ensure the activities in the units in congruence with the Common Core Learning Standards.
- In addition to using out of classroom teachers,(i.e., art, health education and science), are responsible for implementing units of study for grade 6.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, at least 75% of our students in grades 1, 2, 3, and 4 will show improvement in their writing as measured by a Performance Indicators Checklist and a Rubric based on the 6 +1 Traits of Writing.

Comprehensive needs assessment

- In looking at samples of student work (writing) during grade conferences, teachers agreed that writing was the greatest area of weakness.
- Teachers expressed the need to close the achievement gap between the lower grades and the upper grades.
- In reviewing the success of the program in grades 2 and 3, we have decided to expand it to grades 1 and 4 to integrate a solid program that promotes a common language in the area of writing. These grades, in addition to grades 2 and 3, will incorporate the writing methodology of the 6 +1 Traits of Writing Program into the Writer's Workshop to improve the written communication of students.

Instructional strategies/activities

- a) We will be redesigning the writing curriculum by integrating the 6+1 Traits of Writing Methodology into the writer's workshop for grades 1, 2, 3, and 4. Grade 3 will pilot the new and complete 6+1 Traits of Writing Program.
- b) Inquiry Team Members will be assigned as mentors to the classroom teachers. Common preps have been scheduled for teachers in grades 1 and 2, as well as for teachers of grades 3 and 4. This will provide them with additional time to bridge the writing gap between the lower and upper grades and to build capacity. Teachers will be provided with professional development during lunch n' learns and prep n' learns to examine student work and further learn about the methodology. Teachers will be provided with lessons and supplemental materials as needed.
- c) Teachers will be given the opportunity to discuss, analyze, and reflect on student work as suggested in our peer review needs assessment. (bullet #1) They will also make decisions as to what instructional area will be focused on next. They will engage in a workshop to share outcomes of this program.
- d) By June 2013, classroom teachers of grades 1, 2, 3, and 4 will have incorporated the 6+1 Traits of Writing Methodology into the Writer's Workshop.

Strategies to increase parental involvement

- Parents are encouraged to be partners in their child's education by attending Parents' Association meetings, Parent/Teacher Conferences, Open School Week, and can refer to our school website. Parents are also encouraged to contact our Parent Coordinator to answer any 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: Temporary Shortfall.

Service and program coordination

- OTPS monies were used to purchase the 6+1 Traits of Writing curriculum for grade 3. In addition, Trait Crates were purchased to supplement the program. Classroom teachers, as well as, the literacy coach and inquiry team point person coordinate the implementation of this goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, at least 90% of our teachers will have provided instruction through the use of interactive lessons using the Smart Notebook Software/web based programs/web conferencing system as evidenced during classroom observations; student work product and documented written feedback to teachers.

Comprehensive needs assessment

- In analyzing the area of technology, we concluded that we need to move our teachers in utilizing the Smart Boards more effectively through the use of the Smart Notebook Software in order to provide an additional source of entry and access to all students. We also determined the necessity to increase the number classes that engage in web conferences.

Instructional strategies/activities

- Smart boards have shown to be a highly motivational tool for engaging students in learning by accommodating for the different learning styles.
 - a) Teachers will partake in professional and in house Smart board training. Experienced Smart board users will be paired with new users to facilitate and advance their ability to utilize this instructional tool.
 - b) The computer teacher and technology leaders will assist in conducting in-house professional development and providing technological assistance. The computer teacher will work with the assistant principals to generate a list of web conferencing topics and events that are appropriate across the grades. Teachers will be made aware of web conferencing opportunities throughout the year and provided assistance as needed.
 - c) Open access to our computer lab and media library will provide more opportunities for students to engage in web conferences and utilize web based programs, such as Math e Matics, Destination Math, and Edutest. (as suggested in our peer review needs assessment bullet #1)
 - d) Teachers will be encouraged to make suggestions, evaluate the effectiveness of the professional development program and reflect on the aspects of this goal through PD evaluations, survey and common grade meetings.
 - e) —By June 2013, we will have 90% of our teachers delivering and enhancing instruction through the use of the Smart Notebook Software, web based programs, and web conferencing system.

Strategies to increase parental involvement

- A variety of technology-based workshops will be offered throughout the school year and presented by qualified staff members to assist parent in helping their children to utilize computer-based programs at home that are also used in our school.
- The P.S. 99 website offers students and parents access to school information and links to educational websites.
- Attendance at SLT and Parent Association meetings keep parents informed of our progress.

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: Temporary Shortfall.

Service and program coordination

- RESO-A Grant was used to purchase SMART boards for classrooms and provide professional development for teachers. Title III money was used to purchase a computer mathematics web-based program that is being utilized by grades 3-6. Teacher salaries, including the computer teacher, are funded through both Tax Levy and Temporary Shortfall monies. In addition OTPS NYSTL monies were used to purchase Edutest software, United Streaming, Follett, printers, scanners and desktop computers.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2013, 100% of students in grades K-6 will be immersed in all four of the Art forms as indicated in the New York City Blueprint for the Arts.

Comprehensive needs assessment

- A teacher survey was used to determine the need to expand and implement additional Arts education programs.
- A review of the number of students enrolled in Arts based programs (i.e. Band, CASA, Studio-in a –School, and school play).
- Frequent parent requests to continue to expand and sustain existing Arts-based programs on all levels.

Instructional strategies/activities

- a) Throughout the 2012-2013 school year, creating and producing in all four Art forms will continue as well as including the use of Art tools. (Arts Standard 1 + 2)
- b) The art teacher will engage in a series of three professional development sessions to implement the CCLS through the arts.
- c) Monitoring of trips to cultural events will take place i.e., American Ballet Theatre at Lincoln Center, Queens Museum, Studio in a School Gala, Queens Borough Hall, Kew Gardens Community House, etc. Students engage in self reflection at the end of art projects. (Arts Standard 3)
- d) Partnerships with Arts agencies throughout the year will continue to develop increased awareness of contributions of people in the Arts. (Arts Standard 4)

Strategies to increase parental involvement

- Parent Workshops
- Dissemination of materials and notices of upcoming local Arts events.
- Annual “Arts Celebration” night for parents to view student work and performances.
- Multicultural Festival

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: Temporary Shortfall.

Service and program coordination

- The Studio in a School program provides students, teachers and parents in grades 2-4 the opportunity to work alongside an artist to learn about the art curriculum through intensive visual arts experiences that utilizes various mediums. The artists host parent/child workshops throughout the year.
- Studio-in-a-School shares displays of students work with teachers.
- Through the CASA grant the Queens Museum of Art coordinates an Arts program that is supplement to the daily Arts instruction at the school.
- Third Street Music School Settlement provides us with a band program for our grade 5 and 6 students.
- Kindergarten and grade 1 students participate in a Movement through Music Program.
- Grade 6 students participate in an annual school performance.
- An artist-in-residence works alongside teachers to plan and assist in the delivery of Arts instruction.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2013, all administrators will have conducted informal/formal observations and provided meaningful feedback based on the competencies, Designing coherent instruction (1e); Using questioning and discussions techniques (3b); and Using assessment in instruction (3d), thereby improving teacher-effectiveness.

Comprehensive needs assessment

- This goal was selected based on a need to develop teacher effectiveness according to the 2012-2013 NYC instructional expectations.

Instructional strategies/activities

- We will be utilizing the NYC DOE Priority Competencies 1e, 3b, and 3d to provide teachers with opportunities for reflection, self-evaluation and refinement of their own classroom practice while fostering student excellence.
 - a) Provide professional development that addresses the competencies, 1e: Designing coherent instruction, 3b: Using questioning and discussion techniques, and 3d: Using assessment in instruction.
 - b) Administrators will conduct frequent informal and formal observations to provide meaningful feedback. As a way to provide teachers with opportunities to become more effective, we are continuing to participate in an alternative formal observation process as suggested in our peer review needs assessment bullet # 2. New teachers will be mentored by literacy coach and grade leaders. Administrators will work on creating a bank of resources which will be available for teacher use. An excel spreadsheet will be utilized to keep track of observation frequency and areas needing improvement.
 - c)—This process will take place throughout the school year.

Strategies to increase parental involvement

- Parents are invited monthly to participate in Tea with the Principal. In addition, parents are invited throughout the year to participate in various functions and/or committees, (i.e. School Leadership Team, Safety Committee, Summit), where they are encouraged to share.

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: Temporary Shortfall.

Service and program coordination

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

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 Totals Gr. K 3 Gr. 1 63 Gr. 2 45 Gr. 3 59 Gr. 4 75 Gr. 5 68 Gr. 6 40	Gr. K Foundations (3) Gr. 1 Reading Recipe (9) Fountas and Pinnell (9) Foundations (45) Gr. 2 Fountas and Pinnell (10) Reading Recipe (6) Guided Reading (13) Foundations (5) Discovery Learning (11) Gr. 3 Comprehension Strategies through Novel Based Approach & Acuity(11) Comprehension Tool Kit (35) Foundations (13) Gr. 4 Comprehension Strategies through Novel Based Approach (30) ETA Versatile Cuisenaire (8) Comprehension Tool Kit (31) Discovery Learning (6) Gr. 5 Comprehension Strategies through Novel Based Approach & Acuity (20) ETA Versatile Cuisenaire (8) Comprehension Tool kit(40) Gr. 6 Reading Options for Achievement(9) ETA Versatile Cuisenaire (8) Comprehension Tool Kit (23)	Small group 	During the school day and Extended Day 

Mathematics Gr. 3 31 Gr. 4 18 Gr. 5 20 Gr. 6 10	Gr. 3-6 Math E Matics Program Essential Strategies for Math Success	Small group	Utilized during the school day and at home
Science	N/A	Small group	N/A
Social Studies	N/A	N/A	N/A
At-risk services Total (120 Students)	Guidance Counselor Gr. K. (4), Gr. 1. (6), Gr. 2. (3), Gr. 3. (5), Gr. 4. (12), Gr. 5. (9), Gr. 6. (8) Occupational Therapy Gr. 2 (4) Speech Gr. K (1) Gr. 1 (1) Gr. 4 (1) Gr. 5 (1) Gr. 6 (2) Psychologist Gr. 6 (1) SETSS Gr. 1 (7), Gr. 2 (3), Gr. 4 (3), Gr. 5. (2), Gr. 6 (5) Social Worker Gr. 2. (2), Gr. 3 (2), Gr. 4. (2), Gr.5. (1), Gr. 6. (1)	Small Group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Our school supports teachers with quality professional development opportunities consistently throughout the year. Topics covered include but are not limited to City wide instructional expectations, CCLS, classroom management, Smart board 101, behavior modification, 6+1 Traits of Writing, and Discovery Learning. Teachers also attend professional development sessions outside of our school. These professional development sessions are geared towards improving their teaching techniques and skills. Administration provides ongoing genuine and meaningful feedback to improve the delivery of instruction. We provide an opportunity for new and seasoned teachers to engage in professional dialogue weekly through a Teacher Share Forum. This is also an opportunity for teachers to ask questions, reflect on practices and share new ideas. Teachers also work closely with our literacy coach who also serves as a mentor. The coaching sessions focus on planning instruction, aligning curriculum to CCLS, looking at student work, assessments, etc. Common preparatory periods are purposefully created so that teachers have ample time for teaming. These sessions are crucial in providing continuity of instruction within the grades and in strengthening our teacher teams. Math, Literacy and Special Ed Teams also serve to provide guidance and support for all teachers.

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.

P.S. 99Q
Paulette Foglio, Principal

Parents/Guardian:

Please sign below and return to your child's teacher.

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To keep parents informed of the Title I program and their rights to be involved, through Parents' Association meetings.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide child care to accommodate parents so they can attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually. • Frequent reports to parents on their children's progress, reasonable access to staff. • Opportunities to volunteer and participate in their child's class and observation of classroom activities. • Provide translation when possible. <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. technology workshops.</p>	<p>To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.</p> <p>To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.</p> <p>To work with my child/children on their homework and sign each day.</p> <p>Read or listen to my child read for 15-30 minutes per day. (grades K-1)</p> <p>Listen to or ensure that my child read for 15-30 minutes per day. (grades 2 -3)</p> <p>Ensure that my child reads 45-60 minutes a day at home. (grades 3-6)</p> <p>To monitor my child's:</p> <ul style="list-style-type: none"> • Attendance at school • Punctuality at school • Homework • Television watching • Use of electronic devices • Healthy Habits • Health needs • Behavior <p>To share the responsibility for improved student achievement.</p> <p>To communicate with my child's teacher(s) about their educational needs and to be accompanied by a translator, when possible.</p> <p>To provide information to parent groups on what type of assistance I would like in order to assist my child in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Paulette Foglio, Principal

Teacher

Signature of Parent/Guardian

Print Name

Telephone Number
 _____ **AM** _____ **PM**
 (Best Time to Contact)

Class _____

P.S. 99 Queens - The Kew Gardens School*Two Buildings, One Heart!*

82-37 Kew Gardens Road ♦ Kew Gardens, NY 11415
718-544-4343 *Main Building* 718-846-4972 *Annex*
718-544-5992 *Fax*
Website - www.ps99.org

Paulette Foglio
Principal

Nicholas Sforza
Assistant Principal

Aida Trujillo
Assistant Principal

PS 99 SCHOOL PARENT INVOLVEMENT POLICY
--

Successful students are the result of the partnership of the school and the home. Research has demonstrated that parent involvement contributes to increased academic achievement. PS 99 believes this premise and, therefore, facilitates the home-school connection by communicating regularly about their child's progress and individual needs, and by keeping parents informed of the school calendar, programs, and special events.

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirement, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (ELL), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities included to ensure:

- *that parents play an integral role in assisting their child's learning*
- *that parents are encouraged to be actively involved in their child's education at school*
- *that parents are full partners in their child's education and are included in decision making and on advisory committees to assist in the education of their child*
- *the carrying out of activities, such as those described in Section of 1118- Parental Involvement of the ESEA.*

In order to achieve the goals named above, PS 99 is dedicated to involving the parents in the educational process. This is accomplished through various venues.

Parents receive monthly communication via a school calendar, Principal's monthly letter, school website, School Messenger program and school newspaper, "The Buzz." School notices, district, and regional notices, and parent workshop notices are distributed regularly. Posters are also displayed notifying parents of this information as well.

Student progress is communicated through ARIS, phone calls, parent teacher conferences, and progress reports as well as through Department of Education Report cards. Teachers write newsletters informing parents of special class or grade achievements and events.

Parents' Association meetings are held monthly as well as executive board meetings. Agendas are distributed prior to the meeting to inform parents of the topics for discussion. Guest speakers may be invited. A Parent Bulletin with messages from the PA, PS 99 Administration, staff and news, are distributed quarterly and throughout the year. Parents are encouraged to be active participants in the school and in their child's education.

The School Leadership team is comprised of 50% parents. Monthly meetings are held and parents are an integral part of the decision-making process. School programs and materials are reviewed and revised, as needed. The school also involves parents of children served in Title I, Part A programs in decisions about how the Title I, Part A funds allocated.

A Parent Coordinator is a full-time staff member and is the liaison between the home and the school. Parents are welcome to voice their questions, compliments, and concerns to the parent coordinator. He works to address these topics and to assist parents in meeting their needs.

Workshops are offered, based on parent interest and need, and are presented by qualified staff members or guest speakers to assist parents with family issues and academic concerns. We educate parents on the State testing program, how to access information from ARIS, Acuity and Edutest, how to monitor their child's progress, and how to assist their children to meet the standards.

Parents should be knowledgeable of their Rights and Responsibilities, and PS 99 distributes the New York City Board of Education "Bill of Parents' Rights and Responsibilities".

A School-Parent Compact that outlines the responsibilities of the home and the school is also distributed to all parents. This agreement, developed in collaboration with parents, ensures that a partnership in education is maintained and that the best interest of all children is consistently served.

It is evident that parents are widely involved in the education process at PS 99. We achieve a strong home-school connection.


Paulette Foglio
Principal


Nina Kulkarni
PA Co-President

2012-2013 School Year

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 Cluster 2/CFN 209	District 28	Borough Queens	School Number 099
School Name PS 99			

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

Principal Paulette Foglio	Assistant Principal Aida Trujillo, Nick Sforza
Coach Mary Iadevaia	Coach
ESL Teacher Sara Goldberg, Nina Alaeva,	Guidance Counselor Suzan Bruck
Teacher/Subject Area Frank Mooney(ESL)	Parent type here
Teacher/Subject Area James Haluska (Science)	Parent Coordinator Jordan Holtzman
Related Service Provider Vicki Smith	Other Martha Salvatierra(3rd grade)
Network Leader Marlene Wilks	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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	815	Total Number of ELLs	96	ELLs as share of total student population (%)	11.78%
------------------------------------	------------	----------------------	-----------	---	---------------

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 ELL Identification Process:

1. To identify the students for possible ESL eligibility they need to go through the following steps:
 - a. The secretary provides the parent with the HLIS survey to fill out at registration in their native language. A certified ESL teacher assists with completing the HLIS. If native language is unavailable translation services are provided by on site staff or by NYCDOE's translation and interpretation unit.
 - b. An ESL certified teacher conducts an informal interview in English (and in the native language with the help of another teacher) with the newly enrolled student.
 - c. Then a certified ESL teacher administers the English/Spanish LAB-R within 10 days of registration. If necessary, the Spanish LAB R is administered to Spanish speaking students.
 - d. In May the NYSESLAT is given to all ELL students in order to evaluate their progress in English language proficiency. The students are given the four strands to assess their Speaking, Listening, Reading and Writing skills defined by NY State's English as a Second Language Learning Standards. In August, results are provided to the ELL teachers in scaled measures(Beginners, Intermediate, Advanced and Proficient) in order to create a program to provide proper ESL services to each student in our school. Students will continue to receive ELL services until they learn English well enough to participate in English-only classes. Our teachers use the student's NYSESLAT scores along with the other State test scores to determine which instructional standards to focus on and base instructional programs.
2. P.S. 99's ESL teachers provide parents of newly enrolled ELLs with an orientation describing various bilingual and English as a Second Language (ESL) programs/models. The first orientation is scheduled at the end of September after all the new admits are tested with the LAB R. Another orientation is given in October and November if needed. If parent is unable to attend any of the orientation sessions the ELL coordinator will contact them as well as the parent coordinator. During the orientation the ELL teachers explain the different programs offered to ELL students: Transitional Bilingual, Freestanding ESL, and Dual Language. A video is shown to help assist in the explanation of ESL services. Based on this orientation, parents and guardians can select a bilingual or ESL program or model they feel will most benefit their children.
3. In September, after NYSESLAT scores are received the ESL teachers send the entitlement letters home with the students. Copies of those letters are placed in student folders. The Parent Survey and Program Selection forms are filled out at the parent orientation meeting.
4. ELL students are placed in an ESL program based on their NYSESLAT or LAB-R scores. At P.S.99 ESL teacher programs are designed to assure that the mandated number of instructional minutes are provided according to the proficiency levels of the students. Students will receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week. All ELL students will be pulled out during an enrichment period when all mandated students (SETSS, OT, AIS Reading, and AIS Math) in that grade are being serviced. The students

that remain in the classroom will be engaged in an enrichment activity with the teacher. This enables the ELL and other serviced students to participate in all required curriculum subjects. A letter, in English or native language, will be sent home with the student to inform parents of the program their child is in. It includes the ESL coordinators contact information if parents has a question related to the program. A copy of the letter is kept in the student's folder along with the signed tearoff.

5. Data from the Parent Survey and Program Selection forms from the past few years indicates that the Freestanding ESL program is the requested program in PS 99.

6. P.S. 99 program selection will be aligned with parental requests since 100% percent of parents request this program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2							14
Total	2	2	2	2	2	2	2	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	76
SIFE		ELLs receiving service 4-6 years	20
		Special Education	23
		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	80		14	16		9			96	
Total	80	0	14	16	0	9	0	0	0	96

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	6	9	6	6	1							39
Chinese	2	1			1	1								5
Russian		4	2	1	1		1							9
Bengali	1													1
Urdu	2	1	2	3	3	1	1							13
Arabic	4	3	1	1			1							10
Haitian														0
French														0
Korean		1												1
Punjabi		1	1				1							3
Polish		1	2	1			1							5
Albanian							1							1
Other	1	1	1	1	1	2	2							9
TOTAL	15	19	15	16	12	10	9	0	0	0	0	0	0	96

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here.

1. a. P.S. 99 provides two instructional models for the ELL population. A "Pull-Out" and "Push-In" Program will be provided for grades K-6 for English Language Learners. The teachers will emphasize content instruction in science, social studies and math in congruence with the grade curriculum, NYS and ESL standards and collaborative planning. More emphasis will be placed on writing and reading within the content areas, since these areas present the most difficulty for our ELL students, based on the current data.

b. The ELL students are grouped heterogeneously. In grades K-6 Beginner, Intermediate and Advanced students will be grouped together for one period according to their grade during the scheduled enrichment program. The remainder of mandated instructional time will be provided for Beginners and Intermediate students heterogeneously.

2. The three certified ESL teacher will insure that the students receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week.

3. Teachers will scaffold academic language to content areas to support ELL instructional strategies. A variety of materials will be used to support the learning of ELLs, such as realia, print, visual media and technology. P.S. 99 will be in continued compliance with the Balanced Literacy Approach and utilize ELL intervention kits and guided reading books for differentiated instruction during the school day. Students' literacy in their native language will be taken into consideration, as books in several native languages are placed in classrooms.

4. At PS 99 we have a staff that is fluent in many languages(Spanish, Russian, Hebrew, Urdu, Arabic). They are available to assist in evaluating a new admit.

5. a. SIFE students, who have experienced interruption in their formal education, will be provided with extra support from reading and math AIS teachers. They will be given opportunities to attend educational programs both before and after school. Currently our school has no SIFE students.

A. Programming and Scheduling Information

b. ELL students in U.S. schools less than three years will receive similar services as the SIFE students in order to acquire English language proficiency within 3 years. They will be given explicit frameworks for reading, writing, speaking and listening. The ESL teachers will provide individual support within their mainstreamed groups to develop language acquisition and learning strategies that will prepare them to think critically and to function more effectively in their classrooms. These students will also be using Leapfrog to assist them in acquiring different reading and math skills.

c. The ELL students receiving services for 4-6 years will receive support through SIOF instructional methodology by the ESL teacher. They will also be using Leapfrog and a web-based program Acuity to assist them in acquiring different reading and math skills.

d. Long-term ELLs will receive continuing transitional support within and outside of the classroom. These students will be enrolled in the extended day program to assist them in their individual needs.

e. Students identified as ESL with special needs according to SBST identification are fully serviced. Service providers, i.e. self-contained special education teacher, resource or speech teachers, in conjunction with the ESL teacher, determine guidelines for language acquisition. IEPs will reflect an achievable aim or goal to develop language.

6. Our ELL teachers use a variety of instructional strategies and grade level materials with their students. They use Acuity and Edutest to provide students with access to academic areas based on their abilities. These programs also provide immediate feedback to the students and enable the teacher to use data to drive instruction. Smartboards are also used to develop language by enabling students to manipulate the board and have tactile experiences. They also have a variety of discussions based on the lesson.

7. Our ELLs are serviced during their grade level AIS/Enrichment period, a time when all students are receiving instruction based on their academic needs. This ensures ELL's are not missing classroom instruction. In addition, an articulation form is given to all classroom teachers in order to provide continuity and consistency in ELL instruction.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

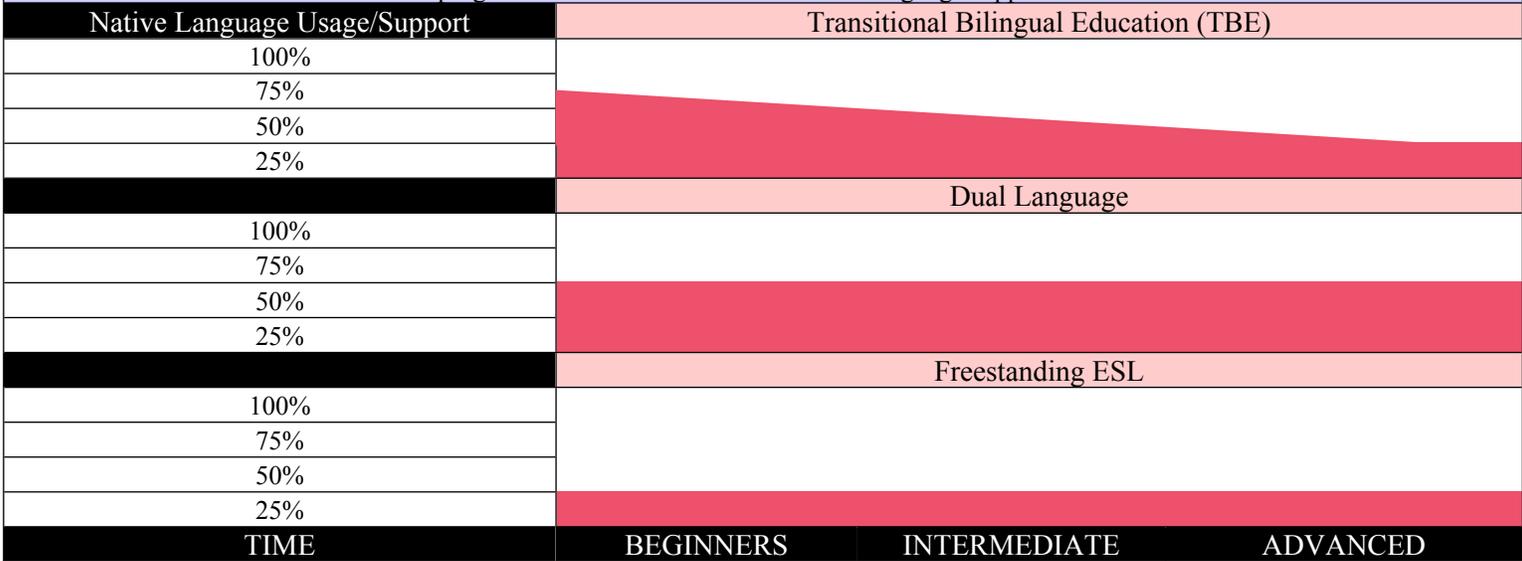
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. In Math there is an AM program offered to all below level grade 4 students, including ESL students. In ELA, ELL students in need of extra support are mandated to enroll in the extended day program. The ESL teacher assigns tutorials on web-based Acuity to assist students in mastering reading and math skills.
9. ELLs that have become proficient are given extra time on the NYS Test for the next two years. They are provided with extra help in reading and math through our AIS program.
10. The ESL teachers will be trained in the usage of Smartboards in their classroom. They will use the ESL Smartboard lessons within their classrooms.
11. All our programs will stay in effect for the upcoming school year.
12. All ELL students are afforded equal access to all school programs. Applications for after school activities are provided to all students at PS 99. Students in need of extra support based on State ELA/Math test and NYSESLAT are mandated to participate in extended day. A new extended day program, Discovery Learning, has been developed for ELL students in acquiring language and building prior knowledge. Discovering Learning immerses students in learning activities that will enhance their knowledge and vocabulary.
13. The instructional materials used to support ELLs are the following: Web-based Discovery Education, Smartboard, web-based Acuity, Computer based Leapfrog program. Skill oriented books are used in grades 3-6 to assist the ELL students.
14. The ESL teachers use support in the native language to assist the students in acquiring English. Our ESL teachers are fluent in Spanish and Russian.
15. Yes, required services support and correspond to the ELL's age and grade level.
16. Most students are enrolled at the beginning of the school year and there is no way for teachers to know which students will be "newly enrolled ELL students." At the time of enrollment the ELL teachers provide these students with support material to be used at home.
17. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here .

1. The ELL teachers will be attending a series of workshops on the Common Core Standards and Opinion Writing. At PS 99 our ESL teachers will attend workshops given by common branch/special needs teachers. These workshops will offer the ELL teachers professional development in areas that will assist them in their delivery of instruction. The ESL teachers attend monthly grade meetings to inform classroom teachers of ESL strategies that can be incorporated into their classes.
2. The ELL teacher and Guidance counselor will be available to consult with middle school staff at the time of articulation. The Guidance counselor attends meetings at middle schools to inform staff about ELL concerns.
3. Teachers not in possession of the 7.5 hours of ELL training will attend training as required by the Jose P. case. ELL workshops will be conducted throughout the year to all staff. A sign in sheet will be used to maintain attendance record.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. All parents including ELL parents will be encouraged to participate in all activities in the school. The school provides workshops throughout the year to inform parents of different programs or assessments. We insure that every parent has the capacity to communicate with the school at all times.
2. We inform the parents of the availability of the following resources: community programs at the local library, Kew Gardens Community House, the Department of Education Interpretation and Translation Services, local Civic Association programs and private agencies that offer support groups.
3. When parents register in the school the pupil accounting secretary will assist in evaluating the needs of any parent. Subsequently the parent maybe referred to our Parent Coordinator or ESL staff who will assist them with their needs.
4. We hold many special events and workshops that are addressing the needs of the parents. Example: Multicultural event, Edutest workshops, ARIS workshops, Test Prep, Bullying/Abuse Workshops, School Preparation workshops. We are always open to suggestions from parents at the Parent Association meetings. Parents needs will be addressed and forwarded to the appropriate personnel. During the parent association meeting interpreters are available upon request.

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)	9	14	7	2	1	6	1							40
Intermediate(I)	1	5		8	1	3	3							21
Advanced (A)	5		8	6	10	1	5							35
Total	15	19	15	16	12	10	9	0	0	0	0	0	0	96

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	1	0	1	0						
	I		10	1	2	1	4	2						
	A		4	11	4	8	6	7						
	P		3	1	10	3	2	0						
READING/ WRITING	B		14	2	2	1	4	0						
	I		5	5	9	2	5	3						
	A		0	7	6	9	4	6						
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	6	5	0	13
5	5	4	3	1	13
6	2	5	3	0	10
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	3		6		5		1		15
5	5		4		3		2		14
6	1		7		5		0		13
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4		2		2		1		9
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Paste response to questions 1-6 here

- The assessment tool our school uses to assess early literacy skills of our ELLs are: ECLAS, Leapfrog and Mondo benchmark assessments are used to assess early literacy skills. These results are shared with the ESL teacher in order to plan appropriate instruction for ELLs. This information coincides with the results from the NYSESLAT, however, occasionally there may be a student that exhibits improvement in ECLAS testing thereby changing the ESL methodology used. ECLAS data is available on ARIS to teachers and parents.
- After analyzing NYSESLAT data in the four modalities across proficiency levels and grades, it can be determined that students in grades 1-6 have greater language deficiency in writing and reading.
- As writing scores are the lowest of the four modalities, content-area instruction is linked to reading and writing in ESL classes. The Balanced Literacy model is used to provide instruction that develops language acquisition through the four modalities: reading, writing, listening and speaking. The teaching model includes strategies such as think-pair-share, accountable talk, guided reading and writing.
- After reviewing data from the NYS ELA test for the 2010-2011 school year, we found that the ELL students mostly scored on level 2 or 3. There were a total of 36 ELL students that took the ELA test: 41 % (15 students) scored at Level 2; 30% (11 students) scored at Level 3; 2% (1 student) at Level 4. The remaining 25% (9 students) scored at Level 1. The majority of the students that scored the lowest level are newcomers having been in the school system for one to three years and/ or are special education students. Based on these results, additional instruction will be provided to the students who scored between Level 2 and 3 using Leapfrog. The Level 1 students need more time to acquire the language in order to reach a higher level.
 - The results of the 2010-11 NYS Math test show a larger number of students are meeting the standards. There were a total of 42 students that took the test: 21% (9 students) scored on Level 1; 40% (17 students) scored on Level 2; 30% (13 students) scored on Level 3; 7% (3 students) scored on Level 4. In our ESL classes math will continue to be integrated into the curriculum to help the students move from one level to another.
 - After reviewing the NYS Science scores from 2010 and 2011, it is evident that a need for a science tutorial is needed to increase science skills. A Discovering Learning Science tutorial program will be given during the extended day to the 4th grade students, which include ELL students. This will help provide extra test taking skills in Science. Based on these findings the ELL teachers will continue to focus on content instruction in their ESL classes to enable the ELLs to improve their knowledge of Science topics.
- N/A
- Success of PS 99's ESL program is evaluated by the results of the NYSESLAT , NYS ELA, NYS Math test and the Progress Report. ELL teachers carefully analyze test results in September to design the ELL program for the upcoming year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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: PS99	DBN: 28Q099
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Leapfrog ELL Title III immigrant program will meet Tuesday, Wednesday and Thursday from 7:30 a.m. to 8:20 a.m. (before the official start of the school day) to service students in grades K-6. In the Annex the class will take place in Room 111 and in the Main building in Room 112. One teacher will service grades K-2 and two teachers will service grades 3-6. (One teacher will work on Tuesdays and Thursdays, while the other teacher will work only on Wednesdays.) There are approximately twenty students serviced in this program. The number of students in the program vary due to the fact that newly ELL enrolled student are invited to attend this morning program, however the number at the start of program is twenty. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program called Leapfrog. The students are provided with level appropriate instruction on a variety of language art skills. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The Leapfrog program will be expanded into the classroom so that an ELL student can continuously practice literacy at their own independent level. The ESL teachers will be funded through Title III funds as indicated on the Title III ELL Program School Building Budget Summary. This service received by the students from the ESL teacher is above and beyond the CR Part 154 mandates. All the ELL students being served in the morning programs receive ELL support during the day by a licensed ESL teacher. This program will run from the middle of October until the end of May.

In addition, a morning math program is available to 4th grade ELL students who are not in the Leapfrog program. This class meets Tuesday and Thursday mornings from 7:30 a.m to 8:20 a.m. The ten students in this program were chosen based on the results from their baseline assessment. The teacher uses a comprehensive program designed to improve skill mastery and build confidence in mathematics. These students will also be using a new Math online program, MathEmatics, to assist them in improving their math skills. This research based program identifies student skill deficiencies within all mathematical strands and provides individualized learning that addresses those deficiencies using structured online mini lessons. Its another way for our ELL students to grasp and reinforce math concepts taught in school. The Common Branch teacher is providing the instruction with assistance from a certified ESL teacher. This program will run from the middle of November to the end of April.

The MathEmatics program will also be used in their ESL classes to supplement topics being taught to them.

All classes are supplemental ,in addition to mandated services provided during the regular operational times of the school day.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

The Leapfrog Title III ESL teacher provides support to classroom teachers who use the program in their classroom. The ESL teachers also attend professional development workshops through Network 209. The methodology learned to support the ELL students is shared at Literacy Team meetings, Math Team meetings and grade conferences. An ESL teacher resource room is available with materials that can support the ELL in the classroom. Professional Development that teachers will be provided are: Creating an Interactive Classroom using ELL Strategies; Scaffolds to Help ELL Readers; Optimal Conditions for Language Learning; Implementing Leapfrog in the Classroom for ELL Students; Six Plus One Traits of Writing and Online MathEmatics program. The professional development delivered will be at no cost to Title III allocations. The professional development is provided every other month and presented by the certified ESL teachers during common preps and faculty conferences.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our school provides activities targeted toward the parents of ELLs in order to impact higher achievement. During parent teacher conferences, which are held twice a year in November and March, we provide interpreters in a variety of languages. Throughout the year workshops are offered by the ELL/Data Specialist to inform ELL parents of school and state initiatives. Topics include using ARIS to access academic information, using Acuity to strengthen ELA and Math skills at home and information about state testing. Parents are informed of these workshops by letters sent home in their language. Parents are offered interpretation services during the workshops.

Part E: Budget

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

Allocation Amount: \$12444

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 	\$7578.69	ESL certified teacher Grades K-2 (Tues, Wed, Thurs): 60 hrs \$3011.40 ESL certified teacher Grades 3-6 (Tues and Thurs) : 40 hrs \$2007.60 ESL certified teacher Grades 3-6 (Wed): 20 hrs \$1003.80 Common Branch teacher Grade 4 (Tues and Thurs): 31 hrs \$1555.89
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$4865.31	Online math program (MathEmatics) for ELL students Training for staff to use the MathEmatics program Purchase of additional Leapfrog/ESL

Part E: Budget

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

Allocation Amount: \$12444

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	12,444	

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: PS99	DBN: 28Q099
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Leapfrog ELL Title III immigrant program will meet Tuesday, Wednesday and Thursday from 7:30 a.m. to 8:20 a.m. (before the official start of the school day) to service students in grades K-6. In the Annex the class will take place in Room 111 and in the Main building in Room 112. One teacher will service grades K-2 and two teachers will service grades 3-6. (One teacher will work on Tuesdays and Thursdays, while the other teacher will work only on Wednesdays.) There are approximately twenty students serviced in this program. The number of students in the program vary due to the fact that newly ELL enrolled student are invited to attend this morning program, however the number at the start of program is twenty. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program called Leapfrog. The students are provided with level appropriate instruction on a variety of language art skills. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The Leapfrog program will be expanded into the classroom so that an ELL student can continuously practice literacy at their own independent level. The ESL teachers will be funded through Title III funds as indicated on the Title III ELL Program School Building Budget Summary. This service received by the students from the ESL teacher is above and beyond the CR Part 154 mandates. All the ELL students being served in the morning programs receive ELL support during the day by a licensed ESL teacher. This program will run from the middle of October until the end of May.

In addition, a morning math program is available to 4th grade ELL students who are not in the Leapfrog program. This class meets Tuesday and Thursday mornings from 7:30 a.m to 8:20 a.m. The ten students in this program were chosen based on the results from their baseline assessment. The teacher uses a comprehensive program designed to improve skill mastery and build confidence in mathematics. These students will also be using a new Math online program, MathEmatics, to assist them in improving their math skills. This research based program identifies student skill deficiencies within all mathematical strands and provides individualized learning that addresses those deficiencies using structured online mini lessons. Its another way for our ELL students to grasp and reinforce math concepts taught in school. The Common Branch teacher is providing the instruction with assistance from a certified ESL teacher. This program will run from the middle of November to the end of April.

The MathEmatics program will also be used in their ESL classes to supplement topics being taught to them.

All classes are supplemental ,in addition to mandated services provided during the regular operational times of the school day.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

The Leapfrog Title III ESL teacher provides support to classroom teachers who use the program in their classroom. The ESL teachers also attend professional development workshops through Network 209. The methodology learned to support the ELL students is shared at Literacy Team meetings, Math Team meetings and grade conferences. An ESL teacher resource room is available with materials that can support the ELL in the classroom. Professional Development that teachers will be provided are: Creating an Interactive Classroom using ELL Strategies; Scaffolds to Help ELL Readers; Optimal Conditions for Language Learning; Implementing Leapfrog in the Classroom for ELL Students; Six Plus One Traits of Writing and Online MathEmatics program. The professional development delivered will be at no cost to Title III allocations. The professional development is provided every other month and presented by the certified ESL teachers during common preps and faculty conferences.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our school provides activities targeted toward the parents of ELLs in order to impact higher achievement. During parent teacher conferences, which are held twice a year in November and March, we provide interpreters in a variety of languages. Throughout the year workshops are offered by the ELL/Data Specialist to inform ELL parents of school and state initiatives. Topics include using ARIS to access academic information, using Acuity to strengthen ELA and Math skills at home and information about state testing. Parents are informed of these workshops by letters sent home in their language. Parents are offered interpretation services during the workshops.

Part E: Budget

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

Allocation Amount: \$12444

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 	\$7578.69	ESL certified teacher Grades K-2 (Tues, Wed, Thurs): 60 hrs \$3011.40 ESL certified teacher Grades 3-6 (Tues and Thurs) : 40 hrs \$2007.60 ESL certified teacher Grades 3-6 (Wed): 20 hrs \$1003.80 Common Branch teacher Grade 4 (Tues and Thurs): 31 hrs \$1555.89
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$4865.31	Online math program (MathEmatics) for ELL students Training for staff to use the MathEmatics program Purchase of additional Leapfrog/ESL

Part E: Budget

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

Allocation Amount: \$12444

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	12,444	