



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ABIGAIL ADAMS SCHOOL – P.S. 131 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q131

PRINCIPAL: RANDOLPH A. FORD EMAIL: RFORD@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. LENON MURRAY

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
Name	Position and Constituent Group Represented	Name
Randolph Ford	*Principal or Designee	Randolph Ford
Charles Bunshaft	*UFT Chapter Leader or Designee	Charles Bunshaft
Avian Davis	*PA/PTA President or Designated Co-President	Avian Davis
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mrs. Gloria Sealy	Member/Teacher	Mrs. Gloria Sealy
Mr. Steve Schiavo	Member/Teacher	Mr. Steve Schiavo
Mrs. Laura Kent	Member/Teacher	Mrs. Laura Kent
Ms. Sharla Khargi	Member/Parent	Ms. Sharla Kargi
Ms. Akilah Folami	Member/Parent	Ms. Akilah Folami
Ms. Kameraia Alfattan	Member/Parent	Ms. Kameraia Alfattan
Ms. Crystal Parker	Member/Parent	Ms. Crystal Parker

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students in grades 4 and 5 will improve on the Common Core Assessments in Math between 2012 and 2013, compared to other students who started at the same level to increase the Student Progress Section of the Progress Report from 32.7 to 34.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our needs assessment indicates the following: On the 2010-2011 Progress Report the school received an “A” in the Student Progress section. This year we received a “B.”

Instructional strategies/activities

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

A) Strategies/activities that encompass the needs of identified student subgroups (grades 3, 4, and 5):

- Targeted 5th students who are in the lowest third and receive ESL services will be placed in a small class of 14 students with a full-time certified ESL teacher for the 2012-2013 school year.
- Targeted students in grades 3-5, recommended by classroom teachers and taken from the bottom third citywide and school wide, will participate in the Math Test Preparation After School Program. The recommended targeted students are identified if they fall below mid-year benchmarks for the November and January assessments. The after school program will run from February 2013-April 2013 on Thursdays from 3:15pm-4:30pm.
- All IEP students in grades 3-5 will participate in an after school program run by Champion Learning Center. These students will be in small groups with a teacher to student ratio of no more than 1:4. The after school program will run from February 2013-April 2013 on Wednesdays and Thursdays from 3:15pm-4:30pm.
- Math problem solving lessons every Friday for 45 minutes will include extended response questions and focus on the mathematical process through exploring and discussions with partners.
- Math assessments are created to emulate the new Common Core curriculum. The assessments include multiple choice questions, word problems and extended response questions. These assessments are given to students in grades 3-5 after each unit of instruction is completed.
- Curriculum maps for every mathematics unit are completely aligned to the Common Core State Standards.

B) Staff and other resources used to implement these strategies/activities:

- The staff members involved in the action plan are the principal, assistant principals, data specialists, K-5 classroom teachers, ESL teachers, and cluster teachers.

C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Upcoming Math Common Core Aligned Acuity Assessment which is being administered in January 2013. Every teacher in grades 3-5 will be given 60 minutes to score and analyze student work using the new CCSS scoring guides.
- In- house Mock ELA and Math Assessment which is being administered in March 2013 will show mastery and areas in need of improvement for targeted students. Every teacher in grades 3-5 will be given 60 minutes to score and analyze student work using the new CCSS scoring guides.
- Teachers will meet in grade level teams each week for 30 minutes to review student data gathered from periodic assessments and form flexible strategy groups based on the data from the periodic assessments and the in-house mock ELA and Math Assessment.

D) Timeline for implementation:

- September 2012 through April 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- literacy training, math training, technology, as appropriate, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using the curriculum – Math Game Night
 - b) providing parents with training on strategies to teach comprehension skills to their children-Family Literacy Nights
 - c) providing parent workshops and dealing with computer training on analyzing Acuity data, learning to navigate through ARIS Parent Link and CCSS testing workshops for ELA and Math.
 - e) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.
 - f) Parent Volunteers giving homework help in their home language.
 - g) Series of ESL workshop for parents of ELLs to help support learning at home.
 - h) Parent Coordinator will host bookmaking and storytelling workshops for parents.
 - i) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - a) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - b) Parent monthly newsletters and progress information will be sent home in parent home languages.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III and human resources to implement action plan from September 2012 to June 2013:

- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by FSF
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I
 - The school works in conjunction with St. John’s University’s Academic Service Learning Program in which St. John’s students work with small groups of children in grades 3, 4, and 5 in academic areas of need, including Math.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students in grades 4 and 5 will improve on the Common Core Assessments in English Language Arts between 2012 and 2013, compared to other students who started at the same level to increase the Student Progress Section of the Progress Report from 32.7 to 34.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our needs assessment indicates the following: On the 2010-2011 Progress Report the school received an “A” in the Student Progress section. This year we received a “B.”

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - A) Strategies/activities that encompass the needs of identified student subgroups
- The literacy coach will focus on working with targeted teachers during March and April to coach and instruct during the ELA test preparation units of study. The targeted teachers were selected after analyzing the growth percentage from their class based on the Spring 2011 state exams in ELA and Math.
- Response to Intervention extended day groups will meet 3 times a week for 37.5 minutes and are formed on each grade level with a teacher to student ratio of 1:5 beginning February 2013. Students below grade level will go on the Imagine Learning Program within the school day for 20-30 minutes each day.
- The Imagine Learning After School Program will meet four times a week (Mondays-Thursdays) from 3:15pm-4:15pm. Targeted ELLs in grades 3, 4, and 5 will be taught by certified ESL teachers from October 2012 – January 2013.
- All teachers, K-5, will continue to implement the skill of the month on a weekly basis throughout the school year.
- Targeted students in grades 3-5, recommended by classroom teachers and taken from the bottom third citywide and school wide, will participate in the ELA Test Preparation After School Program. The recommended targeted students are identified if they fall below mid-year benchmarks for the November and January assessments. The after school program will run from February 2013-April 2013 on Wednesdays from 3:15pm – 4:30pm.
- Teachers in grades 3-5 will incorporate weekly, 45 minute non-fiction read alouds with comprehension and short answer questions in addition to one 45 minute whole class accountable talk read aloud period.
- Reading curriculum maps will be fully aligned to the Common Core State Standards in reading.

B) Key personnel and other resources used to implement these strategies/activities

The staff members involved in the action plan are the principal, assistant principals, literacy coaches, data specialists, K-5 classroom

teachers, ESL teachers, and cluster teachers

C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Reading Record will be administered four times a year (September, November, March, and June) and entered in Assessment Pro.
- All classroom teachers gather reading level data four times a year as indicated above. Students who fall below grade level according to the Teachers College benchmarks and Spring 2011 state scores will participate in the mandatory extended day program, as recommended by their teacher. All classroom teachers in grades K-5, ESL teachers, and cluster teachers will take small groups of students for remedial instruction.
- A full day of training will be given to all teachers implementing the RTI program including the literacy coach, special education liaison and assistant principal on implementing the Voyager Passport Program.
- Four professional development sessions will focus on questioning techniques within the classroom to support student to student discussion.
- Teachers will meet in grade level teams each week for 30 minutes to review student data gathered from periodic assessments and form flexible strategy groups based on the data from the periodic assessments and the in-house mock ELA and Math Assessment and grade planning.
- Up/down meetings will take place each Monday from September to December for 40 minutes to align lessons and unit plans K-5.

D) Timeline for implementation

- September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- literacy training, math training, technology, as appropriate, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using the curriculum – Math Game Night
 - b) providing parents with training on strategies to teach comprehension skills to their children-Family Literacy Nights
 - c) providing parent workshops and dealing with computer training on analyzing Acuity data, learning to navigate through ARIS Parent Link and CCSS testing workshops for ELA and Math.
 - e) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.
 - f) Parent Volunteers giving homework help in their home language.
 - g) Series of ESL workshop for parents of ELLs to help support learning at home.
 - h) Parent Coordinator will host bookmaking and storytelling workshops for parents.
 - i) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - c) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - d) Parent monthly newsletters and progress information will be sent home in parent home languages.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III and human resources to implement action plan from September 2012 to June 2013:

- Literacy coach is funded with Title I
- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by FSF
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I
 - Imagine Learning Software and per session is funded by NYSTL Software and Title III
 - The school works in conjunction with St. John's University's Academic Service Learning Program in which St. John's students work with small groups of children in grades 3, 4, and 5 in academic areas of need, including ELA and Math.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, English Language Learners (ELLs) will close the achievement gap, in the category of *Percent at 75th Growth Percentile or Higher* in English on the Progress Report from 35.9% to 50%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our needs assessment indicates the following: On the 2010 -2011 Progress Report the school obtained 1 point in this category. However, on the 2011-2012 Progress Report we obtained 0.28 in the same category.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - A) Strategies/activities that encompass the needs of identified student subgroups
 - ESL teachers will pull small groups of ESL students to teach explicit academic vocabulary of the lesson.
 - ESL teachers will pull-out small group lessons will focus on literacy.
 - Response to Intervention extended day groups will meet 3 times a week for 37.5 minutes and are formed on each grade level with a teacher to student ratio of 1:5 beginning February 2013. The teachers will be trained to use the Voyager Passport Program.
 - Targeted students will also participate in the Imagine Learning After School Program. These targeted students are identified by their scores on the LAB-R and NYSESLAT exam. The students are ELL students that have been in the ESL program for three to five years, new comers, and SIFE students. The after school program will run from October 29, 2012 through January 31, 2013 on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:15-4:15pm.
 - All of the ESL teachers will work with the target population four times a week within their classroom and four times a week pulled out in a small group. These students will be participating in the Extended Day program three times a week from 8:00 to 8:37 am.
 - Students who fall in the Severely Interrupted Formal Education (SIFE) category will be supported by an F-Status ESL teacher with an extra pull out small group setting from their class two times a week.
 - The ELL students that are in the Lowest Third Citywide will also attend the ELA/Math Afterschool Program which will run February 2013 through April 2013 on Tuesday and Wednesday from 3:15-4:30 pm.
 - Targeted 5th students who are in the lowest third and receive ESL services will be placed in a small class of 14 students with a full-time certified ESL teacher for the school year. Fourth and fifth grade classroom teachers and ESL teachers will analyze data to form this group.

- B) Key personnel and other resources used to implement these strategies/activities

The target populations for the goal indicated above are English Language Learners in grades three, four, and five. The staff members involved in the action plan are the principal, assistant principals, 3-5 classroom teachers, an ESL F–Status teacher and 3 full-time ESL teachers.

- C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Reading Record will be administered four times a year (September, November, March, and June) and entered in Assessment Pro.
- All classroom teachers gather reading level data four times a year as indicated above. Students who fall below grade level according to the Teachers College benchmarks and Spring 2011 state scores will participate in the mandatory extended day program, as recommended by their teacher. All classroom teachers in grades K-5, ESL teachers, and cluster teachers will take small groups of students for remedial instruction.
- ESL teachers will host a PD on differentiating instruction for ELLs in grades 2-5 in June 2013.
- Upcoming ELL Periodic Assessment which is being administered in October 2012.
- The second ELL Periodic Assessment which is being administered in March/April 2013. This assessment will show growth and areas in need of improvement for targeted students.
- Students overall scores on the NYSESLAT which is being administered in April/May.
- The target population is selected based on the LAB-R and NYSESLAT scores.
- All ESL teachers will meet every Monday from 8:00am – 9:00am and 1x a month to discuss curriculum and strategies for English Language Learners.
- ESL teachers will meet with grade teams twice a month to discuss student progress and analyze student work.

- D) Timeline for implementation

- September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- literacy training, math training, technology, as appropriate, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using the curriculum – Math Game Night
 - b) providing parents with training on strategies to teach comprehension skills to their children-Family Literacy Nights
 - c) providing parent workshops and dealing with computer training on analyzing Acuity data, learning to navigate through ARIS Parent Link and CCSS testing workshops for ELA and Math.
 - e) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.
 - f) Parent Volunteers giving homework help in their home language.

- g) Series of ESL workshop for parents of ELLs to help support learning at home.
- h) Parent Coordinator will host bookmaking and storytelling workshops for parents.
- i) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - e) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - f) Parent monthly newsletters and progress information will be sent home in parent home languages.

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

If other is selected describe here:

Service and program coordination

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

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III and human resources to implement action plan from September 2012 to June 2013:

- Literacy coach is funded with Title I
- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by FSF
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I
 - Imagine Learning Software is funded by NYSTL Software and Title III
 - Imagine Learning per session is being funded with Title III
 - F-Status ESL teacher is being funded with Title III
 - The school works in conjunction with St. John's University's Academic Service Learning Program in which St. John's students work with small groups of children in grades 3, 4, and 5 in academic areas of need, including ELA and Math.

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	Extended Day: Remedial Instruction in Reading and Writing	Small group instruction	Tues-Thurs 8:00-8:37am: Small group instruction provided before school
	At Risk SETSS: Remedial Instruction in reading and Writing	Small Group instruction	1 period during the school day
	ESL Extended Day: Double dose of Foundations	Small group instruction	Tues-Thurs 8:00-8:37am: Small group instruction provided before school
	Imagine Learning Program for ELL students in grades 3-5 (October - January)	Small group instruction	After School Program: 4x per week from 3:15-4:15pm
	Test Preparation for level 1 and 2 students in grades 3-5	Small group instruction	After School Program: 1x per week from 3:15-4:30pm
	Response to Intervention: Voyager Passport Reading Program	Small group instruction	Tues-Thurs 8:00-8:37am: Small group instruction provided before school
Mathematics	Extended Day: Remedial	Small group instruction	Tues-Thurs 8:00-8:37am: Small

	Instruction Math Test Preparation for level 1 and 2 students in grades 3-5	Small Group instruction	group instruction provided before school After School Program: 1x per week from 3:15-4:30pm
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor: Positive social skills	Small Group Instruction and One-to-One	1 time a week 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.

- Assistant Principals will work closely with network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.
- Assistant Principals will hold workshops on how to apply for their professional license and complete necessary paperwork.
- All teachers rotate on a 2 month in classroom cycle with the literacy coaches in addition to one planning period per week.
- New teachers meet weekly with grade leaders to mentor him or her.
- Send teachers to professional development:
Reading and Writing Non-Fiction Instructional Implications for ELLs (citywide) – Jaclyn Adamson and Chetal Patel
Meeting the Challenge with Success Through Strengthening Instruction for ELLs (citywide) - Jaclyn Adamson and Chetal Patel
Brain Research: Keeping the ELLs in Mind (citywide) – Deborah Biscardi
Common Core Learning Standards: Practicing to Support ELLs in Math (citywide) – Deborah Biscardi
Co-Teaching: How to Have a Successful Push-In ESL Model (citywide) – Deborah Biscardi, Christine DeVardo, Dian Drummond, Stephanie Ferrotti
Strengthening Science (network) – Amy Berezow and Charlie Bunshaft
Thinking Maps (network) – Michele Carrotta
Questioning Techniques hosted by Junior Great Books (network) – Scott Barnhill, Craig Ziegler, Maryanne Borkan, Alicia Marcinkowski, Lisa LaMagra, Christine DeVardo, Amy Berezow
Special Education Co-Teaching Meeting (network) – Gina Gannon, Robert Goldstein, Evelyn Franklin
The Art of Teaching Music (citywide) – Marisol Ponte-Greenberg
Smithsonian Art PD (citywide) – Aviva Carmeli
Exemplars Through Math (network) – Janine Saia
Aligning Social Studies to the Common Core Standards – Susan Douglas-Simmons, Jaclyn Adamson, Stephanie Ferrotti, Gloria Sealy, Craig Ziegler, Christine DeVardo
- Two teacher representatives for each monthly network meeting attend in the areas of Special Education, Inquiry and ESL.

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

The Abigail Adams School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for parental involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Act (ESEA) programs, activities and procedures will be planned and operated with meeting in consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. This will include providing information and school reports under Section 111-State Plans of the ESEA in an understandable format and, including alternate formats upon request.
- The school will involve the parents of children served in Title I, Part A program the decision about how the Title I, Part A funds reserved for parental involvement will be used.
- The school will carry out programs, activities and procedure in accordance to the definition of parental involvement:

Parental involvement means the participation of parents in regular, meaningful communication involving student academic learning and other activities, including-

1. parents play an integral role in assisting their child's learning;
2. parents are encouraged to be actively involved in their child's education in school;
3. parents are full partners in their child's education and are included, appropriate, in decision-making and on advisory committees to assist in the education of their child.

Part II Description of How the School Will Implement the Required School Parental Involvement Policy Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement-(a) Local Educational Agency Policy (b) written policy

1. The Abigail Adams School will take the following actions to involve parents in joint development of the plan under Section 1112-Local Educational Agency ESEA:
 - Involve parents in discussions regarding the parental involvement Title I, Part A funds at PTA meetings

2. The Abigail Adams School will take the following actions to involve parents in the process of the school review and improvement under Section 1116-Academic and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will meet monthly to discuss the needs for the school
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. The Abigail Adams School will take the following actions to conduct, with involvement of parent, an annual survey of the success, popularity, and growing need of the parental involvement funds.
4. The Abigail Adams School will build parents' capacity for strong parental involvement, in order to ensure effective involvement of parents to improve student academic achievement, through the following activities specified below:
 - The school will provide assistance to parents of children served, in understanding topics such as the following:
 - a) the State's academic content standards;
 - b) the State's student academic achievement standards;
 - c) the State's and academic assessments
 - d) the requirements of Title I, Part A
 - e) how to monitor their child's progress and
 - f) how to work with educators.
 - The school will provide materials and training to help parents work with their students and to improve their children's academic achievement, such as literacy training, math training, technology, as appropriate, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using the curriculum – Math Game Night
 - b) providing parents with training on strategies to teach comprehension skills to their children-Family Literacy and Math Night
 - c) providing parent workshops and dealing with computer training on analyzing Acuity data, learning to navigate through ARIS Parent Link, and CCSS testing workshops for ELA and Math.
 - d) Parent Volunteers giving homework help in their home language.
 - e) Series of ESL workshop for parents of ELLs to help support learning at home.
 - f)Parent Coordinator will host bookmaking and storytelling workshops for parents.
 - g) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
 - h) holding an annual Title I Parent Curriculum Conference;
 - i) hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - g) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - h) Parent monthly newsletters and progress information will be sent home in parent home languages.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with The Teachers College Reading and Writing Project, Math Connects, Foundations, and in the content areas by:
 - a) involving parents in the regular activities of the school (writing and reading celebrations)
 - b) involving parents in the Student of the Month award ceremony
- The school will take the following actions to ensure that information related to school and parent programs, meetings and other activities, is sent to the Title I participation children in an understandable format, upon request, in a language they can understand:
 - a) letters are sent home in their native language when applicable
 - b) Translation services information are posted in the school lobby and classrooms
 - c) Translators and interpreters will be provided at parent workshops involved in Title I, Part A funding

Part IV

Department of Education of the City of New York

Public School 131

The Abigail Adams School

Randolph A. Ford, Principal

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Compact 2012-2013

The Abigail Adams School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

School Responsibilities

The Abigail Adams School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 3 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year. Kindergarten progress reports are sent home in November. Kindergarten report cards are sent home 2 times a year. Parents in grades K-2 receive notification upon completion of benchmarks. In grades 3-5, Acuity test results will be sent home so parents can address the needs of their child.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment. To alleviate phone interruptions and parent walk-ins during the school day, the School Safety Agents will have parents fill out our new Parent/Teacher Contact Form. Once filled out, the form will be placed in the teacher's mailbox.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers invite parents for curriculum celebrations. Parents are invited to the annual school science fair and concerts.

Parent Responsibilities

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

- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement.

The Abigail Adams School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.

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 Corrine Rello-Anselmi	District 29	Borough Queens	School Number 131
School Name Abigail Adams Elementary School			

B. Language Allocation Policy Team Composition

Principal Randolph Ford	Assistant Principal V. DePaolo & D. Lagnese
Coach Julie Roberto	Coach Barbara Pollack
ESL Teacher Deborah Biscardi	Guidance Counselor Frank Zarb
Teacher/Subject Area Lisa LaMagra	Parent Mrs. Davis
Teacher/Subject Area Alicia Marcinkowski	Parent Coordinator Pauline Isaacs
Related Service Provider Evelyn Franklin	Other type here
Network Leader Nichele Manning-Andrews	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	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	836	Total Number of ELLs	192	ELLs as share of total student population (%)	22.97%
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Part II: ELL Identification Process

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

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

1. PS 131 hired an ESL Coordinator, Deborah Biscardi, for a third year in a row, to help meet the demands of registration. The ESL Coordinator position was filled by a senior, qualified teacher with over 15 years of experience in the license area of TESOL. The ESL Coordinator works with the Pupil Accounting Secretary to assist with registration. The ESL Coordinator meets with the parents/guardians of the students during registration for initial identification and makes certain that the correct Home Language Identification Survey was administered. All parents are interviewed to ascertain whether or not they understand the questions on the HLIS. Also, all parents/guardians are interviewed to determine if a language other than English is spoken in the home. The students are also informally interviewed by the ESL Coordinator to ascertain whether or not they are able to answer basic questions about themselves. If they are capable, the ESL Coordinator uses other academically-based questions to further ensure whether or not students may possibly be entitled to services. Many parents bring a family member during the registration process to help with the language barrier. If they do not have a translator, different members of our staff can provide translation. The educational assistants, such as Ms. Sultana and Ms. Ahmed, both speak Bengali, Rosalie Maldonado (Secretary) and Yvette Sosa (School Safety) are fluent in Spanish. If no one is available in a parent's native language, the translation and interpretation unit is utilized. If the ESL Coordinator is not available to conduct an interview, the ESL team (comprised of 5 other licensed pedagogues) have been trained to fill in. All the HLIS were carefully analyzed by the ESL coordinator and the ESL team for accuracy. They also check for any notes made indicating any discrepancies in the parent information or the ESL Coordinator's assessment of the Home Language. After a student has been identified as eligible for LAB-R testing, the ESL team, comprised of certified teachers, test the students with the LAB-R within the 10 days allowed for identification of ELLs. When a student whose home language is Spanish is identified as an ELL, that student is administered the Spanish LAB. Students who are entitled to ESL services receive entitlement letters to take home and a copy is placed in their cumulative record card. Copies of the HLIS are made, while the originals are placed back into the students' Cumulative Record Card. Entitlement letters are also sent to students who took the NYSESLAT the previous year and did not pass the exam. The combination of these two groups comprise the current year's caseload. The NYSESLAT is administered every spring to the students indicated on the RLER, for both the LAB-R and NYSESLAT eligible, on ATS. Any new admits who are found to be eligible for the LAB-R are first tested with the LAB-R. If a student is then found to be an ELL, that student is then administered the NYSELAT. The students who are eligible for NYSESLAT testing are then tested by the ESL teachers within the allowed time frame given by NYS and given any accommodations if allowed according to IEPs. All students who are eligible are scheduled for all four parts of the NYSESLAT. Schedules are sent home for individual students so that parents are aware of testing dates and times to minimize any absences so that all four components of the test are administered to every student eligible.

2. At the initial Parent Orientation Meeting which is completed within the first 10 days of school as mandated by NYS, the ESL teachers, the Parent Coordinator and the Administration, along with translators, discuss what the meeting is about and hand out agendas as well as sign in sheets. Parents are told of the three choices available to them: Bilingual, Dual Language and Freestanding ESL programs before showing the Orientation Video. The parents are also told that the decision is theirs and that they are in control of their child's education. The parents are then divided into language preference groups and given time to view the DOE Orientation Video in full. They are then brought back together to discuss how to fill out the Parent Program Selection Surveys. Parents are then given ample time to fill out the surveys. Surveys are collected at the conclusion of the meeting. The ESL Coordinator checks the surveys returned

and keeps a record of the parental choices. These are entered onto the ESL caseload forms and totals are verified to see whether or not a bilingual or dual language program is needed to be formed. This year the data was also entered into ATS using the ELPC report. This data is also saved to enter into the BESIS in December. Registration after the beginning of the year is slightly different. As parents come in to register, the pupil personnel secretary and the ESL Coordinator conduct registration. If the child is eligible for testing, the ESL Coordinator has the parent view the parent video and fill out the Parent Program Selection Survey at registration. The child is then tested within the 10 days and placed in the appropriate program based on parent selection. Any parent that chooses a TBE/DL program is given information about available programs in the area. If a parent is interested in transferring their child into one of these programs, the ESL Coordinator arranges for the parent to speak to the appropriate placement office within the district to see if there is an opening in the program. If there is no opening, the child is placed on a waitlist for the program. If a parent who selects a TBE/DL program as their first choice rejects a transfer to a program outside of the school, a notation of the rejection is noted on their record.

3. The Parent Orientation meeting is planned with the school availability in mind, within the mandated 10 days. We inform the parents of the meeting by letter, in both their native language and English. Attached to the initial invitation, is a tear-off sheet that allows the parents to let us know if they can and will attend the meeting, or if they would like to meet at a more opportune time. Every effort is made to accommodate the parents' schedules. One-on-one meetings are conducted if necessary. If parents do not respond to the invitations, we follow up with phone calls to their homes. Translators are also used if the parental preference for oral communication is their native language. PS 131 strives to place the ELL students in the program that parents would prefer their child to attend. Parents are given the opportunity to decide which form they would prefer to use English or native language. To ensure that each Parent Survey and Program Selection form is returned to us, we reach out to the parents in many ways. The ESL team will send notices in English and the parents' native language. We follow up with phone calls by translators. We also meet at whatever time the parent is available, before or after school. Our goal is to have a 100% return rate for these forms. Home visits are also an option we are willing to explore. If we still get no response, letters are sent home to tell parents that their child is going to be put into a transitional bilingual education program as per CR Part 154 in both English and the Parents' home languages. Once the forms are returned, placement letters are then sent out to parents in both English and the home language.

4. Every effort is made to honor parents' number one choices. Students are placed in the program that their parent selected, within the 10 day time frame. Placement letters in home languages or parental preferred languages are sent home and placed in the students cumulative record card. Parents who choose Transitional Bilingual program or Dual Language as their first choice are sent letters in their native language telling them where this program is available and whether or not it is available within our building. Our school is aware that there is always the possibility that enough parents can choose either of these two programs within two contiguous grades. If that situation arises, we will open a Bilingual or Dual Language program in the language that has 15 or more requests. The trend at PS 131 has been that parents have overwhelmingly chosen ESL as their first choice as a program selection. We realize that we have the numbers to create a Bengali bilingual program or a Bengali Dual Language program if that is what parents select. We are not opposed to doing so, but finding a qualified and certified Bengali Bilingual Teacher has been a fruitless endeavor. Opening a Bilingual program without a qualified person to teach it would be counterproductive. Regardless, any parent who requires more information about transferring is given that information with the use of in school translators or with the use of the translation and interpretation unit.

5. Here are our trends for the parent survey and selection forms since the 2009 - 2010 school year:

For the 2009 – 2010 school year, of the 43 forms returned, 42 parents chose Freestanding ESL as their first choice. One survey was returned with a first request for a Dual Language Program and the second choice was Free Standing ESL. For any of the parents interested in a bilingual program as their first choice, letters were sent to notify them of available bilingual programs within the district. However the parents chose to have their children remain at P.S 131, receiving freestanding ESL services. For the 2010 - 2011 school year, of the 50 Parent Surveys returned to us, 45 chose ESL, one chose Bilingual and four chose the Dual Language Program. The one Bilingual choice was by one Bengali Kindergarten student. Of the four Dual language program selections, all four students were Bengali. These parents were notified that not enough parents were interested in a TBE/DL program in their home language and told that there were no other programs available in the district or nearby districts. For the 2011-2012 school year, of the 64 forms returned to us, only 2 parents selected a Bilingual program, one parent selected a dual-language program, and the rest chose ESL. One of the forms that selected bilingual was a second grade Spanish student, who rejected transfer to a bilingual program. The other bilingual selection was for one kindergarten Bengali student. The dual language program that was selected was for one Bengali student in kindergarten. Again these parents were sent information in their home language indicating that their first choice was not available and that there were no programs available in the district or nearby districts. Looking at these numbers for the past 3 years, 94% of parents received their first choice. The 6% that did not receive their first choice, either opted out of transferring their child or they received their second choice. These trends have been similar for the past 8 years. PS 131 is open and eager to begin a Bengali TBE/DL program, but the numbers have not supported that program choice. There has never been 15 students or more in two contiguous grades whose parents have requested TBE/DL programs in their home language.

6. Since 94% of all the parents of ELLs have been receiving their first choice for the past 3 years, we feel we are aligned to parental choice. Of the 6% who selected TBE/DL programs, which is only 9 parents in the past 3 years, we have tried to accommodate their first choice by finding nearby schools who have the program in the home language requested. All of the parents who have had the opportunity to get their first choice by transferring, have rejected the transfer and elected to stay in an ESL program in our school. The parents who speak languages that are not available anywhere in the city, do not request to have their children placed in TBE/DL programs in subsequent years as indicated by the continued entitlement letters sent home every new school year. No parent has ever requested to have their child placed in a new program in a subsequent year. If we find we are not aligned to parental choice in future years, we will find a qualified bilingual teacher or dual language teacher to align our program offerings with parental choice.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	47	41	30	27	30	17								192
Total	47	41	30	27	30	17	0	0	0	0	0	0	0	192

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	185	Newcomers (ELLs receiving service 0-3 years)	166	Special Education	13
SIFE	5	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	173	5	3	19	0	9	0	0	0	192
Total	173	5	3	19	0	9	0	0	0	192

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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:

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	3	7	3	3	1	4								21
Chinese				1										1
Russian														0
Bengali	34	24	20	18	18	7								121
Urdu	7	3	3	2	4	2								21
Arabic			1	1	3									5
Haitian						1								1
French														0
Korean														0
Punjabi	1	5	1	2	1	1								11
Polish														0
Albanian														0
Other	2	2	2		3	2								11
TOTAL	47	41	30	27	30	17	0	192						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a. The organizational model utilized in PS 131 is a combination of push – in (co – teaching) and pull – out (Free – Standing) ESL. The pull – out program is only for beginner and intermediate level ELLs who receive 180 minutes of pull – out instruction that compliments and elaborates on the curriculum that is being taught in the regular classroom using ESL methodologies and strategic grouping strategies that focus on proficiency levels. The push-in program is for all ELLs in heterogeneous classes. All levels of ELLs receive the mandated 180 minutes of ESL explicit instruction. Beginning and Intermediate level ELLs receive 50% of their mandated minutes utilizing the pull-out program and the other 50% of their mandated minutes utilizing the push-in or co-teaching program of direct ESL instruction. All advanced level students receive 100% of their mandated minutes of direct ESL instruction utilizing the push-in or co-teaching program.
- b. The pull – out groups range from mixed ability levels on a grade to homogeneous ability levels on a grade. Self-contained special education ELLs are kept with their grade level ELL cohorts, even though they are in bridge classes. The push – in classes are heterogeneously grouped with all levels of proficiencies included, even former ELLs.
2. All the ESL teachers work on one grade level. This ensures that a push – in/pull – out program will fully serve the mandated minutes for all the ELL students. Classroom teachers also receive an in-depth snapshot of their ELL students in the form of a detailed ESL profile sheet. This sheet includes information on each child including their NYSESLAT scale scores and proficiency levels with modalities, minutes of instruction, and the recommendations for instruction.
 - a. All students receive the mandated number of minutes of instruction as per NYS CR Part 154. Beginner level and intermediate level students receive 360 minutes of explicit ESL instruction per week. Half of that time is in the push – in program and the other half is in the pull – out program. Advanced level students receive 180 minutes of explicit ESL instruction within the push - in program as well as 180 minutes of ELA instruction per week. These students also receive the mandated minutes of ELA instruction. The ESL teachers push into all content areas being taught. These subjects include reading, writing, mathematics, science and social studies. Push-in ESL teachers perform many teaching tasks while pushing in. They conference with individual students, teach strategy groups based on conference findings with individual students, and they deliver whole group instruction.
3. The content areas are delivered in English using a co-teaching model. The classrooms teachers and the ESL teachers meet three times a month for curriculum planning at grade level meetings. During these meetings, ESL teachers and the classroom teachers discuss the curriculum and how it can be appropriately modified to support the ELL students. In the content area of math, ESL teachers help teachers plan lessons keeping the math core curriculum standards and performance tasks in mind. Because of the different proficiency levels of the ELL students and the academic vocabulary language needed, flexible strategy groups are formed to differentiate instruction for ELLs. For the content areas of social studies and science, the academic language necessary to understand the topics and lessons are the focus. The ESL and grade level teachers work together in an effort to make the reading material comprehensible by activating prior knowledge, building background knowledge, using a variety of graphic organizers and presenting material using Smart Boards so that reading

A. Programming and Scheduling Information

strategies can be modeled with specially selected materials. Reading in the content areas is supported by addressing the challenges that ELLs encounter while reading such as idioms and figurative language, unfamiliar vocabulary, grammar usage, word order, syntax, sentence structure, and unfamiliarity with connotative and denotative meaning of words to name a few. Modeling skills and equipping ELLs with scaffolds to work independently are areas the ESL teachers assist classroom teachers with. There is a high level of native language support given to all languages. Students in grades 3 – 5 are given the math, science, and social studies glossaries that are available on the ALBETAC website. The school has received a small selection of bilingual books in the most predominant languages in the school. These books are located in the ESL classroom, the library, and a set is available in each grade leader's classroom. Native language is also supported by reading with a buddy and allowing students to write and read in their native languages (if they are literate in their home language). Translators are used during standardized testing, and paraprofessionals and teachers are also used to enrich native language instruction. Many teachers at P.S. 131 are fluent in a variety of languages.

4. P.S. 131 ensures that ELLs are appropriately evaluated in their native language by administering the Spanish LAB to all Spanish speaking students who are identified as ELL. Since we have a large Bengali student population, we have two paraprofessionals that are fluent in Bengali. They are able to translate for us when necessary and provide a better picture of the students' ability in their native language. They are also available to translate student writing when a newcomer enters the upper grades. Students are encouraged to write in their native language in order to complete assignments within the curricula. There are many ELLs and former ELLs who are able to translate for newcomers any directions necessary to complete their assignments.

5. Differentiating instruction for ELLs is also discussed and planned during grade meetings.

a. SIFE students are helped in various ways. ELL students who have been identified as

SIFE are given extra academic support. As a supplement to their mandated ESL minutes using Title III funding, SIFE students work in very small groups (no more than 3) with a fully certified, highly qualified ESL teacher 2 times a week. They are offered extended day instruction in either Foundations or the Wilson phonics programs. They are invited and encouraged to attend afterschool Title III programs. Periodic

ESL Assessments are utilized to analyze these students' strengths and areas of improvement.

b. Since newcomers are the largest of our ELL population, we decided to focus on newcomers for our ELL Success Grant acquired 3 years ago. For the 2011 - 2012 academic school year, 200 Imagine Learning licenses were purchased with school funding. This will allow all the ELLs in the school to receive individualized instruction based on their individual language needs. Our plan for newcomers depends on the grade in which they are admitted into. Our plan for the K – 2 newcomers in the push – in model is to provide scaffolding and support in the classroom. During Reading and Writing Workshop, the ESL teachers work with small strategy groups to emphasis the skills needed. Also the ESL teachers often reteach the mini-lesson to ensure the ELLs understand the concept of the lesson taught by the classroom teacher. One-on-one conferencing provides the ESL teacher an opportunity to listen to and assess the students' oral and written language ability. This enables the ESL teacher to teach specifically to the students' needs. In the beginning of the school year, the ESL teacher labeled objects in the classrooms to provide a print rich environment for the ELLs. Letter-sound relationships are reinforced during the classroom teachers' foundations lessons. The New York Math connects program is used in PS 131. During math push-in lessons the ESL teachers differentiate instruction according to their ELLs level of language acquisition. Our plan for K – 2 newcomers in the pull-out model is to use explicit ESL methodologies focusing on the reading, writing, listening, and speaking modalities. Several ESL book series are utilized to deliver instruction to our beginner and intermediate ELLs. These are: Cornerstone, Prentice Hall ESL and the Oxford Open Sesame Series. The ESL teachers also make use of the internet by using the Reading A – Z website. The beginner and intermediate ELLs are provided with “double dose” foundations, including letter-key word- sound drills, vowel extensions, word tapping, and review of trick words. Other types of approaches and materials which are used with the beginner and intermediate ELLs are: read alouds, shared reading with chants and poems, books on tape, flannel board stories for sequencing, picture cards, and games to reinforce vocabulary, sight words, rhyming words and alphabet. For grades 3 – 5, in the push-in program students are given language support to aid in comprehending lessons. This is done through scaffolding, graphic organizers, rephrasing questions, differentiating how the student can respond by offering different tools and acceptable response types, and providing explicit vocabulary development by previewing new words and highlighting its meaning and usage. In addition to these strategies, in the pull-out program, we focus on building prior knowledge to fill content area gaps that ELLs need to know in order to meet grade level standards. The pull – out program uses the Longman Cornerstone program is designed to accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills.

c. Our data indicates that there are 19 students who fall into the pre-long-term ELL category. PS 131's plan for ELLs receiving 4 – 6 years of service is based on a former data inquiry team project that focused on accelerating English language acquisition for all modalities in English. In addition to what we already do in our push-in\pull – out, we will be including these students in an afterschool program in which will build or increase their CALP skills in order to achieve English language proficiency. We found that 8 out of 17 advanced level ELLs were able to exit the ESL program because the scored proficiently on the 2010 NYSESLAT. We plan on continuing to use the Imagine

A. Programming and Scheduling Information

Learning English software with this group after school to enhance their academic language vocabulary. The Imagine Learning English program will also explicitly teach reading comprehension strategies such as main idea, details, and inference skills.

d. We currently have only no long-term ELLs; our plan for long term ELLs is to give them small group instruction supplemental to their mandated minutes. This instruction will be data-driven and tailored to meet their needs above the mandated minutes of instruction.

6. ELLs that have been identified as having special needs are serviced according to their learning goals from their IEPs. They are provided with services such as bilingual paraprofessionals and other related services. These students will be given advanced skills in comprehension, reasoning, and composition and have access to curricula and instruction that integrate basic skill development with higher order thinking and problem solving. The ESL teachers will draw on the students' prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. These strategies will persist with all pedagogues who instruct these students across all content areas.

7. Our school uses flexible scheduling to meet the diverse needs of ELL-SWDs by mainstreaming these students into regular education classes for their strengths in curricula. Many are mainstreamed to regular education math instruction classes where they also receive some ESL services. Since we have a self-contained bridge class in our school, these students are pulled with regular education ELL students to receive ESL mandated services. All ELL-SWDs will be invited and encouraged to participate in our ESL afterschool program that utilizes Imagine Learning Software to accelerate English language acquisition. onse to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

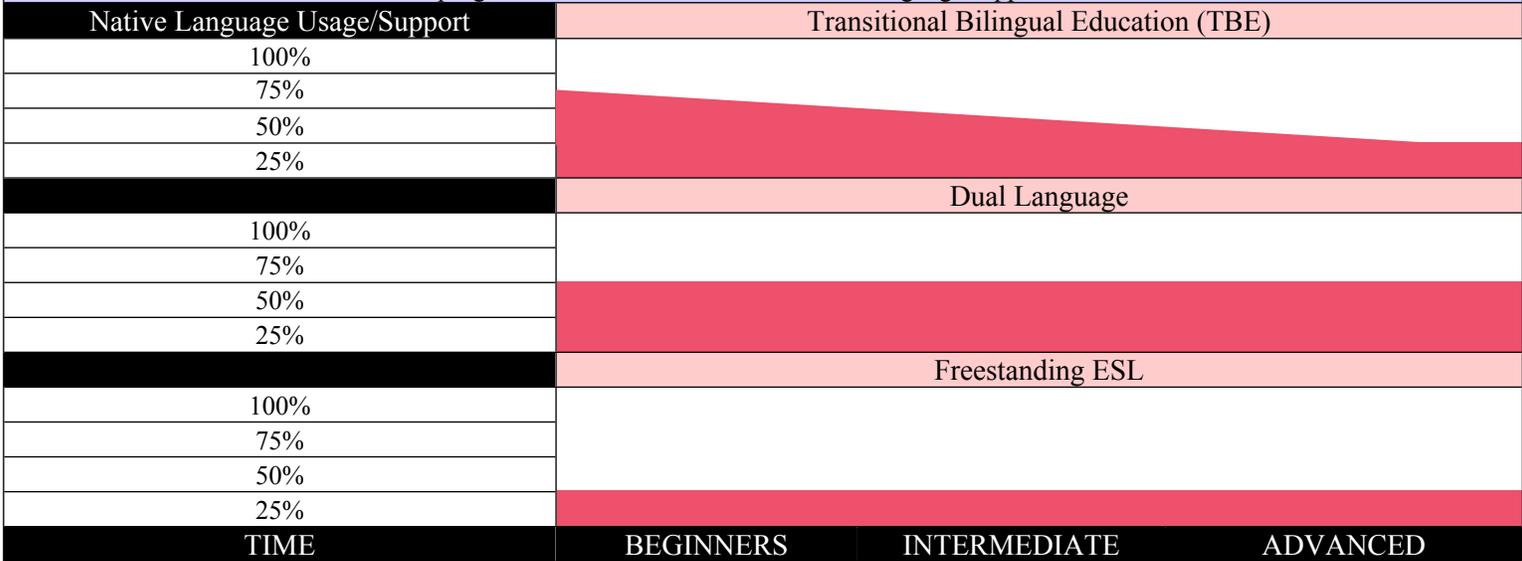
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. PS 131's targeted intervention plan for ELLs in ELA, Math, Science and Social Studies includes placing students in homogeneous groups within the extended day program which meets for 37.5 minutes, 4 times a week. The students are divided by their NYSESLAT level and the type of ELL student they are. Students are also invited to afterschool programs that are designed to help with test-taking skills and strategies. The interventions are provided in English during the school day but students are given bilingual glossaries in their home languages and are given instruction on how to use their glossary. When applicable, students are also given exams in their native language as support. Newcomer and SIFE ELLs are targeted for supplemental ESL services by employing an F-Status ESL teacher who has retired. She comes in twice a week during the school day and gives small group instruction (2 - 3 students) that focuses on building on what students know while increasing their language acquisition and their literacy skills. Any ELL student who appears to not be meeting the standards of their grade level are often placed into an at-risk SETTS program to see if an evaluation is necessary.

9. Supporting ELLs who reach proficiency on the NYSESLAT includes push – in classroom support from the ESL teacher, support from the reading specialist, and allowing the students to have extra time on standardized state exams and even translation for tests of lower incidence languages if necessary. Through ARIS, educators are aware of a students' ELL status and they know to provide extra support and services to these students. Classroom teachers are made aware of the fact that NYSESLAT proficiency is not the end of language acquisition for these students.

10. For the upcoming school year, PS 131 will continue the Imagine Learning English software program. Students will be encouraged to use the program during regular class time, extended time and during the afterschool program. The pull – out program will use the Longman Cornerstone program. Technology will become helpful with the Smart Boards, use of Google Docs, and e-mail accounts. The addition of an ESL coordinator will help to make registration and documentation more concise. An additional pull-out classroom space has alleviated scheduling conflicts and sub-par teaching locations i.e. staircases, hallways, and the cafeteria. We have been and still are currently looking to put into place either a Bengali bilingual program or a Bengali Dual-Language Program for the next school year, providing we can locate and hire a highly qualified, certified bilingual instructor.

11. PS 131 will not discontinue any programs or services for ELLs.

12. ELLs are afforded equal access to all school programs. They are invited to all afterschool and in school programs and most ELL students participate in these programs. They are included in the school chorus and orchestra. They go on all trips and are included in the Learning Through an Expanded Arts Program (LEAP) in grades K-5. The ESL pull out programs are scheduled so they do not interfere with the LEAP Program.

13. PS 131 has a variety of materials and technology to support ELLs. The school received a technology grant with over \$350,000 worth of materials, during the 2008-2009 school year which includes 2 Interactive white boards for the ESL program, 2 projectors, a printer, a Mac laptop and 2 document cameras. As previously mentioned, we use the following: Longman Cornerstone, Imagine Learning English software in which the school has obtained 230 licenses for all the ELL students and Special Education students, Foundations, ESL Prentice Hall program, English at Your Command as well as, Oxford Open Sesame Series. All of these materials are used to keep the students actively engaged in learning

14. Instructional materials that are used to deliver native language support in the ESL program are: differentiated instruction tailored to ELLs in math using bilingual glossaries in the classroom and provided for to bring home for homework support and class sets of bilingual story books in most of the students home languages available in classrooms, the ESL classrooms and the library. The Imagine Learning Program also gives individualized support in most native languages. Paraprofessionals are an important part of ensuring our ELLs receive native language support.

15. All of the supports do support and correspond to students' ages and levels. Imagine Learning English has 2 different levels for students based on age and ability level depending on how students did on the pretest that places them within the appropriate program.
16. The activities in place to assist newly enrolled ELL students before the beginning of the year are not applicable to our school at this time.
17. Since we are a K - 5 school, there are no electives in language available to our students.

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.

1. The professional development plan for all teachers of ELLs is to provide information that will help teachers make accommodations in the planning and the implementation of lessons that account for how ELLs learn in mind. ESL teachers plan and deliver workshops to common branches teachers, guidance counselors, special education teachers, school psychologists, occupational/physical therapists, speech therapists, that contain the following topics: Second Language Acquisition theory, communication strategies, total physical response, graphic organizers, implicit vocabulary instruction, cooperative learning strategies, alternate assessment instruments, methodologies and approaches to help ELLs. School secretaries and the parent coordinator receive information about registration requirements from the ESL coordinator.
2. PS 131 provides articulation support to the middle school about all ELLs. The entire 5th grade student body also visits the middle school most students are zoned for in the spring. Guidance counselors from the zoned middle school visit each 5th grade class to have a Q & A with the students. Also, the PS 131 guidance counselor works with students to help them transition to middle school by providing information about programs, how to use time management skills in middle school and organizational skills necessary to be successful in middle school.
3. PS 131 meets the minimum 7.5 hours of ELL training for all staff as per Jose P. by meeting with teachers during grade meetings (which occur 3 periods a month), during morning meetings (each week for 20 minutes), during staff development days, and at faculty conferences. Agendas of these workshops and attendance records are maintained by the ESL Coordinator. Teachers who have completed the hours are given certificates which are placed in their personnel files.

E. Parental Involvement

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

1. Parental involvement is a key part of our school's mission. The parent coordinator, literacy coach and ESL Department hold various workshops for all parents during the school year. Invitations are written in English and sent to the DOE's Interpretation and Translation Unit for translation into the preferred languages indicated by the parents. Sometimes the meetings are grade specific and sometimes the meetings are for grade levels like K – 2 and 3 – 5. The ESL teachers also hold parent workshops throughout the year. There are currently 3 workshops scheduled for the parents of ELLs in December, February and March of the 2011 – 2012 school year. These meetings will include details about the NYSESLAT, good practices for test taking and how parents can help their children feel comfortable about the testing process and what they can do to help. Translators will be hired and available during these meetings for any parent who needs information orally in their home language.

Another workshop that is scheduled for the Spring will be an International Family Night. This will be for all grades. PS 131 will host an international family literacy night that will be provided by the literacy coach with translators. Parents will receive a list of questions to ask their child (in translated versions requested by the school to the T & I Unit) to help engage in reading discussions with their child. Classroom and ESL teachers will be available to read translated texts with the help of parent volunteers in languages ranging from Hindi, Bengali, Urdu, Arabic, Spanish, Tagalog, and Chinese. Teachers will engage the group in a discussion of the test and help parents practice utilizing the literacy techniques they were taught in the workshop. As a follow up activity, students will create an art project that corresponds with the theme of the text. Parents will complete a survey following the events of the evening to evaluate the effectiveness of the workshops.

2. The school partners with other agencies and Community Based organizations such as St. John's University, Carnegie Hall, Lincoln Center, New York University, and Queens College to provide services for ELLs as well as all other students. Translators will be hired and available during these activities for any parent who needs information orally in their home language.

3. Parent needs are evaluated by conducting needs surveys and by asking parents during parent teacher conferences what they would like to learn to help their children. After workshops are conducted, the ESL team has devised a survey to provide us with feedback about the meeting the parents have just attended. It is written in all languages needed by the T & I Unit or by a fluent staff member in the building. The school wants to assure that we are giving the parents information that they are interested in and information they will utilize. The survey always asks what the parents want to learn more about.

4. Our parental involvement activities address the needs of parents because we ask for feedback in the form of evaluations at the end of workshops. These forms are available in all the languages required by our parents by requesting translation through the T & I unit or by utilizing the language resources available within the building.

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)	12	14	5	4	2	3								40
Intermediate(I)	10	14	10	12	6	2								54
Advanced (A)	25	13	14	10	19	10								91
Total	47	41	29	26	27	15	0	0	0	0	0	0	0	185

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0							
	I	1	2	0	2	1	1							
	A	8	14	12	6	6	9							
	P	24	23	16	27	18	16							
READING/ WRITING	B	2	3	2	2	3	1							
	I	12	5	13	6	3	1							
	A	7	14	8	20	7	9							
	P	12	17	5	8	15	15							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	14	11	0	32
4	4	11	8	0	23
5	4	11	7	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		19		12		0		34
4	2		7		10		5		24
5	1		10		14		1		26
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	2		4		17		5		28
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 Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools PS 131 uses to assess the literacy skills in grades K to 5 is the Teacher's College Running Record to measure the reading comprehension of our ELLs. The results of these assessments are tabulated into Assessment Pro and allow us to differentiate instruction by grouping the students reading skill levels.
2. The data across proficiency levels for the NYSESLAT and LAB-R indicates that 22% of the ELLs at PS 131 are at the beginner level of English language acquisition, 29% are at the intermediate level of English language acquisition and that 49% are at the advanced level of English language acquisition. The school is just about split in half for students needing 360 minutes of explicit ESL instruction and 180 minutes of explicit ESL instruction. Kindergarten comprises 25% of PS 131's ELL population, 1st grade 22%, 2nd grade 16%, 3rd grade 14%, 4th grade 15%, and 5th grade 8%. More than half of our ELLs are in grades K-2 (63%) and the rest are in the upper grades (37%).
3. Patterns across modalities (Reading/Writing and Speaking/Listening) show that we are doing well in getting our ELLs to become proficient in Speaking and Listening. 124 (66%) of our ELLs scored proficiently in this area, while only 1 student scored at the beginning level, 7 scored at the intermediate level, and 55 scored at the advanced level. In the area of reading and writing, our ELLs did not do as well. Only 72 of our ELLs (38%) scored at the proficient level. There were 13 beginners, 40 intermediates, and 65 advanced students in the area of reading and writing. We will continue with our current program to help our ELLs achieve speaking/listening language acquisition. We will also make sure that we are using Imagine Learning software to push our ELLs to improve their reading and writing skills. ESL teachers will also try to push-in during literacy periods to co-teach the Teacher's College Reading and Writing Curriculum.
4.
 - a) Our results for the NYS ELA tests indicate there is room for improvement in getting our ELLs to score at levels 3 and 4. Only about a third of our students are attaining a level 3, while about half are achieving a level 2. A fifth of the students are achieving level 1, which is most of our Special Education population. Our results for the NYS Math tests indicate that a higher percentage of ELLs score 3s and 4s the higher they go in grade. 35% of third graders, 63% of fourth graders and 56% of fifth grades scored 3 or 4 on the NYS Math exam. There were fewer ones in all grades, less than 10%; and there were more 2s in third grade (55%) than in 4th and 5th grade. For the NYS Science test, our fourth grade ELLs were able to score mostly 3s and 4s. Almost 80% of our 4th grade ELLs scored at a level 3 and 4. ELLs who take the test with translators do better than students who have a translated version of the test. Since PS 131 has a greater amount of students with lower incidence languages like Bengali, Urdu, Punjabi and Tagalog, we need to use translators that we higher through the DOE Translation Unit. For the NYS Science exam the fourth graders in our school fair better. Seventy-nine percent of our fourth graders scored 3 or better and seven percent (2 students) scored a 1. The score of one was due to the fact that we had 2 new admits that only had been in the country for only 4 months or less.
 - b) School leadership and teachers use the results of the ELL Periodic Assessment to adjust the curriculum. Students are grouped according to levels for instruction in the skills they are not doing well in as found on the ARIS or the Pearson Inform websites.
 - c) The ESL Periodic Assessments are administered twice a year. The results of these tests help the ESL teachers in grades 3 – 5 gain a snapshot of how their students are doing in the modalities of reading, listening and writing. They also indicate how a student will test on the NYSESLAT.
5. Not applicable.
6. The ESL program's success is evaluated in a few ways. NYSESLAT scores are compared from year to year for each student. If students are moving up proficiency levels, the program is considered successful. If any students drop a proficiency level, we research why that student has dropped. We look at all the data surrounding the student like attendance, classroom performance and other measures. Whatever interfered with the student's learning is improved upon for the next year or a recommendation for holdover is placed, depending on the

student's promotional criteria. Reading levels and test scores are also examined for the success of the ELL program.

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: Abigail Adams

School DBN: 29Q131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Randolph Ford	Principal		10/27/11
Veronia DePaolo	Assistant Principal		10/27/11
Pauline Isaacs	Parent Coordinator		10/27/11
Deborah Biscardi	ESL Teacher		10/27/11
Ms. Davis	Parent		10/27/11
Lisa LaMagra	Teacher/Subject Area		10/27/11
Alicia Marcinkowski	Teacher/Subject Area		10/27/11
Julie Roberto	Coach		10/27/11
Barbara Pollack	Coach		10/27/11
Frank Zarb	Guidance Counselor		10/27/11
Nichele Manning-Andrews	Network Leader		
Evelyn Franklin	Other <u>SETTS Teacher</u>		10/27/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q131 **School Name:** Abigail Adams School

Cluster: 4 **Network:** CFN 110

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.

Information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team, data specialists, and administrative team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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.

Language surveys are administered all year by our ESL teachers. The findings are reported to the school community by our parent newsletters, notices and posted within our school statistical data which are available on the NYC Department of Education website. Also, the ESL coordinator and translator interview all new admits to the school and gathers information from the parents and students about the home language.

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.

Written translations are provided by the NYC Department of Education's Language Translation and Interpretation Unit as well as school staff and parent volunteers. Materials that are to be distributed to parents are written at least a month ahead of time, sent for translations into the school populations language needs, and sent out 1 to 2 weeks in advance for parents. Examples of the types of documents that PS 131 sends out for translation are the Monthly Parent News Letters from the Principal, parent meeting and workshop flyers, parent involvement surveys, reading progress letters that are sent home and all report cards.

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.

Oral interpretation is provided by an external source as well as our school staff and parent volunteers. Oral services that are provided are for parent meetings, parent teacher conference days, registration, and for IEP meetings. At PTA meetings, parent volunteers translate the meeting for parents in attendance that require it.

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>.

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family in our. We will also provide translators to assist our parents with the completion of the surveys. We will also continue to provide our parents translated notices in the various languages spoken within our school community. Interpretation notice signs are posted in the entrance of the school, the main office, and each classroom. Oral translation is provided at PTA meetings for whole documents such as Safety Procedures and the Parent Bill of Rights and Responsibility.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Abigail Adams	DBN: 29Q131
Cluster Leader: Christopher Groll	Network Leader: Altagracia Santan
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 checked="" type="checkbox"/> Other: Supplemental during school day
Total # of ELLs to be served: 57 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At P.S. 131Q, it is our mission to ensure that each child achieves a high level of proficiency in the English language. We will be running two different programs simultaneously with the Title III funding: 1) a pull – out program using a fully certified ESL F-status teacher 2 days a week for 2 SIFE and 10 newcomer ELL students; 2) a three day a week afterschool program using Imagine Learning Software that will serve 45 ELL students (both 3-6 year ELLs and Newcomer ELLs) in grades 3 – 5 with 2 fully certified ESL teachers. With 3 fully certified ESL teachers, Title III instruction will be delivered as follows:

I- Program 1

SIFE and newcomer students in Grades 3-5 will meet during the Regular School Day with an F-Status ESL Teacher 2 days a week to work in small groups to receive intensive ESL support in the four modalities of ESL instruction: Listening, Speaking, Reading and Writing. To supplement services for our newcomer and SIFE ELLs in grades 3 - 5, a certified ESL Teacher will be hired to target the unique needs of SIFE and newcomer students in grades 3 through 5 by means of a small group pull-out program during the school day that serves the students above their mandated ESL minutes. There are currently 12 students that fall into this category. This teacher will pull-out and work with these students within small groups of 2 to 3 students a period each day for two days a week for 12 weeks. The students will be scheduled for pull-out activities with this ESL teacher above and beyond the mandated minutes they are already receiving. Students working with this program will receive a total of 450 minutes of direct ESL services during the regular school week. The F-status teacher will focus on developing students’ literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in all classroom activities. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Santillana Intensive English for grades 3 -5, Scott Foresman ESL for grades 3 – 5, and Prentice Hall Regents ESL program. Funding for the program will be utilized for the payment of this F-status teacher. The cost of this service will be 1 fully-certified ESL teacher x 2 days a week x 13.5 weeks x \$331.56 per day = \$8,928. This amount will pay for direct instruction. This program is set to commence on Tuesday, December 4th, 2012 and will continue through Friday, March 22nd, 2013. The F-status certified ESL teacher will come in every Tuesday and Friday. This ESL teacher’s program will be as follows:

Tuesday	Friday	Group 1 = 2 students
Per. 1 Prep	Per. 1. Group 2	Group 2 = 2 students

Part B: Direct Instruction Supplemental Program Information

Per. 2	Group 2	Per. 2	Prep	Group 3 = 2 students
Per. 3	Group 3	Per. 3	Group 3	Group 4 = 3 students
Per. 4	Group 1	Per. 4	Group 1	Group 5 = 3 students
Per. 5	Group 5	Per. 5	Lunch	
Per. 6	Lunch	Per. 6	Group 4	
Per. 7	Group 4	Per. 7	Group 5	

This schedule carefully takes into account all lunches, prep periods, and regular ESL teacher push – in and pulls – out periods. There is no overlapping of mandated and supplemental services to these students. Students will receive this program during the school day above and beyond the mandated minutes of instruction.

II- Program 2

Imagine Learning English Afterschool Program for grades 3 – 5 for 3 days a week

To supplement services for grades 3 – 5 an after-school program for newcomer and regular ELLs will be started. The program will focus on developing students’ literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities within a small group size. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Imagine Learning English Software. This group is comprised of 45 ELLs in grades 3 -5, which will include students who are newcomers, 4 – 6 year ELLs, and Long Term ELLs. This afterschool program will operate Tuesdays, Wednesdays and Thursdays from 3:00 until 4:15pm for a total of 45 students with 2 fully certified ESL Teachers. Teachers will focus on building these students’ literacy skills three days a week during the after-school program. This program will supplement English language acquisition for the ELLs who have been receiving ESL services for 3-6 years and newcomer / SIFE ELLs. The program to be used will be Imagine Learning English software program which has proven to be effective in accelerating English language acquisition. Imagine Learning teaches vocabulary development, including academic language, listening and speaking skills, phonemic awareness, emergent literacy, and school readiness. This computer program has been revamped to take into account the new Common Core Standards. This program begins in the students’ native language, if available, and gradually increases English exposure as the child progresses. It achieves this through the use of music and art where students receive one-on-one differentiated instruction, designed to meet the needs of each child. This program has been used successfully in this school and the data suggests the more time spent on the program, the higher student gains are made in letter knowledge, vocabulary, phonemic awareness, and oral production. For the 4 months that the program was in effect at our school last year, the ELLs showed significant gains in listening comprehension (41.9%), conversational phrases (46.5%), basic vocabulary (25.4%) and academic language (50%). Literacy development has also been measured and we have found that reading comprehension has increased 62.1% for leveled texts. Our hope is that this program will help our students succeed in acquiring the English they need to excel in school and meet the reading demands and tasks of not only standardized testing, but the common core curriculum. The afterschool program will operate Mondays through

Part B: Direct Instruction Supplemental Program Information

Thursdays for one-hour sessions for the students. Two fully certified ESL teachers will facilitate the program in the Technology room. Funding from the program will go towards per-session payment for the 2 fully-certified ESL teachers. The cost of this program will be 2 teachers x 45 sessions at one and a quarter hour (1.25) sessions x \$50.19 per hour = \$6,488. The program will commence on October 29th, 2012 and continue until January 31st, 2013. This amount will pay for direct instruction.

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 professional development program for Title III teachers and other ESL staff will promote the use of data analysis that Imagine Learning English provides for each student. The professional development will expand on the existing support program to enable teachers to provide individualized instruction tailored to their students' literacy and English language acquisition needs. This would be obtained through contracting Imagine Learning English software experts to provide 2 day long in-school professional development days for one day in November and one day in January. The workshops are titled "Using the New Data Updates to Effectively Enhance Instruction" and "Using Imagine Learning As a Reponse to Intervention". Title III will be used to fund these workshops. The cost of these workshops are 2 workshops x \$1,500 = \$3,000.

During the 2012 - 2013 school year, ESL teachers will provide training to all classroom teachers and out of classroom teachers during weekly morning meetings, during bi-monthly grade conferences and during professional development days. Topics to be covered will include: BICS and CALP, using visual media such as graphic organizers, cooperative learning strategies for ELLs, scaffolding strategies, and interactive strategies such as: jigsaw, four corners, and think-pair-share, and modifying classwork for ELL's.

Supplies and Materials

Since PS 131 has purchased 15 of the Imagine Learning Licenses (@ a cost of \$150 per license per student), at no cost to Title III, we would like to include the following software and supplies:

Since there will be 45 students that will be invited to attend the afterschool sessions, an additional 30 licenses will be needed to support them. The cost of these additional licenses will be 30 licenses at \$150 per license per student.

30 licenses X \$150 per license per student = \$4,500

Part C: Professional Development

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: The ESL Teachers will host a series of workshops for the Parents of ELLs. Parents will notified of these workshops by flyers sent home in both English and parental home languages. These workshops will take place on 3 different dates within the 2012-2013 calendar school year. The workshops will take place from 9:00 to 9:45 am in December, February and March (exact dates tbd). The first workshop will target grades K - 2. The second workshop grades 3 - 5. The final workshop will be for all grades. These workshops will include topics related to the curriculum and strategies parents can use to help their children at home. The final workshop will include details about the NYSESLAT, good practices for test taking and how parents can help their children feel comfortable about the testing process and what they can do to help.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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