



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** FF CHRISTOPHER A. SANTORA SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 30Q222

**PRINCIPAL:** YVONNE MARRERO **EMAIL:** YMARRERO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. PHILIP A. COMPOSTO



## 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
Yvonne Marrero	*Principal or Designee	
Kathleen Sullivan	*UFT Chapter Leader or Designee	
Kerry Neel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Patricia Santora	Member/Teacher – K	
Renee Spence	Member/Paraprofessional – Pre-K	
Wendi Wallach	Member/Teacher – 1 <sup>st</sup>	
Maria Colopelnic	Member/Parent – 1 <sup>st</sup>	
Jennifer Santora	Member/Parent – 1 <sup>st</sup>	
Inci Bayram	Member/Parent – 1 <sup>st</sup>	
Peter Kelly	Member/Parent – Pre-K	

\*\* 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, 100% of classroom teachers in grades K-2 will have planned lessons that require students to embed reading, writing, and speaking using evidence from text, resulting in at least 80% of students meeting grade level proficiency (3) as evidenced by performance on the end of year CCLS tasks.**

### **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.

**The data that has informed the identification of this goal and the development of the action plan includes the TC Assessments and student performance on the 2011-2012 ELA performance tasks. This goal deepens the work of previous years' goals as it is informed by the TC Assessments which we instituted in 2011-2012 in order to align assessments to teaching. It is also supported by the professional development connected to Blooms Taxonomy which we embarked upon in 2010-2011 so that students make connections, acquire knowledge, and develop critical thinking skills.**

### **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,
    - b) key personnel and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
  - **Have the Literacy Coach facilitate the effective implementation of the reading, writing, and speaking standards focused on text based evidence throughout the year**
  - **Provide professional development on goal setting, flexible grouping, instructional differentiation, and RTI in order to meet individual needs identified from the fall writing-on-demand assessment**
  - **Provide professional development on a range of instructional strategies, embedding DOK and focused on informational text**
  - **Schedule monthly meetings engaged in the inquiry process to analyze student writing and reading responses in order to set individual, group, and whole class goals**
  - **Provide professional development focused on accountable talk embedding the CCLS speaking and language standards**
  - **Provide professional development on how to engage students in conversations using text based evidence to support their oral presentations**
  - **Use on-going assessments to monitor and revise student writing focused on application of text based evidence**
  - **Literacy Coach provides teachers with individual and grade support in planned differentiated CCLS-aligned lessons and activities in order to increase opportunities for students to engage in writing and speaking with literacy and informational texts**
- Timeline of Implementation:**
- **By January 2013, K-2 students will have moved at least 1 level on the mid-year writing performance task**
  - **TC staff developer will provide support as needed to address the teaching practices aligned with the CCLS**
  - **By May 2013, K-2 students will have moved or maintained at least 1 level on the end-of-year writing performance task.**

### 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.
- **Holding an annual Curriculum Conference**
- **Hosting literacy forums for parents during Parent-Teacher Conferences**
- **Encouraging more parents to become trained volunteers through Learning Leaders Programs**
- **Providing TCRWP Assessment written progress reports that are generated periodically to keep parents informed of their children's progress**
- **Distribute monthly newsletter to parents by grade designed to keep parents informed about the content being taught and school activities**
- **Providing Teacher...Parent Communicator Folder for regular written communication between parents and teachers**
- **Arranging meetings at flexible times (morning, evening) to discuss our balanced literacy program which is TC, expectations for homework, and ways in which parents can support their children at home**
- **Providing child care for those parents who cannot attend a regular meeting**

### Budget and resources alignment

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Our SEM (Schoolwide Enrichment) Program is offered to all students K-2 in cycles of 8-10 weeks. This program is being implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design units from the surveys that the children fill out with their parents' help and return to school.**
- **Principal's Book of the Month is connected to Character/Values Education and is implemented by classroom teachers who conduct the read alouds with accountable talk followed by a written response.**
- **We also have assembly programs on bully prevention being offered by our social worker.**
- **Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.**

## **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, 100% of classroom teachers in grades K-2 will have designed and implemented two culminating CCLS-aligned tasks within well-sequenced units of study in critical areas of focus for the grade (place value concepts in grades 1-2 and Operations and Algebraic Thinking in Kindergarten); culminating tasks will be used to establish progress made in critical domains of Early Childhood Mathematics and Mathematical Practices 1-4 resulting in at least 85% of student meeting grade level proficiency as determined by specific problem-solving rubrics.**

### **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.

**The data that has informed the identification of this goal and the development of the action plan includes the ECAM (Early Childhood Assessment in Mathematics) data, student performance on the 2011-2012 Math performance tasks and end-of-unit assessments. This goal deepens the work of previous years' goals as it is informed by the performance assessment math portfolios which we instituted in 2011-2012 in establishing a comprehensive assessment system in the area of mathematics, as well as by the ECAM Assessment which we instituted in 2010-2011 which enabled us to develop differentiated class math goals, lessons, and activities for increased student achievement.**

### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Provide professional development on problem-solving strategies and the use of diverse visual models/tools for concept and skill development**
- **Provide professional development on research-based programs (Singapore Math, MITC, and Exemplars) in order to redesign curricular units of study**
- **Provide professional development on backward mapping and task design**
- **Develop student problem-solving checklists to support and engage students in self-assessment**
- **Facilitate monthly meetings to analyze student work, articulate instructional implications, and provide actionable feedback to students**
- **Increase capacity by engaging teacher leaders in curriculum, data analysis, and shared decision making within a Math Cabinet**
- **Engage teacher leaders in high quality external professional development and school-based lab sites in order to build capacity**
- **Develop at least two formal assessment tasks within the same grade specific critical domain in order to measure student progress in content knowledge, procedural fluency, and problem-solving skills; one task in the winter and one in the spring**
- **Provide teachers with individual support through coaching, mentoring, and bi-monthly differentiated teacher workshops in order to develop best practices and impact student learning**

- **Conduct regular informal observations focused on questioning and discussion techniques to increase student engagement in mathematics practices and provide teachers with specific and timely feedback on instructional practices**

**Timeline of Implementation:**

- **By January 2013, students in grades K-2 will have completed the winter culminating problem solving task, in the grade’s specified priority domains, in order to measure the development of conceptual understanding, mathematical skills and practices to ascertain the level and extent of the growth for all students**
- **By January 2013, students in grades 1 and 2 will have completed the Everyday Math Mid-Year Assessment in order to determine students’ skills across mathematics domains**
- **By May 2013, students in grades K-2 will have completed the spring culminating problem solving task, in the grade’s specified priority domains, in order to measure the development of conceptual understanding, mathematical skills and practices with 85% of students meeting grade level proficiency**

**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.
- **Holding an annual Curriculum Conference**
- **Hosting literacy forums for parents during Parent-Teacher Conferences**
- **Encouraging more parents to become trained volunteers through Learning Leaders Programs**
- **Providing TCRWP Assessment written progress reports that are generated periodically to keep parents informed of their children’s progress**
- **Distribute monthly newsletter to parents by grade designed to keep parents informed about the content being taught and school activities**
- **Providing Teacher...Parent Communicator Folder for regular written communication between parents and teachers**
- **Arranging meetings at flexible times (morning, evening) to discuss our balanced literacy program which is TC, expectations for homework, and ways in which parents can support their children at home**
- **Providing child care for those parents who cannot attend a regular meeting**

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Our SEM (Schoolwide Enrichment) Program is offered to all students K-2 in cycles of 8-10 weeks. This program is being implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design units from the surveys that the children fill out with their parents’ help and return to school.**
- **Principal’s Book of the Month is connected to Character/Values Education and is implemented by classroom teachers who conduct the read alouds**

with accountable talk followed by a written response.

- We also have assembly programs on bully prevention being offered by our social worker.
- Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.

### **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, 100% of teachers of ELLs will have worked in teacher teams to plan lessons, and activities that address the skills assessed by the NYSESLAT, resulting in 100% of ELLs K-2 moving at least 1-2 levels of English proficiency as evidenced by performance on the NYSESLAT to be administered in Spring 2013.**

#### **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.

**The data that has informed the identification of this goal and the development of the action plan includes: Spring 2012 NYSESLAT scores, LAB-R scores for incoming Kindergarten students, achievement of ELLs in both ELA and Math performance tasks, administered in 2011-2012, and our current ELL student enrollment which accounts for 30% of total population. This goal deepens the work of previous year's goals which included the hiring of dual certified teachers of ELLs, and use of Title III funds to provide supplemental services via an After School Program and instructional materials to be used during the day for increased student achievement.**

#### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Data Specialist and Testing Coordinator to disaggregate ELL data (LAB-R, NYSESLAT, reading levels) from Spring 2012 and identify students at the beginning, intermediate and advanced levels of English proficiency to support whole and small group instruction, and language objectives for daily lessons**
- **A list of skills and strategies assessed by the NYSESLAT is compiled to support integration within the literacy block and content area study**
- **Criteria is established for an After School Program for ELLs focused on language development**
- **Facilitate meetings for ELL teacher team to review the skills and strategies assessed by the NYSESLAT and design a program focused on developing students in the 4 modalities (listening, speaking, reading, and writing) through lessons and activities**
- **Utilize the extended day to service ELLs who are reading on grade level and design a program to provide additional support by planning lessons that require students to embed reading, writing, and speaking using evidence from text**
- **Create a pre-assessment to gather baseline data in order to set group goals and to inform planning and preparation of lessons and activities**
- **Use on-going assessments to monitor the progress of students**

**Timeline for Implementation**

- **By December 2012, establish the After School Program for ELLs, and gather and analyze baseline data**
- **By February 2013, students will have shown attainment of skills and strategies that are lacking**
- **By May 2013, students will have moved 1-2 levels on the NYSESLAT**

**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.
- **Holding an annual Curriculum Conference**
- **Hosting literacy forums for parents during Parent-Teacher Conferences**
- **Encouraging more parents to become trained volunteers through Learning Leaders Programs**
- **Providing TCRWP Assessment written progress reports that are generated periodically to keep parents informed of their children’s progress**
- **Distribute monthly newsletter to parents by grade designed to keep parents informed about the content being taught and school activities**
- **Providing Teacher...Parent Communicator Folder for regular written communication between parents and teachers**
- **Arranging meetings at flexible times (morning, evening) to discuss our balanced literacy program which is TC, expectations for homework, and ways in which parents can support their children at home**
- **Providing child care for those parents who cannot attend a regular meeting**

**Budget and resources alignment**

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

If other is selected describe here: **Data Specialist Allocation**

**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).
- **Our SEM (Schoolwide Enrichment) Program is offered to all students K-2 in cycles of 8-10 weeks. This program is being implemented by classroom and cluster teachers who have received extensive professional development in gifted education in meeting the individual interests of our students. Teachers design units from the surveys that the children fill out with their parents’ help and return to school.**
- **Principal’s Book of the Month is connected to Character/Values Education and is implemented by classroom teachers who conduct the read alouds with accountable talk followed by a written response.**
- **We also have assembly programs on bully prevention being offered by our social worker.**
- **Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b>Guided reading</b></p> <p><b>Fountas &amp; Pinnell Leveled Literacy Program</b></p> <p><b>Supporting ELLs to become proficient in English</b></p>	<p><b>Small group</b></p> <p><b>Small group</b></p> <p><b>Small group</b></p>	<p><b>During the school day</b></p> <p><b>Extended Day</b></p> <p><b>Extended Day</b></p>
Mathematics	<p><b>Targeted math lessons based on ECAM results (diagnostic assessment)</b></p>	<p><b>Small group and one-to-one</b></p>	<p><b>During the school day</b></p>
Science	<p><b>n/a</b></p>	<p><b>n/a</b></p>	<p><b>n/a</b></p>
Social Studies	<p><b>n/a</b></p>	<p><b>n/a</b></p>	<p><b>n/a</b></p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>Counseling for mandated and at-risk students</b></p>	<p><b>Small group and one-to-one</b></p>	<p><b>During the school day</b></p>

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

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

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

**Presently, all of our teachers are highly qualified. Our strategies and activities for recruitment, retention, assignments and support include the following:**

- **Attend job fairs**
- **Utilize DOE Open Market system**
- **Partner with Columbia University and New York University in order to advertise positions on their listserv in recruiting the best possible candidates**
- **School Hiring Committee filters pool of candidates, schedules and conducts interviews**
- **Demo lessons as part of the interview process**
- **Teachers encouraged to pursue dual certification (Common Branch and TESOL)**
- **Dual certified teachers assigned to teach ESL self-contained classes**
- **Bilingual certified teachers assigned to teach in the Dual Language Program**
- **Early Childhood certified teachers assigned to teach in the Pre-K Program**
- **Cluster teachers certified in area of specialization (PE, Music, Theatre)**
- **Teachers supported through ongoing PD provided in-house or outside the school in literacy (TC), math, by the network, DOE offices, etc.**

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school, P.S. 222Q, will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

Our school, P.S. 222Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>CFN 410</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>222</b>
School Name <b>FF Christopher A. Santora School</b>			

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

Principal <b>Yvonne Marrero</b>	Assistant Principal <b>N/A</b>
Coach <b>Maria Archodis, Literacy</b>	Coach <b>Rossana Awais, Math</b>
ESL Teacher <b>Ramona Perrin, ESL</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Wendi Wallach, Literacy/Tech</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Harriet Berson, AIS</b>	Parent Coordinator <b>Zenaida Martinez</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader <b>Altagracia Santana</b>	Other <b>N/A</b>

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

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>340</b>	Total Number of ELLs	<b>119</b>	ELLs as share of total student population (%)	<b>35.00%</b>
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## Part II: ELL Identification Process

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

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

There are a total of 119 ELLs between general education and special education classes, comprising 35% of the student population. In kindergarten there are 29 Spanish speaking students, 1 Mandarin speaking student, and 5 Bengali speaking students. In first grade, there are 40 Spanish-speaking children, 2 Bengali speaking students, 1 Bosnian speaking student, 1 Chinese speaking student, 1 Punjabi speaking student, and 1 Ukranian speaking student. In second grade, there are 32 Spanish speaking students, 4 Bengali speaking students, 1 Hindi speaking student, and 1 Urdu speaking student.

At enrollment, trained staff, Harriet Berson, teacher, and Ramon Perrin, ESL teacher meet with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the child to ascertain we gather the most accurate information. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Afterwards we notify the parents of their child's eligibility for services and invite them in for an orientation to provide them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated.

ELLs are retested to evaluate their English proficiency using the NYSESLAT. We notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above that level are no longer entitled to ELL services and can enter monolingual classes. However, they are entitled to transitional ESL support for two years as well as test modifications for those two years as per CR Part 154. Parents of ELLs in dual language classes are recommended to remain in the program for the length of their stay at P.S. 222, with or without ELL eligibility. Our Pupil Accounting Secretary, Janette Ortiz, downloads the following reports, that ensure all our ELLs receive the NYSESLAT: RCRL report to cross-reference students who are ELLs; the R-LAT, which shows their exam history; and the RNMR, the modality report. These are given to the Principal as well as the following teachers, Harriet Berson and Ramona Perrin. These teachers then administer the NYSESLAT to all the students in the school, with the assistance of the other ESL teachers, Ms. Lemmey, Ms. Reyes, and Mrs. Otero.

The teachers involved in our programs are as follows. In Dual Language, Ms. Ormeno, Bilingual Teacher; Ms. Arias, Bilingual Teacher; Ms. Wilches, Bilingual Teacher. In our free-standing ESL classes, the teachers are: Ms. Lemmey, ESL teacher; Ms. Reyes, ESL teacher; Mrs. Otero, ESL teacher.

Harriet Berson is responsible for distributing Entitlement letters, which include the Parent Survey and Program Selection Form, are distributed to parents and follow-up is conducted by trained staff in charge in order to ensure records are properly maintained in the school. These letters are copied and placed in a binder in the Principal's office. Placement letters are also distributed and maintained in the same binder. It's important to note that Parent Surveys and Program Selection Forms are reviewed in order to inform the types of ELL programs we offer in our school. As such, the trend in program choice for the past three years has been mainly the free-standing ESL for 2/3 of the parents and dual language for 1/3 of the parents.

We will continue to review these forms to update planning of programs in the future. Below is more specific information in terms of the trends in parent choice for the past three years:

- 56% or 2/3 of kindergarten parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of first grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of second grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	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. [i](#)

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	0	0	0	0	0	0	0	0	0
Dual Language	35	0	0	0	0	0	0	0	0	35
ESL	82	0	0	2	0	0	0	0	0	84
Total	117	0	0	2	0	0	0	0	0	119
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	12	8	14	2	9	3													35	13
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	12	8	14	2	9	3	0	0	0	0	0	0	0	0	0	0	0	0	35	13

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 15

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:     

Asian: 0

Hispanic/Latino: 21

Native American:     

White (Non-Hispanic/Latino): 9

Other: 1

**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	33	18	14											65
Chinese	1	1	0											2
Russian	0	0	0											0
Bengali	5	2	4											11
Urdu	0	0	2											2
Arabic	0	0	0											0
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	1	0											1
Polish	0	0	0											0

## 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
Albanian	0	0	0											0
Other	0	2	1											3
<b>TOTAL</b>	<b>39</b>	<b>24</b>	<b>21</b>	<b>0</b>	<b>84</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The organizational models of our two types of programs for ELLs (DL and FS ESL) are push-in/pull-out model and self-contained. In both the Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. Teachers amplify the language by making summaries at the end of the lessons and presenting information using graphic organizers such as tables, charts, outlines and graphs. The workshop model of instruction is used in order to provide opportunities for utilizing specific second language methodologies, using language in authentic and meaningful activities. Students at the Beginner and Intermediate levels receive 360 minutes of ESL services. Students at the Advanced Level receive 180 minutes of ESL services and 180 minutes of ELA.

The DL program integrates ELLs with native English speakers so that all students develop second language skills while acquiring content area knowledge in both languages. Both groups serve as language models for each other, and through their interaction they experience growth in both languages. Students are expected to build academic skills in their native language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one session (one of the two AM Session) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in Spanish and 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English. We are using El Sol, a diagnostic assessment for our Dual Language Program.

## A. Programming and Scheduling Information

In as much as we are a Pre-K to 2 school, we do not have SIFE s (students with interrupted formal education). Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ESL teachers. Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English. There are also two holdovers in second grade. The instructional strategies for our ELL/SWD students are differentiated instruction and scaffolding strategies. Grade level materials across all content areas including leveled books ensure that ELL/SWDs are provided with access to academics in the content areas and acceleration in English language development. With the RSPD report, that details our ELL/SWDs , with are able to assure these students all the services that they need are provided to them. Our teachers are licensed in Bilingual and ESL. We also provide a Spanish speaking Paraprofessional for those students.

### 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:				

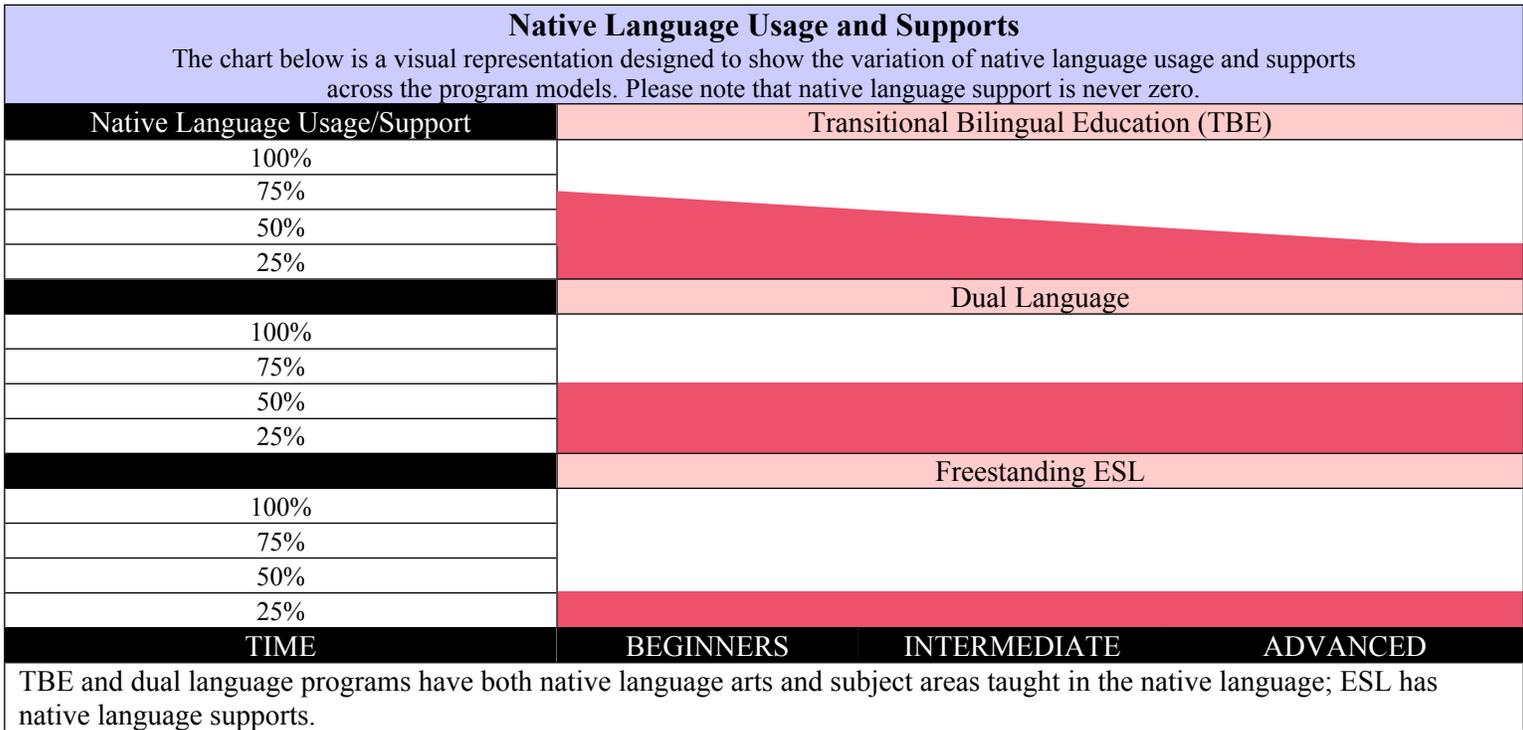
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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

In regards to our intervention services, we have our Early Grade Class Size Reduction Teacher (EGCR) provide intervention services for kindergarten and first grade students, including ELLs. Guided reading lessons also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the after-school program with a certified ESL teacher. When needed, the ESL teacher will pull-out any former LEP who has tested out within two years, to give added language acquisition support. We're presently implementing the Common Core Learning Standards and all students including our ELLs will be expected to complete a CCLS aligned task in both ELA and math by June 2012.

ELLs participate in all programs offered to our students here at P.S. 222Q, including our School wide Enrichment Model (SEM), Dual Language, Extended Day, and After-School Programs. Our Title III program provides ELLs with supplemental instruction in an After School ESL program with service to ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

The following instructional materials are used: Best Practices in Reading Intervention which teaches comprehension skills by pairing fiction with nonfiction; the Number Pals Intervention which provides literacy-review of math concepts with guided instruction; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency. The goal of this program is to support the acquisition of language skills so that our students make gains on the NYSESLAT.

In our ESL program, instruction is in English, and classroom libraries represent the languages of our students. Our push-in ESL teachers bring with them the ESL methodology and techniques into the mainstream classroom to enhance learning of our ELLs. Data analysis from the NYSESLAT Modality Report (RNMR) from ATS helps our teachers differentiate lessons based on the language modality sets of individual ELLs to strengthen areas in need of support. Required services and support corresponds to our ELLs age levels and grade levels given our curriculum for literacy, math, and the content areas of study. For literacy, we follow TC units of study for reading and writing. For math, we follow the Everyday Math curriculum. For science and social studies, we follow the DOE's scope and sequence, using Harcourt Houghton Mifflin for social studies, and Macmillian science, respectively. all which have been endorsed by the DOE. Our schools curriculum maps are collaboratively created by our teachers on each grade level. Therefore, our ELLs are supported through the use of age and grade level materials.

In order to assist our newly enrolled ELLs, we schedule an open house in the Spring, for students and their parents to familiarize them with our school and our programs.

## 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)?

In our DL program, language instruction is delivered on alternate days in the targeted language. EPs and ELLs are integrated during the course of the day. Content areas are taught in both English and Spanish on alternate days in keeping with the self-contained model of Dual Language. Literacy is taught simultaneously with concepts building on one another, independent of language of instruction, so that both ELLs and ELLs are taught in their target language 50% of the time.

#### **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.

All personnel, teachers, paraprofessionals, and our Parent Coordinator, who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our network support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. Our partnership with TC allows teachers to further enhance their knowledge base and skill in working with ELLs in the area of literacy and English acquisition. The coaches at P.S. 222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum of 7.5 hours of ELL training. We maintain a listing of PD sessions attended by each staff member, which is kept in a binder. In addition, our ESL teachers turn-key information they have received at grade conferences.

In order to help our ELLs transition from grade 2 to grade 3, we collaborate with our partner school P.S. 69Q to invite parents to an open house/orientation session and help the students prepare for the "big move" by conveying expectations and answering questions. They are also invited to explore in the school. As our school does not have a guidance counselor, the articulation is handled by the Principal.

#### **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?

Parental involvement is assured through a monthly parent's calendar that outlines parent programs, workshops and activities for the month, and important "Please Read" sidebars. We offer parent ESL classes in order to enhance the parents' English language skills. In addition, partnerships with outside agencies and community-based organizations that provide workshops to our ELL parents include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents. To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children's academic progress in school.

# 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)	27	17	1											45
Intermediate(I)	0	16	9											25
Advanced (A)	17	6	26											49
Total	44	39	36	0	0	0	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0										
	I	9	4	3										
	A	20	25	13										
	P	8	18	16										
READING/ WRITING	B	17	2	1										
	I	14	6	8										
	A	4	11	13										
	P	4	28	10										

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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

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

Overall NYSESLAT proficiency results show us the following: in kindergarten, 27 students are beginners; 17 students are advanced, in first grade, 17 students are beginners, 16 are intermediate, 6 are advanced; in second grade, 1 student is a beginner, 9 students are intermediate, and 26 are advanced.

Through the NYSESLAT modality analysis, we find in listening/speaking: kindergarten: 2 beginners, 9 intermediate, 20 advanced, 8 proficient; first grade: 1 beginner, 4 intermediates, 25 advanced, 18 proficient; second grade: 3 intermediate, 13 advanced, 16 proficient. In reading/writing: kindergarten: 17 beginners, 14 intermediate, 4 advanced, 4 proficient; first grade: 2 beginners, 6 intermediates, 11 advanced, 28 proficient; second grade: 1 beginner, 8 intermediate, 13 advanced, 10 proficient.

To assess the early literacy skills of our ELLs, TC Assessment PRO. This helps inform our school's instructional plan by observing trends in student performance by class, grade, and student subgroups. Through the data patterns across proficiency levels and grades on the LAB-R and NYSESLAT, we find that in general speaking/listening skills are higher than reading/writing across grade levels. This tells us that differentiation is needed in order to target the reading/writing levels of our ELLs.

In our DL program, English Proficient students (EPs) are assessed through El Sol. The proficiency level in the target language for our EPs is comparable to the proficiency level of our ELLs in English. We evaluate the success of our programs for ELLs through teacher observations, student portfolios, TC Benchmark administrations three times a year, and NYSESLAT scores.

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>FF Christopher A. Santora</u></b>		<b>School DBN: <u>30Q222</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Yvonne Marrero	Principal		10/13/11
	Assistant Principal		
Zenaida Martinez	Parent Coordinator		10/13/11
Ramona Perrin	ESL Teacher		10/13/11
	Parent		
Wendi Wallach	Teacher/Subject Area		10/13/11
Harriet Berson	Teacher/Subject Area		10/13/11
Maria Archodis	Coach		10/13/11
Rossana Awais	Coach		10/13/11
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q222      **School Name:** FF Christopher A. Santora School

**Cluster:** 4      **Network:** CFN #410

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

**Part A: Needs Assessment Findings**

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

Our Pupil Accounting Secretary, Janette Ortiz, runs the RSDS report in ATS to determine the percentage of parents' preferred home language.

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.

A review of the RSDS report indicated that 72% of parents' home language is Spanish.

## Part B: Strategies and Activities

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

All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters.

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.

Per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.

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

The school will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language (Spanish), and with instructions on how to obtain such services.

The school will provide in a conspicuous location, at or near the main school entrance, a sign in the covered language (Spanish) indicating the office where a copy of the written notification can be obtained.

The school's safety plan will contain procedures for ensuring the parents needing language assistance services are able to reach the school in time of any emergency.

## 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: FF CHRISTOPHER A. SANTORA	DBN: 30Q222
Cluster Leader: CHRISTOPHER GROLL	Network Leader: ALTAGRACIA SANTANA
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

### 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: P.S. 222 Title III Program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL Program which will service ELLs in kindergarten, and grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program, and a free standing ESL program.

The Kindergarten After School ESL classes will meet for a total of 15 sessions one day per week beginning November 2012 through May 2013 from 2:30 pm to 4:00 PM. The Grades 1 & 2 After School ESL classes will meet for a total of 43 sessions two days per week beginning November 2012 through May 2013 from 3:30 - 5:00 PM. Group size will be maintained at 15 students per teacher. There will be a total of two classes for the Kindergarten After School ESL program servicing approximately 30 ELLs; and a total of three classes for the Grades 1 & 2 After School ESL program servicing approximately 45 ELLs. There will be 5 teachers, 2 of which are ESL certified and 3 bilingual Spanish certified. The teachers will service students in the Dual Language Program and the free standing ESL program.

Our Title III teachers will collaboratively plan lessons for the After School Title III Program. We will use the following materials: Guided Reading Content Areas Program which is a leveled reading program enhancing students' knowledge in Science, Social Studies, and Mathematics and builds reading skills; Common Core-aligned performance tasks in mathematics; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

### 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: Professional development will be coordinated by the Administrative Cabinet which includes the Principal, the Assistant Principal, and the Literacy Coach at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Assistant Principal. Professional development will take place in two 1-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program.

### Part C: Professional Development

Workshops will focus on:

Overview of Program – November 2012

Monitoring the Progress and Performance of ELLs K-2 - January 2013

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

We offer parent ESL classes in order to enhance the parents' English language skills. This program will meet for a total of 20 sessions one day per week beginning November 2012 through May 2013 from 3:30 pm to 5:00 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: Workplace Plus which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level.

### Part E: Budget

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

Allocation Amount: \$13984

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$13,475.90	teacher per session  3 tchrs x 1.5 hrs x \$50.19 x 43 days = \$9,711.65  2 tchrs x 1.5 hrs x \$50.19 x 15 days = \$2,258.55  1 tchr x 1.5 hrs. x \$50.19 x 20 days = \$1,505.70
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	\$501.90	teacher per session

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		5 tchrs x 1 hr. x \$50.19 x 2 days = \$501.90
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	\$6.20	general supplies
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$13,984.00</b>	