



*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** PUBLIC SCHOOL 72, DR. WILLIAM DORNEY

DBN 08X072

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SUPERINTENDENT: DR. TIMOTHY BEHR

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Margarita Colón	*Principal or Designee	
Elizabeth Ramos	*UFT Chapter Leader or Designee	
Joyce Irizar	*PA/PTA President or Designated Co-President	
Haydee Rivera	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	
Melissa Beatty	Member/	
Constance Canaras	Member/	
Janette Hernandez	Member/	
Michelina Neal	Member/	
Sean Connolly	Member/	
Elizabeth Downey	Member/	
Estella Garcia	Member/	
Evelyn Davila	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  - a) District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  - b) School Leader Practices and Decisions
  - c) Curriculum Development and Support
  - d) Teacher Practices and Decision
  - e) Student Social and Emotional Developmental Health
  - f) Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## **GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*AIR recommends that X072 Dr. William Dorney review its current professional development plan and adjust it to ensure appropriate coverage of content relevant to the instruction of SWDs and ELLs. (ESCA August 2011, p. 6)*

*Develop teaching practices toward a more consistent use of differentiated teaching strategies and targeted questioning techniques to maximize student learning. (QR 2012, p. 5)*

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 2.2 School leader's vision

\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_ 2.3 Systems and structures for school development

X  2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, School Leaders will provide differentiated professional development for 100% of teachers, particularly those with a concentration of ELLs and SWDs, around the 2012-2013 CIE key Danielson indicators; 1e. Planning and Preparation, 2b. Questioning and 3d. Assessment with a specific emphasis on 3b as evidenced through classroom visits and feedback.*

### **Instructional strategies/activities**

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

b) strategies/activities that encompass the needs of identified student subgroups,

- *Administration and Professional Development Team attend and turn-key on-going professional development in the continued implementation of Charlotte Danielson's Framework for Teaching as a lens to provide feedback to pedagogues and improve classroom instruction.*

1. *Key personnel and other resources*

a. *Administration*

b. *Professional Development Team*

2. *Identify key targets*

a. *Teacher Effectiveness Feedback forms*

b. *Excel spreadsheet record of classroom visits and feedback*

3. *Timeline for implementation*

a. *Sept.-Nov: 2 visits, Dec.-Feb.-2 visits, March-April-2 visits, May-June: 2 visits*

- *Pedagogues receive teacher effectiveness feedback forms emphasizing the three priority teaching competencies as per the 2012-2013 City-Wide Instructional Expectations CIE; 1e. Designing Coherent Instruction, 3b. Using Questioning and Discussion*

*Techniques and 3d. Using Assessment in Instruction, following classroom visits.*

1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Professional Development Team*
  2. *Identify key targets*
    - a. *Teacher Effectiveness Feedback forms*
    - b. *Excel spreadsheet record of classroom visits and feedback*
  3. *Timeline for implementation*
    - a. *Sept.-Nov: 2 visits, Dec.-Feb.-2 visits, March-April-2 visits, May-June: 2 visits*
- *Identified pedagogues participate in the NYCDOE's Intensive Course to design a unit of study as per the CIE.*
    1. *Key personnel and other resources*
      - a. *Administration*
      - b. *Intensive Course participants*
      - c. *NYCDOE Intensive Course Instructor*
    2. *Identify key targets*
      - a. *Teacher Effectiveness Feedback forms*
      - b. *Excel spreadsheet record of classroom visits and feedback*
      - c. *Intensive Course classroom video*
      - d. *Intensive Course unit of study*
    3. *Timeline for implementation*
      - a. *November 8 – December 11, 2012*
  - *Intensive Course participants turn-key professional development to colleagues.*
    1. *Key personnel and other resources*
      - a. *Administration*
      - b. *Intensive Course participants*
      - c. *NYCDOE Intensive Course Instructor*
    2. *Identify key targets*
      - a. *Teacher Effectiveness Feedback forms*
      - b. *Excel spreadsheet record of classroom visits and feedback*
      - c. *Intensive Course classroom video*
      - d. *Intensive Course unit of study*
    3. *Timeline for implementation*
      - a. *December 2012 – June 2013*
  - *Intensive Course participants videotape each other and use the clips for professional development.*
    1. *Key personnel and other resources*
      - a. *Administration*
      - b. *Intensive Course participants*
      - c. *NYCDOE Intensive Course Instructor*
    2. *Identify key targets*

- a. *Teacher Effectiveness Feedback forms*
    - b. *Excel spreadsheet record of classroom visits and feedback*
    - c. *Intensive Course classroom video*
    - d. *Intensive Course unit of study*
  - 3. *Timeline for implementation*
    - a. *November 8 – December 11, 2012*
- *Pedagogues set professional goals based on Danielson’s Framework for Teaching that are revisited at mid and end of year.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify key targets*
    - a. *2012-2013 Professional Goal Sheets*
  - 3. *Timeline for implementation*
    - a. *November 2012, February, May 2013*
- *Pedagogues are required to conduct at least two intervisitations with colleagues utilizing Danielson’s Framework for Teaching to reflect and collaborate on best practices.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Professional Development Team*
  - 2. *Identify key targets*
    - a. *Teacher Effectiveness Feedback forms*
    - b. *Excel spreadsheet record of classroom visits and feedback*
  - 3. *Timeline for implementation*
    - a. *Fall 2012, Spring 2013*
- *Pedagogues receive professional development in providing meaningful feedback to colleagues through a triad approach.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Professional Development Team*
  - 2. *Identify key targets*
    - a. *Teacher Effectiveness Feedback forms*
    - b. *Excel spreadsheet record of classroom visits and feedback*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*

**Budget and resource alignment**

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    X Other-describe here: Title I Priority Focus

**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).

*Per Diem: Substitute days for professional development 3.5 substitute teachers x 10 days*

*Per Diem: Prep period coverage 35 periods*

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Expand the coherence of rigor in instructional practices across content areas to ensure that students make progress via challenging academic tasks. (QR 2012, p. 4)*

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, 100% of K-5 pedagogues will align two units of study with performance tasks each in ELA and Mathematics with the Common Core Learning Standards CCLS according to student learning needs, specifically ELLs and SWDs to increase student learning, and implement them in their classrooms with multiple entry points.*

### **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,
    - *Administration has created a weekly schedule that provides three common prep periods for each grade, one for self-contained Special Education teachers, and one for the Grade Leaders (Reflective Inquiry Team RIT, vertical team). Preps are used for data inquiry and collaboration on designing and implementing ELA and Math units of study embedded with performance tasks.*
      1. *Key personnel and other resources*
        - a. *Administration*
      2. *Identify targets to evaluate progress*
        - a. *PS 72 Prep Schedule 2012-2013*
        - b. *PLT Log Sheets*
        - c. *Common planning monthly calendar*
      3. *Timeline for implementation*
        - a. *September 2012 – June 2013*
    - *ELA and Math curriculum maps have been revised to align and expand the use of information texts and Modules.*
      1. *Key personnel and other resources*
        - a. *Administration*
        - b. *PD Team*
        - c. *LIS*
        - d. *MIS*
        - e. *Mathematics Staff Developer*

- 2. *Identify targets to evaluate progress*
    - a. *ELA and Math curriculum maps*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Grade level teams utilize agreed upon protocols for looking at student work, identify gaps in student understanding and performance, and differentiate instruction accordingly.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Grade Leaders*
    - c. *Grade level teams*
    - d. *Reflective Inquiry Team RIT (vertical team)*
  - 2. *Identify targets to evaluate progress*
    - a. *PLT Log Sheets*
    - b. *Common planning monthly calendar*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Identified pedagogues participate in the NYCDOE's Intensive Course to design a unit of study and performance tasks as per the CIE.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *NYCDOE Intensive Course participants*
    - c. *Grade level teams*
  - 2. *Identify targets to evaluate progress*
    - a. *PLT Log Sheets*
    - b. *Common planning monthly calendar*
    - c. *Two Literacy and two Mathematics units of study with embedded performance tasks*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *RIT and PD Team turn-key professional development in aligning units and tasks to the Common Core Learning Standards CCLS through their participation in the NYCDOE Intensive Course.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *RIT*
    - c. *PD Team*
  - 2. *Identify targets to evaluate progress*
    - a. *Two Literacy and two Mathematics units of study and performance tasks*
    - b. *PLT Log Sheets*
    - c. *Common planning monthly calendar*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*

- *Staff developer from Creative School Services provides professional development in designing and implementing a unit of study and performance tasks in Literacy to all pedagogues.*
  1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Grade level teams*
    - c. *Creative School Services staff developer*
  2. *Identify targets to evaluate progress*
    - a. *Two Literacy and two Mathematics units of study with embedded performance tasks*
  3. *Timeline for implementation*
    - a. *December 2012 – February 2013*

**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: Title I Priority Focus

**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).

*Professional Development: 20 days from Literacy Support System*

*Professional Development: 3 days from Learning A-Z*

*Per Diem: Substitute days for professional development: 5 substitute teachers x 10 days*

*Per Diem: Prep period coverage: 500 periods*

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*AIR recommends that X072 Dr. William Dorney take steps to ensure the consistent use of data by all teachers to inform instruction. (ESCA August 2011, p. 9)*

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, all pedagogues will participate in grade level data inquiry to identify gaps in student understanding and collaboratively plan, prepare and deliver differentiated instruction that meets the individual needs of their students specifically ELLs and SWDs.*

#### **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,

- *Administration has created a weekly schedule that provides three common prep periods for each grade, one for self-contained Special Education teachers, and one for the Grade Leaders (Reflective Inquiry Team RIT, vertical team). Preps are used for data inquiry and collaboration planning.*

1. *Key personnel and other resources*

a. *Administration*

2. *Identify targets to evaluate progress*

a. *PS 72 Prep Schedule 2012-2013*

b. *PLT Log Sheets*

c. *Common planning monthly calendar*

3. *Timeline for implementation*

a. *September 2012 – June 2013*

- *Grade level teams utilize agreed upon protocols for looking at student work, identify gaps in student understanding and performance, and differentiate instruction accordingly.*

1. *Key personnel and other resources*

a. *Administration*

2. *Identify targets to evaluate progress*

a. *PLT Log Sheets*

b. *Common planning monthly calendar*

3. *Timeline for implementation*

- a. *September 2012 – June 2013*
- *Administration conducts data dialogues with pedagogues.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Data Dialogues sheets*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Administration and the PD Team provide professional development in the analysis of data, utilizing data to identify individual student need and to differentiate instruction accordingly.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *PD Team*
  - 2. *Identify targets to evaluate progress*
    - a. *Fountas & Pinnell independent reading levels*
    - b. *Imagine Learning student data*
    - c. *Acuity Baselines and Benchmarks*
    - d. *ELA and Math Units of Study embedded with performance tasks*
    - e. *NYS Simulation Test data (NY Ready)*
    - f. *Conference logs*
    - g. *Data Binder*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Administration and PD Team revised the structure of Literacy and Math Blocks as per Principal Memorandums.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *PD Team*
  - 2. *Identify targets to evaluate progress*
    - a. *Principal's Memorandums*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Data is disseminated in a timely manner.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Data Binder*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues maintain a Data Binder that includes whole-class and individual student data.*

- 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Data Binder*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues use SESIS to set differentiated learning goals as per students' IEPs.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *IEPs*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues use data on a daily basis to plan, prepare and deliver instruction that meets the individual needs of each student in his/her class.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Data Binder*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues maintain conference logs that are used to differentiate instruction.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Data Binder*
    - b. *Conference logs*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues utilize strategies and programs that specifically target the needs of ELLs and SWDs; ie. Imagine Learning, and use data generated from the programs to inform and differentiate instruction.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Identify targets to evaluate progress*
    - a. *Imagine Learning student data*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Pedagogues provide differentiated instruction at Saturday Academy.*
  - 1. *Key personnel and other resources*

- a. Administration
  - b. Saturday Academy teachers
- 2. Identify targets to evaluate progress
  - a. Saturday Academy pre-, interim and post assessments
- 3. Timeline for implementation
  - a. January 2013 – April 2013
- Pedagogue provides professional development for SE teachers and teachers with IEP students.
  - 1. Key personnel and other resources
    - a. Assistant Principal supervising SE
    - b. Pedagogue providing professional development
  - 2. Identify targets to evaluate progress
    - a. IEP compliance
  - 3. Timeline for implementation
    - a. January 2013 – June 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
  - Select the fund source(s) that your school is using to support the instructional goal.
- Tax Levy     
  Title IA     
  Title IIA     
  Title III     
  Set Aside     
  Grants     
 X Other-describe here: Title I Priority Focus

**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).

*Educational Software: Imagine Learning licenses (65 perpetual licenses)*

*Per Session: Saturday Academy serving 138 students: 9 teachers x 40 hours, 1 supervisor x 68.5 hours*

*Per Session: On-site professional development for 12 SE teachers and 8 GE teachers with IEP students, 1 teacher x 125 hours*

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on the 2012 Learning Environment Survey, a combined percentage of 31% of teachers do not agree that "Order and discipline are maintained at my school." (2012 LES, p. 12)*

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*In the 2013 Learning Environment Survey, the percentage of teachers, who believe that "Students in my school are often threatened or bullied." will decrease by two percent.*

### **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,

- *Bulletin Board contains the following;*

- *Explanation of the SWIS Continuum (Tier 1, Tier 2, Tier 3);*
- *Number and percentage of students at each Tier.*

1. *Key personnel and other resources*

b. *Administration*

c. *Guidance Counselor*

d. *Character Education teachers (2)*

2. *Identify targets to evaluate progress*

a. *SWIS data reports*

3. *Timeline for implementation*

a. *January 2013 – June 2013*

- *Newsletter contains the following;*

- *Explanation of the SWIS Continuum (Tier 1, Tier 2, Tier 3);*
- *Number and percentage of students at each Tier, as well as, locations and times of day when behavior occurred;*
- *References to the Pre-Referral Intervention Manual PRIM for support for specific behaviors.*

1. *Key personnel and other resources*

a. *Administration*

b. *SBST*

c. *Tier 1, 2 and 3 Teams*

- 2. *Identify targets to evaluate progress*
    - a. *SWIS data reports*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Create Character Education program that includes two cluster teachers, who provide classroom instruction in Character Education to all classes K-5 and an auditorium program for grades K, 1, 4 and 5.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Character Education teachers (2)*
  - 2. *Identify targets to evaluate progress*
    - a. *Character Education programs (2)*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Character Education teachers enter SWIS data based on reports completed by staff.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Character Education teachers (2)*
  - 2. *Identify targets to evaluate progress*
    - a. *SWIS data reports*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Classroom teachers attend and their students are discussed at Student Intervention Team meetings based on SWIS data, and possible interventions identified.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
    - b. *Tier 1, 2 and 3 Teams*
  - 2. *Identify targets to evaluate progress*
    - a. *SWIS data reports*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*

**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    X Other-describe here: Title I Priority Focus

**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).

*Per Diem: Prep period coverage: 25 periods*

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Evaluate the school's communication and engagement efforts so that families become more involved partners in order to close the achievement gap. (QR, p. 5)*

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, 100% of parents/guardians will receive consistent and relevant information to better meet their children's academic needs, specifically ELLs and SWDs, and will be invited to attend at least four curriculum workshops during the school year.*

### **Strategies to increase parental involvement and engagement**

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 XX through XX in this SCEP.

Describe the research-based 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,
  - *Maintenance of school website that contains a parent menu, daily posting of the grade 3-5 Word of the Day WOTD and weekly PK-2 Word of the Week WOTW, news and support specific to parent needs, calendar of events, and class/teacher portals.*
    1. *Key personnel and other resources*
      - a. *Administration*
      - b. *Media Specialist*
      - c. *Assistant Principal-supervisor of technology*
    2. *Steps taken to include teachers*
      - a. *Staff input for newsletter and website content*
      - b. *Staff provides specific parent workshops*
    3. *Timeline for implementation*
      - a. *September 2012 – June 2013*
  - *Provide parent workshops that reflect all content areas and specifically speak to the needs of ELLs and SWDs.*
    1. *Key personnel and other resources*
      - a. *Administration*
      - b. *PD Team*
    2. *Steps taken to include teachers*
      - a. *Staff provides specific parent workshops*

- 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Conduct parent surveys that are differentiated to the needs of general education students GE, ELLs and SWDs.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Steps taken to include teachers*
    - a. *Staff provides input for survey content*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Revise and distribute Interim Progress Reports that are differentiated as to the needs of GE, ELLs and SWDs.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Steps taken to include teachers*
    - a. *Staff provides input for report content*
  - 3. *Timeline for implementation*
    - a. *January – June 2013*
- *Distribute monthly parent newsletter that contains upcoming events and professional development, highlights current events and includes ways parents/guardians can further support their children.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Steps taken to include teachers*
    - a. *Staff provides input for newsletter and website content*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Distribute monthly parent letter outlining the units of study and tasks their children are working on, and how they can support them at home.*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Steps taken to include teachers*
    - a. *Staff provides input for letter content*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*
- *Automate Phone System programmed to provide messages to all parents/guardians*
  - 1. *Key personnel and other resources*
    - a. *Administration*
  - 2. *Steps taken to include teachers*
    - a. *Staff provides input for message content*
  - 3. *Timeline for implementation*
    - a. *September 2012 – June 2013*

- *News Ticker installed in the front of the school building provides messages and calendar events*
  1. *Key personnel and other resources*
    - a. *Administration*
  2. *Steps taken to include teachers*
    - a. *Staff provides input for ticker content*
  3. *Timeline for implementation*
    - a. *September 2012 – June 2013*

**Budget and resource alignment**

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

Tax Levy      X Title IA       Title IIA       Title III       Set Aside       Grants       Other-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).

*Per Session: Parent Workshops: 4 teachers x 2 hours, 1 supervisor x 8 hours*

*Parent Engagement: Parent workshops provided by consultants and food provided at workshops*

**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.

**Academic Intervention Services (AIS)**

<b>Type of AIS</b>	<b>Grade</b>	<b># of Students</b>	<b>Type of Program or strategy</b>	<b>Method of Delivery</b>	<b>When the service is provided</b>
<b>Connie Canaras—ELA (Tier 2 Interventions)</b>					
ELA	1	15	Fundations: Progress Monitoring "Double Dose"	Small Group Pull Out	School day
ELA	2	9	Fundations: Progress Monitoring "Double Dose"	Small Group Pull Out	School day
ELA	3	4	Wilson: Just Words	Small Group Pull Out	0 Period, Extended Day
ELA	4	6	Wilson: Just Words	Small Group Pull Out	School Day 0 Period, Extended Day
ELA	5	6	Wilson: Just Words	Small Group Pull Out	School Day, 0 Period, Extended Day
<b>Antonella Pagano—ELA</b>					
ELA	2	11	Fountas & Pinnell: Leveled Literacy Intervention System	Small Group Pull Out / Push In	School Day
ELA	3	6		Small Group Pull Out / Push In	School Day
ELA	3	8		Small Group Pull Out / Push In	Extended Day
ELA	4	12		Small Group Pull Out / Push In	School Day
<b>Faith Snook &amp; Antonella Pagano—Math</b>					
Math	3	6	Marilyn Burns: DO THE MATH McGraw Hill: MY MATH Intervention	Small Group Pull Out / Push In	School Day
Math	3	8	EDM: Activities	Small Group	Extended Day

				Pull Out / Push In	
Math	4	24		Small Group Pull Out / Push In	School Day
Math	5	6		Small Group Pull Out / Push In	School Day
Math	5	8		Small Group Pull Out / Push In	Extended Day

**Anthony Mele—Part Time ICT: Math and ELA**

ELA Math	3	10 mandated	Various Materials determined by Classroom Teachers And Mr. Mele	Small Group Pull Out / Push In	School Day
ELA Math	4	2 Mandated 6 Non- mandated		Small Group Pull Out / Push In	School Day
ELA Math	5	8 mandated		Small Group Pull Out / Push In	School Day

**Clusters—0 Period and Extended Day**

ELA Math	1	6/day	Various Materials determined by Classroom Teachers	Small Group	0 period Extended Day
ELA Math	2	6/day		Small Group	0 period Extended Day
ELA Math	4	25/day		Small Group	0 period Extended Day
ELA Math	5	10/day		Small Group	0 period Extended Day

**Extended Day**

ELA Math	1	115	Various Materials determined by Classroom Teachers	Small Group	Extended Day
ELA Math	2	108		Small Group	Extended Day
ELA Math	3	84		Small Group	Extended Day
ELA Math	4	98		Small Group	Extended Day
ELA	5	94		Small Group	Extended Day

Math					
<b>RAZ-Kids: Individual Students on Computer Program</b>					
ELA	K	52 Enrolled	Computer Program that the focus is on ELA skills	One to One on a Computer	School Day Home
ELA	1	115 Enrolled		One to One on a Computer	School Day Home
ELA	2	93 Enrolled		One to One on a Computer	School Day Home
ELA	3	0 Enrolled		One to One on a Computer	School Day Home
ELA	4	58 Enrolled		One to One on a Computer	School Day Home
ELA	5	47 Enrolled		One to One on a Computer	School Day Home
<b>Imagine Learning: Individual Students on Computer Program</b>					
ELA	K	6	Computer Program that the focus is on ELA skills	One to One on a Computer	School Day
ELA	1	17		One to One on a Computer	School Day
ELA	2	17		One to One on a Computer	School Day
ELA	3	5		One to One on a Computer	School Day
ELA	4	21		One to One on a Computer	School Day
ELA	5	8		One to One on a Computer	School Day

<b>Ms. Fasano—September—November 2012</b>					
ELA	5	1	Tier 3: Wilson Reading Systems	One to One	School Day
<b>Ms. Blasone—ESL School time Program</b>					
ELA Math	K	6	Various Materials Used by ESL Teacher	Small Group Pull Out / Push In	School Day
ELA Math	1	10		Small Group Pull Out / Push In	School Day
ELA Math	2	12		Small Group Pull Out / Push In	School Day
ELA Math	3	6		Small Group Pull Out / Push In	School Day
ELA Math	4	11		Small Group Pull Out / Push In	School Day
ELA	5	7		Small Group	School Day

Math				Pull Out / Push In	
<b>ESL After School Support Program</b>					
ELA Math	1	6		Small Group	After School Program
ELA Math	2	10		Small Group	After School Program
ELA Math	3	4		Small Group	After School Program
ELA Math	4	9		Small Group	After School Program
ELA Math	5	5		Small Group	After School Program
<b>Grades K—2 Saturday Academy</b>					
ELA Math	K	22			Saturday
ELA Math	1	15			Saturday
ELA Math	2	43			Saturday
<b>Grades 3—5 Saturday Academy: Test Prep</b>					
ELA Math	3	22	Test Prep Materials		Saturday
ELA Math	4	18			Saturday
ELA Math	5	18			Saturday

### **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.

- *Candidates are screened and selected from the NYCDOE Open Market system.*
- *A hiring committee is formed with staff and parent representatives, and chaired by the Principal.*
- *The hiring committee interviews each candidate.*
- *Candidates do a demo-lesson viewed by the hiring committee.*
- *The hiring committee rates each candidate based on their responses to interview questions.*
- *The hiring committee discusses and provides input on each candidate to the Principal.*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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 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 and math;
- 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 (Curriculum Night) 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;

- 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 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**

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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>Mr. Jose Ruiz</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>072</b>
School Name <b>PS72</b>			

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

Principal <b>Margarita Colon</b>	Assistant Principal <b>Malcolm McDowell</b>
Coach <b>Constance Canaras</b>	Coach <b>Faith Snook</b>
ESL Teacher <b>Mrs Patricia Blasone</b>	Guidance Counselor <b>Ms Melissa Beatty</b>
Teacher/Subject Area <b>Ms Evelyn Fortiss</b>	Parent <b>Brenda Porfidia</b>
Teacher/Subject Area <b>Ms. Guillermo</b>	Parent Coordinator <b>Ms. Veronica Brugram</b>
Related Service Provider <b>Mr. Anthony Mele</b>	Other
Network Leader <b>Elmer Meyer</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</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>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>922</b>	Total Number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>5.21%</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. 

#### 1. Initial Identification of ELL's

To initially identify students who may possibly be ELLs, the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the ESL Teacher and a translator when necessary. Parents receive a registration packet which includes a Health form, a Residency Questionnaire, an Ethnic Identification Form, and a Home Language Survey Form (HLIS). While the secretary reviews all the paperwork for its completion, the ESL teacher reviews the HLIS Form and has an informal interview with the parents and the new student. At this time the Parent Coordinator may be invited to meet with the parents and give further support. As the interview takes place and translation is made available, The ESL teacher / coordinator, will gather information to determine the students academic history for proper placement. All HLIS forms are analyzed by the ESL teacher/coordinator to determine whether a child is eligible for LAB-R testing. If eligible, the process is explained to the parent/guardian and the child is administered the LAB-R assessment. This test is given within the first ten days of school. The ESL teacher/coordinator hand scores the test and determines eligibility. The Spanish LAB is administered to the Spanish speaking students whose home language is Spanish and the student tested eligible ESL. For those students who are administered the New York State English as a Second Language Achievement Test (NYSESLAT) we review the RNMR report generated by ATS to analyze student progress, areas in need of improvement, and to determine continued entitlement.

#### 2. Parent Program Choice

To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their LAB-R results (which is administered to new admits with-in the first ten days of admittance) as well as previously assessed ELL's on the NYSESLAT, are offered three program choices for receiving service (Transitional Bilingual, Dual Language and/or Freestanding ESL). A parent orientation meeting occurs during the fall registration time, where parents view a video describing the three instructional ELL programs. We also give them the parent brochures explaining the three programs. Then the ESL teacher and parent coordinator explain the three program choices offered in New York City Public Schools. Survey and Program Selection Forms are distributed to parents/guardians of the identified students in their native language. Afterwards, the Parent Survey and Program Selection Forms are completed by parents. Program choices are further explained and assistance is provided. We then open up the meeting for questions. A one on one parent orientation meeting is offered throughout the year to accommodate new arrivals/new admits.

#### 3. Distribution and Collection of Forms

These letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal. In order to ensure that all forms are returned to the school, the ESL teacher provides students with "Bee Buck" incentives to encourage return of the forms. This plan has proved extremely effective. When necessary, the ESL teacher will follow up with a phone call as well as a second mailing of the parent survey/selection form. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home, certified mail.

#### 4. Criteria used to place ELL students

The criteria used and the procedures followed to place identified ELL students in a Bilingual or ESL or Dual

Language Program are as follows. After reviewing parent choice forms we align our programs to the parent requests. If enough parents select the same program as their first choice on the selection forms, we must open that type of program. Fifteen students on any two contiguous grades are needed to satisfy this requirement. Parents will conference with the Principal and/or Assistant Principals to discuss what would be the best for their child. Parents would be provided a translator whenever necessary. Parents would be encouraged to make a choice and keep their child in that language program for a minimum of three years.

5. Trends noted

After reviewing the Parent Choice Forms we have noted that the majority of our parents have opted to choose the free standing ESL program. The parents want their children to be immersed in the English Language and believe that ESL is the best program to foster this. They are made aware that we use the Push-In model for ESL. We have noted that approximately 90% of the eligible parents have selected ESL as their first choice. The remaining 10% of parents have chosen Dual Language as their first choice and ESL as their second choice.

6. Alignment

The ESL program model offered at PS 72 is directly aligned with parent request noted on the Parent Survey and Program Selection form. Parents prefer that their child be placed in an all English class while receiving Push-In Support from the ESL teacher. These children are also offered AIS Push-In support in both Literacy and Math.

## Part III: ELL Demographics

### A. ELL Programs

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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	48	Newcomers (ELLs)	33
		Special Education	16

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	33	1	7	14	0	9	1	0	0	48
Total	33	1	7	14	0	9	1	0	0	48

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	7	7	8	9								39
Chinese					1									1
Russian														0
Bengali		1		1										2
Urdu														0
Arabic	1	1	1											3
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														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
Other			1			1								2
<b>TOTAL</b>	<b>4</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>48</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?

#### Program and Scheduling

PS 72 has a Push In ESL program currently servicing 48 LEP students in grades Kindergarten to Five. Student's who receive Special Education services are also served by the ESL provider. Many of these students are mainstreamed into the General Ed. classrooms. The children are serviced in the English language. Our ESL program supports students from multicultural facets. Our mandated services are provided as a Push-In model based on the student's required mandated minutes of instruction which is based on their English language proficiency. However, all of our English Language Learners also receive quality instruction from their classroom teachers. These teachers have incorporated ESL strategies into their daily teaching and lesson planning. Here at PS 72 we have designed our instruction around the Workshop Model. Our teachers use the architect of a mini-lesson to craft their instruction and provide whole class instruction, followed by small group targeted instruction. A summary of instruction is done during a whole class share. This model of instruction provides structure for all of our students, but more specifically it helps us to support our ELL learners. The ESL teacher supports the ELLs in all content areas. She provides differentiated instruction based on language needs. Classroom teachers have embraced the Balanced Literacy Approach for instruction in literacy. This approach supports all students in developing their listening, speaking, reading and writing skills. The ESL teacher works with the ELLs in these areas by using Scaffolding Strategies that assist the ELLs in building comprehension and mastery of subject matter. We also refer to the strategies shared by the author Aida Walkins. School wide we have introduced the Mondo Literacy program to enhance the Balanced Literacy Approach to teaching and increase learning outcomes. The Mondo program provides an Oral Language Component that has been another way for ELL students to access the learning in their class. In addition, the students read independently to increase stamina and fluency during the allotted period of 100 Book Challenge. Based on

## A. Programming and Scheduling Information

benchmark assessments in the 100 Book Challenge and the Fontis and Pinnell running records, students are reading on their appropriate level which is another support from which the ELL students benefit. This year we continue to focus on the Writer’s Workshop as a systematic approach to writing for all our students. We use the Lucy Calkins Writers Workshop. We have put in place professional development to support our teachers in using total physical response (TPR) and more concrete teaching tools, such as photographs, picture cards and the use of SMART boards. In math we follow both the state and city mandates. Our school uses the EveryDay Math (EDM) curriculum to instruct in mathematics. Our classroom teachers provide support for ELL students by using visual representations and hands-on manipulatives to make an abstract concept more concrete. In addition, we use Do The Math , by Marilyn Burns. This math intervention is found to be very successful with our students it also teaches with the hands-on approach. In all academic areas we are conscious of the vocabulary that we teach our students, especially with our ELL population.. The classrooms have a print rich environment where objects in the rooms are all labeled. Teachers in grades K-2 use the Foundations Curriculum to build phonemic awareness as well as building a foundation for reading and writing. This program has supported our early emergent readers, our students with special needs and our English language learners. It especially supports our SIFE population and our Long term ELLs. As for Social Studies and Science, they are taught as interdisciplinary subjects to literacy and math. We incorporate non-fiction reading into our literacy instruction,. We apply all of our ESL teaching strategies to these subjects as well. Our teachers use Interim Progress monitoring to assess all of our students. The teachers are particularly aware of the needs of our students of the ELL and Special Ed. subgroups. The ESL teacher mainstreams the students with disabilities into general education classes where she services other ELLs during ELA and Math. In this way, the teacher uses flexible scheduling to meet the needs of students with disabilities by providing them with services in the least restrictive environment. In addition, she pulls them out into a ESL LAB room to work in their specifics area of need in literacy and math. A vareity of instructional strategies are used that support and scaffold the academic content and language for the students, helping them understand and have access to the content areas and accelerate their English language development. She works with them in small groups to target reading comprehension skills, inferencing, critical thinking, buikding vocabulary and developing their writing skills. This is done through read alouds, shared reading, guiding reading and interactive writing. During math, she uses manipulatives, flash cards to teach math vocabulary, counting charts, the smartboard is udes to dispklay visuals.

This includes our small group of SIFE students as well. The ESL teacher takes a small group of beginner ELLs and gives these students extra support. The ESL teacher also uses the Rigby, On Your Way to English program to improve the students language proficiency. This program was designed for the ELL population. It has many visuals to support student's language process. It includes large colorful charts , as well as Oral Language Audio CD's. We incorporate non-fiction reading into our literacy instruction, and apply our ESL teaching strategies to all subjects as well. Our teachers use interim progress monitoring to assess all of their students. These students also receive teacher monitered computer time using Imagine learning English. This program is ideal for ELLs. It has auditory and visual response. It develops phonemic awareness as well as reading comprehension and literacy skills

In addition to classroom instruction, the ESL teacher pushes into the classes with ELL students who have been assigned throughout grades K-5. .

### 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

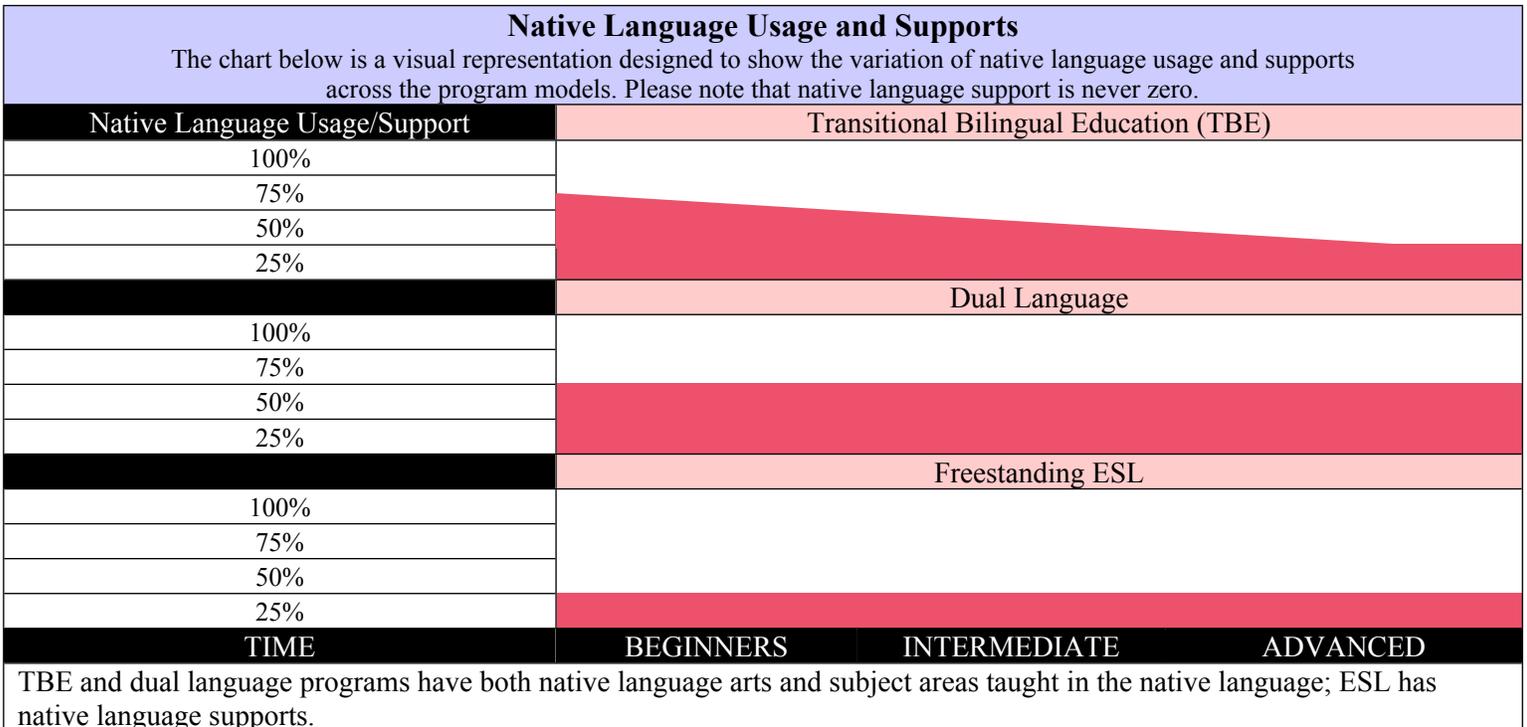
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



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



**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?

Our English Language Learners receive Academic Intervention Services based on need. AIS is also provided as a push-in service.

AIS in ELA and Math: AIS providers push into the classes and work with students in small groups based on results of the ELA, Math and on going teacher assessments. Since our ELLs are grouped heterogeniously, we have all the subgroups together in mixed classes. All the ELLs are provided with AIS service in these classrooms. Students are also afforded the opportunity to take part in the ESL After School Program, which prepares them for the NYSESLAT as well as to become more proficient in the English Language. Additionally, a computer based program has been purchased, that teaches students the essential skills and strategies required for reading success. Native language support is given in the form of resources and materials. We have books in the native language of the students in the classrooms and libraries. We also have the program, Imagine Learning English, which is currently being used as an intervention, during the regular school day, as well as during the 37.5 minute .This computer program is especially beneficial to SIFE studentsas it intrduces itself in the students first language, when available. ( It is offered in several languages.) It teaches early literacy skills such as letter recognition, phonics, reading comprehension and vocabulary skills. This year we will be offering after school time on Imagine Learning English . This program starts the beginner ELL's in their first language,the children are building confidence as they are introduced to english skills at their individual pace.This program is offered to the entire ELL population, K through fifth. The incoming non-english speaking ELL's learn to adapt more when given the opportunity to go on the computer. All the required services support, and the resources correspond to our ELLs' ages and grade levles. We do have any activites for newly enrolled ELLs prior to the beginning of the school year. There are no language electives offered to our ELLs.

All of our transitional ELLs who have reached proficiency on the NYSESLAT are still supported by the ESL teacher when she pushes into their classes. She will work with them in their small groups. They are also given AIS services by the providers. All ELLs continue to get accomodations on State tests.

All our ELLs have access to all of our school rprograms. OST (Out of School Time) which is housed at PS 72 offers homework help, as well as recreational time for any child whose parent has requested the after school care. This program offers dramatic experiences for the students to engage in and other family based events.

This year, our parent coordinator has continued to offer many workshops and activities for students, including but not limited to our ELL population, to participate in (i.e. - Book Club, story night, and Curriculum Fairs). We have implemented a school chorus for upper grade students. Students auditioned to be part of the chorus if they were interested in joining this extracurricular group.

Aditonal Support services provided to LEP students: LEP students that are in place in our school receive Academic Intervention Services (AIS), Extended Day Services (37.5 min.). In January of 2011, We offered a Title III ESL After School Support Program. The program prepared our students for the NYSESLAT State Exam as well as the challenges he or she may experience in and out of the classroom. The program offered small group reading instruction to newly admitted students. This program helped transition students from reading in their native language to reading in English. This program will be offered again in January of 2012. Our ELL's were also invited to attend the After School Test Prep Programs offered to all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders who would be taking the ELA and/or Math State Exams.

Mondo which was mentioned in the first part of this section is an instructional material used to support our ELLs. Imagine learning which is also mentioned in the first part of this section is a software/web based technology used to support all our ELLs especially the beginners.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

#### Professional Development and Support for school Staff

The ESL teacher will be attending a two series workshop titled: Improving Outcomes for ALL ELLs & SWD on Nov. 15 and Dec. 13. She will hold two workshops in January 2012 and March 2012 to provide information and professional learning to all the teachers of ELLs. One session will be on understanding cultural, linguistic and academic differences. The second session will be on Strategies to Improve Instruction. As part of our professional development sessions through MONDO literacy instruction, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers, teachers receive professional development in literacy instruction. This incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a bi-monthly basis beginning in September and running throughout the school year (dates are assigned based on consultant availability). Teachers are provided with Writer's Workshop Professional Development which also addresses how to Implement ESL strategies into instruction for ELL students. During the monthly Grade conferences, the ESL teachers joins a different grade and provides professional learning to the teachers of ELLs based on a topic of interest or area of need. This is another time that teachers share ideas and give support to each other. At these meetings we always discuss adaptive strategies for our sub groups of ELLs. When our ESL teacher attends outside workshops she learns new ideas and strategies which she then turn keys to the staff. All of this professional development is on going and is based on the needs assessments. When the ESL teacher pushes into the classrooms, she is erving as a model for the classroom teacher. There is also time in the week when the ESL teacher meets with the classroom teacher to discuss ESL strategies that can be implemented and incorporated throughout the day. Throughout the last years, the ESL teacher and the school has provided several PDs and sent teachers to PDs that provide ELL training to all the staff. These PDs have been counted towards the teachers completing the requiried 7.5 hours of ELL training as per Jopse P. All the PDs held at the school are recorded with an agneda, sign in sheet and materials distributed.

### 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

Parents of ELL students are invited to Parent Orientations. New ELLs are arriving through the school year, therefore, it has become necessary to consistently invite new parents, as to keep them informed of their choices. The session is conducted by the ESL teacher. At this Orientation the ESL teacher gives an overview of the services she provides through the ESL program. The workshop is also translated into their native language. A video is shown which explains the various programs offered throughout the New York City Department of Education for both bilingual and ESL students. Following the video the parents are supported in filling out a Parent Survey and Program Selection Form. As we are committed to making this a partnership with our parents, the ESL teacher clarifies any questions the parents may have. Workshops are provided as the NYSESLAT testing dates approach to support parents in better understanding this process. The Parent Coordinator participates in the session welcoming and offering assistance with any questions the parents may have. We all play a role in informing the parents of other workshops that are being offered at our school. We also make sure monthly PTA letters go home in the appropriate language. "We Are NY" is a Mayor's Program the school offers to parents which teaches Adult ESL and Conversational English.

## 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)	4	4	4	1	3	2								18
Intermediate(I)	0	1	5	1	4	3								14
Advanced (A)	1	2	3	6	2	8								22
Total	5	7	12	8	9	13	0	0	0	0	0	0	0	54

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	7			10
4	2	5	1		8
5	2	10			12
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	2		7		1				10
4	3		4		3				10
5	4		9		1				14
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	5		2		2		1		10
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
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.

**B. Analysis of the Data**

In the K-2, the tools that we use are Fountas and Pinnell to assess for reading levels as well as the Mondo assessment for fluency and vocabulary. We use the Foundations program for phonics and spelling. In addition, the ESL teacher uses On Your Way to English Rigby program to further assess the reading abilities of the ELLs. Based on the data for early literacy skills, we are finding that 90% of our Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade ELL students are between the pre A reading and the C levels. Due to this fact, we provide them with phonics instruction using Foundations to build their reading skills.

After reviewing the results of the Spring NYSESLAT and administering the LAB-R, the ESL teacher and additional staff members can better plan to meet the needs of the ELL's. In addition, the ELL Periodic Assessment, will be used this school year as a tool to plan for instruction of ELL students. Last year, the ELL Periodic assessment was not administered for reasons beyond my control. Therefore, we so

not have any recent data to report. The students Fountas and Pinnell reading levels is a great assessment tool to differentiate instruction. Each ELL student's individual strengths and areas in need of support are identified and shared. ESL, AIS, Literacy and Math Staff Developers plan together along with the classroom teacher to make the learning process a seamless, differentiated one.

Last Spring, fourth grade ELLs took the NYS English Language Arts Assessment (ELA). Four of these students scored a level 1 ten students scored a level 2, and 0 scored a level 3. As an interim benchmark we continue to use the MONDO assessments in grades K through 5 to monitor progress. The ESL teacher uses On Our Way to English from Rigby publishers and Focus on Fluency by Rourke publishing to address students at all proficiency levels. The ESL teacher also supplements her instruction for all Kindergarten to Grade 5 students by using the Language Proficiency Intervention Kits. These kits address fluency and comprehension using lap books, picture cards, small books and audio cassettes. Foundations by Wilson Reading is the phonics/word study program that is used in all classrooms from Kindergarten through Grade 2. This helps to teach our ELL students the necessary phonics for emergent reading in English.

On the NYS Math 4th Grade Assessment 11 of the ELL students scored a Level 2; 1 scored a level 3 and 0 children scored a Level 4. Of the 5th grade students who were tested on the NYS Math Assessment 3 scored a level 1; 3 students scored a level 2 and 2 students scored a level 3. The Math Staff Development has provided the classrooms with hands on manipulatives for a tactile approach to mathematics for our second language learners. EDM assessments, resources and games are used to differentiate instruction and meet the diverse learning styles in the classroom.

On the Fourth Grade NYS Science assessment no students scored a level one and 5 students scored a level 2. Nine students scored a level 3. The ESL teacher shares ESL strategies with classroom teachers as well as using vocabulary word lists to familiarize students with academic vocabulary.

When teaching ELL students, it is critical to use a lot of Total Physical Response (TPR) in the delivery of instruction. This is especially true for ELLs with a proficiency rating of beginner. Teaching ELL students requires a lot of oral language development, which can be addressed through wordless picture books, the Imagine Learning Computer Program, and audio tapes. This allows students to build vocabulary and comprehension. To assist ELL students we use sentence starters and picture dictionaries. The use of a Thesaurus also helps Intermediate and Advanced ELL students. Allowing time in the class for role play allows students to express themselves orally and through the use of body language.

Above all, the success of our ELL students is at the forefront of all we do. We measure success through the progress made by each student on the NYSESLAT. We take into consideration all of the language skills each child has acquired, their amount of time in school and their movement in proficiency levels.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Margarita Colon	Principal		10/20/11

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Malcolm McDowell	Assistant Principal		10/20/11
Ms. Veronica Brugram	Parent Coordinator		10/20/11
Mrs. Patricia Blasone	ESL Teacher		10/20/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		1/

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08X072      **School Name:** Dr. William P. Dorney

**Cluster:** 6      **Network:** 607

**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.

The initial analysis of the Home Language Survey provides us an opportunity to review the language needs of enrolling students. P.S. 72 studies the school demographic and students ethnic backgrounds.

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

The following is a list of the languages spoken, and numbers of students for each, at PS 72 as indicated on the Home Language Survey:

Albanian (4)  
Arabic (6)  
Bengali (8)  
Chinese Dialect (2)  
Chinese, Any (8)  
English (703)  
French-Haitian Creole (1)  
Ga (1)  
Haitian Creole (1)  
Macedonian (1)  
Marathi (1)  
Nahauatl (1)

Philipino (Tagalog) (1)  
Portuguese (2)  
Spanish (169)  
Twi (2)  
Ukrainian (1)  
Urdu (1)  
Vietnamese (2)  
Yoruba (2)

The number of report cards translated into a language other than English is 133. These findings have been shared with the School Leadership Team, and copies of the CEP are available for staff perusal in the Main Office.

## **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.

To guarantee delivery of information, written translation of parent letters and other vital documents are done in-house by a bilingual parent coordinator, paraprofessional and/or teacher. If necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education. We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

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.

In house oral interpretation is provided by the staff during parent conferences as well as on Parent Teacher Conferences. Parents also receive written notification in their native language when necessary. The need for oral interpretation during PTA meetings and Parent Workshops has increased. Staff members are hired to be available to assist with translation during Parent Teacher Conferences. The Principal of P.S. 72 is bilingual, as is the Parent Coordinator; therefore they are able to conduct parent conferences in Spanish when necessary. There are some staff members who are bilingual and are able to conduct translation services as they are needed.

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>.

When necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

## 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: Dr. William P. Dorney	DBN: 08X072
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
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: 47
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL After-School Support Program

The ESL After School Support Program is offered to all ELL students in grades 1-5. The goal of the program is to prepare students to achieve English proficiency. Based on the NYSESLAT results from the Spring of 2012 and ELA test, our ELLs are struggling with reading and writing. Therefore, the instructional focus of the afterschool program will be to build comprehension skills and vocabulary. All of the beginner, intermediate and advance level ELLs are invited to attend. Teachers will differentiate by flexible grouping. Depending on the ELA and NYSESLAT levels of the students, we will group them accordingly. A component to the program will be to accelerate their English acquisition in the four modalities: listening, speaking, reading, and writing. We will use the NYSESLAT test prep materials from Continental Press, New York Ready Practice and Instruction and Getting Ready for the NYSESLAT to support with building their language and literacy skills. In addition, these materials will help prepare them for the test. The program duration is as follows; Mondays, Wednesdays and Thursdays from 3:45 – 5:15 pm, starting January 7, and ending April 11, 2013. The ESL teacher will teach with 2 common branch teachers or content area teacher who are participating in the program. A supervisor will assume responsibility for the overall program. The supervisor will assist teachers in the implementations of Test Prep Strategies. The supervisor will be responsible to communicate formally and informally with parents. The supervisor oversees appropriate records, including attendance. [REDACTED]

### 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: At no cost to Title III, teachers will engage in the following professional development:

PD Sessions through Wilson's Foundations literacy resources, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers. Teachers receive professional development in literacy instruction with scaffolding strategies for ELLs. This program incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a regular basis beginning in November and running throughout the school year (dates are assigned based on consultant availability). [REDACTED]

**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: At no cost to Title III, the following activities are offered to parents of ELLs:

Veronica Brugman, the Parent Coordinator offers an ESL Adult class to the parents of ELLs. These are offered once a week on Wednesdays, from 4pm-6pm. The program runs during the entire school year for six week sessions at a time. Parents are invited via a flyer, emails and announced in meetings, translated in the preferred language of the parent.?????

**Part E: Budget**

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

Allocation Amount: \$11200

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>	\$7500.00	\$7500.00 in per session will be used to pay 3 teachers.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
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>	\$3700.00	\$2700.00 will be used to purchase Student booklets from Continental Press, New York Ready Practice and Instruction, and Getting Ready for the NYSESLAT.
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>	\$11,200.	