



Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: THE ROBERT J. CHRISTEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X081

PRINCIPAL, IA: ANNE KIRrane EMAIL: AKIRran@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

09-19-2013

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
ANNE KIRrane	*Principal or Designee	
MARISA MAHER	*UFT Chapter Leader or Designee	
AMY MOORE	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
P. BEINSTEIN	Member/	
L. DE LELLO	Member/	
A. FINLAN	Member/	
D. YOUNG	Member/	
L. MORGAN	Member/	
E. D’AMBROSIO	Member/	
L. CARMONA	Member/	
M. CEBECI		

J. SALLERES		
T. ZORER		
M. GARCIA-UNDERWOOD		
A. CINTRON		
M. MC MANUS		

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

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L. DE LELLO	Member/ L. DeLello	<i>L. DeLello</i>
A. FINLAN	Member/ A. Finlan	<i>A. Finlan</i>
D. YOUNG	Member/ D. Young	<i>D. Young</i>
L. MORGAN	Member/ L. Morgan	<i>L. Morgan</i>
E. D'AMBROSIO	Member/ E. D'AMBROSIO	<i>E. D'ambrosio</i>

Rebecca Rodriguez

*[Signature]*²

L. CARMONA	Member/	<i>[Signature]</i>
M. CEBECI	Member	<i>M. Cebeci</i>
J. SALLERES	Member	
T. ZORER	Member	<i>Tal Zorer</i>
M. GARCIA-UNDERWOOD	Member	
A. CINTRON	Member	
E. MCMANUS	Member	

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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) 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](#).
 - 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - 2. School Leader Practices and Decisions
 - 3. Curriculum Development and Support
 - 4. Teacher Practices and Decision
 - 5. Student Social and Emotional Developmental Health
 - 6. 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.

The NYC teacher's survey for PS 81 stated that there was a need for "regular and helpful feedback about my teaching". Page 10

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

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.

The Principal and Assistant Principal will provide meaningful feedback to teachers using selected components of Danielson's Framework rubric; with an emphasis on two or more components that address an identified area(s) for growth. By June 2013, all teachers will have been observed three times and given actionable feedback around a self-identified area of growth.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

School leaders will engage faculty in professional learning in order that:

- A shared understanding of the Danielson framework is developed
- Teachers engage in self assessment in 1e, planning and preparation, 3b, questioning and discussion, 3d, assessment and identify areas of growth
- Teacher teams engage in peer coaching, inter-visitation and the development of self directed action plans
- Teachers work with a critical friend to support their specific needs

The administration will schedule and conduct observations (formal and informal).

School leaders develop programmatic supports ie. Common meeting times, aligned professional periods and flexibility for

inter-visitations

Feedback to teachers will be based on the Danielson Framework using our designed feedback template

Teachers will be provided informal and actionable feedback pertaining to the identified area(s) of growth.

The Cabinet, grade leaders and key staff members will develop and implement a coherent and individualized teacher support plan that will integrate the selected components of the rubric.

The school leaders will work closely with both the literacy and math coach to create plans that scaffold instruction and support teachers' growth.

Professional learning will be planned and conducted after school and/or on weekends using per session funds.

Services of an expert consultant will guide adult learning. Ron Schwarz Mathematics Lehman college, Literacy Support Systems, ELA

Timeline:

September-October 2013 - Professional learning in teacher teams, faculty conferences and external meetings

October to November 2012 - Determining areas of growth and development of professional support plans

On going to June 2013 – Observations, both administrative and collegial resulting in actionable feedback using the feedback template

May and June 2013 – Administrative team reviews and analyzes observations, feedback, teacher reflections and notes to assess growth of individual teachers.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x 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 Other-describe here: 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).
- Tax levy funds will be used to support this goal which has been informed by Race to the Top legislation. Priority focus funds will support teacher, principal and supervisory per session and consultant fee. 10 teachers, 2 3 hour sessions, principal 6 hours and assistant principal 6 hours. Secretary will support activities through recruitment of staff, preparation of materials, documentation of activities and dissemination to greater school community. Secretary per session 2 x 6 hours
- Funding will support, grade and inter-grade meetings; One to One conferences, meetings with math and literacy coaches and differentiated professional development; follow up with classroom visits, building capacity with the effective modeling by lead teachers.

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.

The Quality Review, recommended that there is a need “to utilize individual classroom data analysis for tracking student progress ... and to utilize student data to track student progress”. Page 6.

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.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 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, all students in kindergarten through grade five will engage in two rigorous Common Core aligned ELA units culminating in performance tasks which will be evaluated through an analysis of student work.

By June 2013, all students in kindergarten through grade five will engage in two rigorous Common Core aligned Mathematics units culminating in performance tasks which will be evaluated through an analysis of student work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Guided by coaches, administration, grade leaders, classroom & cluster teachers and using a model of classroom-embedded professional development, the P.S. 81 community will implement the Citywide Instructional Expectations 2012-2013.

Performance Tasks in ELA :

- Teacher teams will determine where to embed two common Core Aligned units of study culminating in performance assessment tasks in the school curriculum calendar.

- Teacher teams will develop collaborative lessons that incorporate oral (using student discourse protocols and/or Socratic method) and written skills needed for providing evidence to support opinions or arguments.
 - Teacher teams will engage in designing written tasks in reading which promote the use of citing evidence from informational texts to support an opinion or argument. Teachers meet weekly (every Thursday morning) in grade teams to assess student work and plan lessons that demand evidence to support a claim.
 - Teachers meet bi-weekly in grade teams to refine units, lessons, tasks, and create rubrics to assess the use of evidence to support a claim. (Inquiry work after school)
- Entry points and scaffolds for all learners will be incorporated in the units.
- Student work will be analyzed.

Performance Tasks in Math :

Teacher teams will work with mathematics coach to embed two common core aligned units of study culminating in a performance assessment.

Structure math groupings to provide enhanced opportunities for students to engage in conversations and discourse about how they arrived at their mathematical conclusions (Mathematical Practices 3 & 4).

Utilize Acuity assessments results and NYS item analysis information to use as the basis of designing cognitively demanding problems in Mathematics.

Examine tasks from Envisions math program that are grounded in the CCLS.

Teacher teams meet to examine mathematical tasks prepared by DOE and our network math support individuals.

School leaders will facilitate collaboration of teacher teams and math coach in planning and creating math tasks “so that all students engage in rigorous learning experiences.” (DOE Expectations 2012-2013)

Entry points and scaffolds for all learners will be incorporated in the units.

Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support the student's mathematical thinking.

All students will receive support to assist their performance during these units. *All SWDs and ELLs in grades 3-5 will participate in the literacy-based and math based technology programs that have been established as part of the overall instructional program (I-Ready, Study Island and RazKids).*

Students will participate in Saturday program instruction.

Timeline:

September 2013 – School leaders will provide professional learning on the citywide instructional expectations
Grade level teacher teams will determine where to embed Common Core units in the literacy calendar and the mathematics pacing guide.

October through January – Units will be adopted and adapted

November through April – Students will engage in Common Core aligned units; extended week activities will be designed. Secretary will oversee, scheduling, recruitment of staff, attendance of students, postings, communication and payroll

December through May – Units will be assessed through analysis of student work. Units will be revised.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA x Title III Set Aside Grants Other-describe here: 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).

Saturday Program – session one: Six Saturdays times three hours per day times six teachers, principal per session 24 hours approximately 90 students.

Session two Expanded Learning Approximately ninety students. Six Saturdays times three hours per day times six teachers, principal per session 24 Title 3 will fund Extended day an week learning for ELLs. Secretary 12 sessions X 4 hours each

Teams of teachers will meet to examine student work and identify next steps. Lab sites and Professional development will be provided by the coaches to support teachers' craft. Per session funding – Priority Focus.

Staffing: Coaches, administration, grade leaders, classroom & cluster teachers.

Evidence:

Meeting agendas and minutes. Assessment instruments

- Data Results
- Coach logs

Formal teacher classroom observations

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.

The Quality Review indicates, "That there is a need for teachers to track students' progress using a variety of assessments. Developing authentic assessment tools, administering them and examining students' performance will support a practice that will address our overarching goal to increase students' progress...to address the instructional gaps and ensure that curriculum is aligned to the CCLS. Page 6.

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

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.

To ensure that students perform at grade level bench marks in three key standards in ELA and three key standards in mathematics. By June 2013 classroom teachers will have implemented assessment tools for tracking the three key standards in ELA and in Math and there will be a twenty percent increase the number of students performing at grade level on three key standards in ELA and mathematics as measured by the PS 81 key standards bench mark assessments in ELA and mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Teachers identify student needs by using the data from the NYS test results and then differentiate instruction by content strand. Our sub groups, ELL students and students with disabilities have scored lower than our fourth and fifth grade students.

Establish a school wide focus on three key standards in ELA:

- retell, recount, summarize,
- identification of the main purpose of a text and
- making predictions, drawing conclusions and making inferences about characters and events

Establish a school wide focus on three key standard in mathematics:

- Proficiency in fractions and fractional equivalency
- Use of measurement
- Problem solving

An inquiry team of teachers across grade levels will develop assessment instruments to measure the progress that students have made towards reaching mastery of the key Standards that are being tracked in both ELA and Math.

Teachers will explore the guiding questions that need to be continually explored in order to ensure that the authentic assessment instrument for each key standard addresses the following:

- Desired understanding
- Knowledge and skills that students should know and be able to apply
- Transfer of skills that are mastered

The three key standards will be monitored each month in ELA and three times a year in Math: October, February and June.

During October, teachers will assess students using a specific instrument to determine students' level.

The units of study which address these standards will be identified.

Targeted mini lessons will be implemented to focus on these standards and mini instructional tasks will be developed to support the development of these standards.

Ongoing support will be provided to re-teach key standards to sub groups of students who are not demonstrating sufficient progress.

Students will be provided with engaging and differentiated instructional tasks until they reach mastery.

Teachers will provide opportunities for student discourse.

Teams of teachers will meet to examine student work and identify next steps. Lab sites and Professional development will be provided by the coaches to support teachers' craft.

For each assessment cycle

- Inquiry teams will examine student work and assessment tools to establish protocols.
- Protocols for developing and administering assessments instruments will be created and administered
- Results will be collected and analyzed.
- Adjustments to planning and instruction will be made school wide, specifically addressing sub groups.
- Students under benchmark level will be reevaluated
- impact on growth towards mastery will be determined
- Inquiry teams will identify areas of need, assess the instructional level of the students as determined by looking at student work, adjust instruction as a result of the assessment and then observe the impact of tracking the skill overtime.
- We will look to identify and embed these practices across all grades.

- Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within the daily instructional practice for all students.
- Identify gaps in curriculum content and teaching practice.

Principal will schedule grade meetings and lead teacher meetings for vertical alignment to discuss curriculum. Teachers will utilize their class assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.

Teachers will evaluate the effectiveness of their formative assessment during grade meetings and teacher team meetings.

Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.

Teachers will become aware of the power of looking at the Performance Assessment Data to plan/adjust teaching plans.

Teachers and administrators will participate in a Saturday Professional learning institute.

September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction

September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor’s Instructional Expectations for the 2012-2013 school year.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA x Title III Set Aside Grants Other-describe here: 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).

Priority focus per session allocations will fund teacher team meetings and professional learning.

Saturday institute: 5 hours 10 teachers, principal per session 5 hours and assistant principal 5 hours.

Tax levy and title three funds will be used as a result of the conceptual consolidation process to support this goal to ensure that all students benefit.

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.

The parent survey on page seven indicates that a small percentage of students have been bullied in our school. Data from our guidance, teachers, school support team and parents indicate that there is a need to continue to build a positive culture and provide support to students who have been identified at risk.

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.

By June 2013, there will be a 5 percent decline in the incidents of bullying reports as measured by guidance interaction logs and online occurrence reports.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

At-risk Services will be provided by the Guidance Counselor.

Administration and staff will identify at risk students based on teacher observations and school lunchroom staff.

Decrease incidents of inappropriate behavior by increasing the level of student engagement in the classroom. The goal is to develop teacher-to-student relationships and build on student engagement.

We will

- Continue to follow our mission statement
- Continue to create an emotionally safe and intellectually environment for all students.
- Continue to develop student-to-student relationships

Targeted students will receive the following services as needed:

At Risk Counseling (individually and/or group for 6 weeks)

Peer Mediation (one day per week)

Parent Workshops (during the school day and/or in the evening during monthly PTA meetings)

At-risk Services provided by the School Psychologist

The School Psychologist provides consultative and support services to school staff and parents to assist them in managing at-risk students.

At-risk Services provided by the Social Worker

The SBST team will provide professional development to support teachers with behavior modification plan and functional behavior assessment. In addition the school psychologist will provide workshops for teachers in developing plans for Response to Intervention. Our special education teachers will share best practices in order to design challenging instructional tasks that are realistic and engaging for all students. Staff will be provided opportunities to brainstorm with the special education team and ESL teachers to address the following:

- Developing powerful teacher student relationship
- Emotionally secure environment
- Purposefully involve all students to solve problems, develop solutions, create a tangible products which require deep level of cognitive engagement,
- Monitor classrooms to ensure that engagement is simultaneous and continuous throughout the lesson
- Make an personal link to content/process (relate to prior knowledge)
- Motivate all students (believe they can learn)
- Project Based Learning
- Students working collaboratively
- Opportunities for students to see value in learning

Facilitated Special Education Inquiry Team with a focus to provide general education teachers guidance and strategies to support students with disabilities and to educate them on the use of SESIS.

- By January 2013, Fifty percent of teachers will have completed necessary Child Study Groups and implemented Functional Behavior Assessment(FBA) and implemented Behavior Intervention Plan for the students who require support.
- By June 2013, One Hundred percent of teachers will have necessary Child Study Groups and implemented Functional Behavior Assessment (FBA) and implemented Behavior Intervention Plan for the students who require support.
- By June 2013, All teachers will have received training on SESIS

September through November – Plans to support social and emotional learning will be shared with stakeholders

October through February – Professional development on positive behavior supports will be provided

Ongoing – identification of youngsters who require additional support. Supports provided as needed.
May and June – Evaluation of intervention strategies.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __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).

The services of the guidance counselor, social worker, psychologist and SBST team will be coordinated to support the attainment of this goal. Training in FBA and child study will be facilitated by trained and certified staff.

Social emotional student support inquiry team will meet to develop support materials for classroom teachers: 4 teachers will meet for 4 two hour sessions after school. Secretary will support goal by preparation of materials and dissemination to school community Secretary per session 4 sessions X 4 hours

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.

The parent school survey indicated that they would like to improve communication with school and home on page five. The Quality Review, on page six states, “Define the process for organizing and sharing interim student performance”. Page eight.

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, parents will indicate a five percent increase in satisfaction with school to home communication as measured by the parent portion of the Learning Environment Survey.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

School family communication will be improved through:

- conduct parent workshops with topics that 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;

- schedule 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;
- School Leadership Team will be engaged in problem solving and outreach.

Strategies to increase parental involvement:

- Create a parent resource center.
- Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.
- Curriculum Workshops: Literacy, Math, Science, Social Studies, Technology
- Workshops to support ESL students

Workshop on Safety, Positive Behavior and developing good study skills.

Budget and resource alignment

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

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

x

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: 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).

Funding will support parent engagement activities:

- Parent workshops, Coffee With The Principal, Principal Liaison Meetings, Monthly Focus Letter, Welcoming Tours ,Weekly Homework Sheets, Science Fair, Invitations to special academic events.
- Provide families with rubrics and list of required mastery skills for each subject taught for each grade,
- Math Fun Night: Get students engaged in math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.
- Literature Day and Night Event: Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.
- Family Fitness Workshop: Our Gym teacher identify ways to increase fitness in our everyday life
- Families and School staff work-out together to increase fitness in our school.
- Special Performances and Presentations by Students and Teachers.
- Non contractual services funds will support this goal by providing resources and experts for parent engagement. PBIS consultant Donald Don will provide parent training. Workshops will be provided in the curriculum areas of mathematics, English language

arts, social studies and informational text, and the instructional shifts required by the Common Core Learning Standards

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Develop comprehension skills; Building fluency in reading; Developing writing skills with a focus on prompt writing and six plus traits of writing.	Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State English Language Arts tests or students who are deemed at risk for not meeting state standards are provided with tier one and tier two intervention. These small groups provide instruction to assist students in order for them to acquire the skills needed to become strategic readers. Students in grades kindergarten to five receive academic support in test taking strategies and skills in our extended day programs. Materials include skill books and practice test materials that mirrors the current New York State tests. Study	During the day and extended day program

		<p>Island, an online program, is also woven into the ongoing support.</p> <p>Online programs Students in Grades K & 1 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 and Teacher’s College Assessments are provided tier one small group instruction and academic intervention during the extended day. Grade Reduction Teachers reading specialist provide AIS services in a “Pull Out” small group instruction model throughout the day. Extended day provides small group instruction to students in the lower one third. Grades two to five are targeted for this intervention. Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet students’ needs in Tier 1 settings during the school day.</p>	
Mathematics	Focus on building problem solving strategies and Develop fluency with basic computation skills	<p>Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State Mathematics tests or students who are deemed at risk for not meeting State Standards are provided with tier one and tier two small group interventions. Students in Grades 1 – 2, who are at-risk for not meeting State standards as determined by their performance in baseline assessments and mid-year assessments, are provided small group</p>	During the day and extended day program

		<p>instruction in Math. Extended day provides small group instruction to students in the lower one third of the grade.</p> <p>Students in grades 1-5 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, use of Smart Board and computer-assisted instruction through Study Island are used to support our students' needs. Teachers continuously assess students and provide instruction driven by data to support the needs of all students.</p>	
Science	Focus on grade level science curriculum and preparing students for the fourth grade NYS test.	<p>All students receive state mandated periods of science instruction. In addition the Science Specialist facilitates small group instruction and or individual instruction in the science lab. Classroom teachers differentiate goals and projects for students based on a variety of assessments. Grade four receives two periods of science during our second semester.</p>	During the School Day
Social Studies	Making Global Connections and developing geography skills	<p>Social Studies instruction emphasizes Project Based Learning. Through this model the classroom teacher is able to differentiate instruction and goals based on students needs. Flexible small group and one to one intervention is provided.</p> <p>Support in Social Studies is provided through content area literacy during the literacy block. . Students learn strategies for reading nonfiction content reading and writing document based Essays</p>	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Positive Behavior Intervention Focus on Pillars of	<p>Our guidance counselor and an "F" status guidance counselor provide mandated</p>	During the Day

Worker, etc.)	Character	<p>services to at risk students. In addition services are provided to all students on an on-going as needed basis. One-one counseling sessions or group counseling meetings are routinely in place during the day. Our School Psychologist and related service counselor provides services to students on an on-going as needed basis.</p> <p>One to one or group counseling with students to promote positive behavior and effective study habits. In addition the social worker works closely with students and their families who are experiencing problems that have impacted the students' education. Both counselors provide small group intervention discussions.</p> <p>The school nurse provides health related services on an on-going as needed basis. Medication is dispersed as per 504's.</p>	
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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.

100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure that our staff continues to strengthen their skills:

- **provide high-quality and ongoing professional development for all teachers**
- **Provide formal and informal feedback to teachers based on formal and formal feedback**
- **Engage teachers in inquiry team sessions**
- **engage teachers in collegial and collaborative dialogue to refine their skills and to develop the knowledge and expertise needed to guide students in the learning process**
- **provide opportunities for lab sites, grade meetings and study groups**
- **Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking processes and ability to apply concepts**
- **Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving which will result in complex and realistic outcomes**
- **Focus on the examination of students' work in order to provide a clear picture of their thinking**
- **Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers**
- **Public Personnel secretary will work closely with the network HR point to ensure that all teachers continue to meet required documentation and assessment deadlines.**
- ***Mentors and lead teachers are assigned to support new and struggling teachers.***

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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.

P.S. 81 SCHOOL-PARENT COMPACT

2012-2013

Part 1 Required School-Parent Compact Provisions

The Robert J. Christen School, P.S. 81 and the parents of the students agree to implement the following initiatives to ensure that the participating students will receive high-quality curriculum and instruction in a nurturing and supportive environment. Activities, academic intervention and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) of all participating students will be a shared and a joint responsibility of school and parents. School and parents will develop an effective partnership to ensure that students will meet New York State standards. The School-Parent-Compact will be in effect during the school year 2009-2010.

School Responsibilities and General Expectations

P.S. 81 will provide an enriched and accelerated high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the New York State Standards. The adoption of the School Wide Program model permits the school to utilize funding to provide academic support for all children. The following initiatives are in place to support our students and develop and expand our parents as effective partners:

- **Involve parents in the joint development of the Comprehensive Educational Plan through the School Leadership Team**
- **Implementation of a school wide Balanced Literacy program**
- **Implement Academic Intervention Services to all students who are not meeting State Standards.**
- **Provide a safe and orderly learning environment that promotes and addresses the individual needs of each student to ensure the success of all children**
- **Ensure that all students receive timely and meaningful feedback that identifies their strengths and outlines strategies to address their weaknesses.**
- **Provide funding for professional development in Literacy, Mathematics, Science, Social Studies, Arts and Technology through workshops and coaching to teachers. Teachers will design and implement:**
 - 1. Standards-based units of study.**
 - 2. Units will outline the focus of the curriculum.**
 - 3. Units will include a rationale, standards, mini lessons and identify thought provoking problems and questions**
 - 4. Assessments tools will be identified**
 - 5. Strong focus on meaningful feedback**
 - 6. Guidelines for effective conferring in order monitor and support students' progress and improve students' performance.**
- **Conduct parent teacher conferences two times a year during which this compact will be discussed as it relates to the individual student's progress.**

- **Conferences will be held in November and March. Additional conferences will be held if necessary. Afternoon and evening conferences will be available to support the needs of parents.**
- **Provide a description and explanation of the school's curriculum, the different assessment tools used to measure children's progress, and the proficiency levels students are expected to meet.**
- **Provide parents with reasonable access to staff. Meetings during preparation periods, before school and phone conferences meetings will be available when necessary.**
- **Schedules are adjusted to accommodate the needs of parents when they have concerns. Parents are encouraged to write a note or leave a phone message for the teacher so that a mutually convenient appointment can be arranged.**
- **Opportunities for parents to volunteer and participate in their child's school through the following events:**
 - 1) **Parents will be invited to attend Open School Week**
 - 2) **Writing celebrations, grade specific assemblies**
 - 3) **Project arts culminating activities**
 - 4) **Poetry writing celebration**
 - 5) **Enrichment projects and drama production**
 - 6) **Chorus celebration**
 - 7) **Parent coordinator workshops**
 - 8) **Accompany classes on field trips.**
- **Conduct annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and their right to be involved in Title I, Part A programs.**
- **Conduct meetings at convenient time and facilitate a flexible number of meetings to ensure all parents have the opportunity to attend. These meetings will be communicated through school wide distribution, web site. All communications will be followed by timely reminders. The Parent coordinator and Parent Association will encourage all parents to attend.**
- **Provide information to parents in a consistent way. Memos, letters, PA School Web Site and school calendar (Various translated languages available upon request)**
- **Address requests to meet the needs of parents with disabilities and language accommodation for Non-English speaking population**
- **Provide counseling opportunities for students/families on a as needed basis and identify support resources for parents/guardians**
- **Provide to each parent an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics.**
- **Provide parents with goal setting information which identifies "next steps" for students in all major academic areas**
- **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**
- **Provide workshops for parents to explain the assessments their child will be taking and how to prepare them for that assessment.
For example: Family curriculum night, literacy and math workshops**
- **Provide teachers and students with a sufficient amount of books that are strategically chosen to match the interests, reading levels, and instructional goals.**

- Fund replacement of laptop computers and additional smart boards in the classrooms will be added to enrich the learning of all subject areas.
- Continue to subscribe to Study Island for grades three to five in many subject areas. This online program will be used to reinforce and extend skills and strategies in Reading, Writing, Math, Social Studies and Science.

We the parents agree to work collaboratively with the school and our children's teachers to support and monitor our children's activities in order to:

- Promote positive use of my child's extracurricular time
- Monitor attendance
- Attend to all health issues including proper rest, eyeglasses, dental needs etc.
- Provide the school with current/accurate emergency contact information
- Stay informed about my child's education
- Communicate with the school by promptly reading all notices from the school that are sent home with my child or received by mail and respond to them in a timely manner.
- Establish a specific time for homework every night
- Provide a quiet uncluttered place for homework free of distractions such as television, phone calls or younger children playing in study area
- Keep supplies and reference books available in the study area
- Provide the necessary tools for doing the assignments
- Be available to assist during homework time
- Make sure that homework is completed and that my child is prepared each day with all necessary supplies.
- Monitor amount of television my children watch
- Volunteer in my child's school
- Participate in decisions relating to my child's education
- Stay informed about my child's education
- Communicate the traits associated with the "Pillars of Character" and model positive values such as Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship
- Serve on policy advisory groups, such as - the Title I, Part A parent representative on the School's Improvement Team, the Title I Policy Advisory Committee, the State's Committee of Practitioners and any other teams that will support the school community.

Students will assume the responsibility to support their academic achievement.

We as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning: pens, pencils, books, etc.
- Listen and follow directions
- Use the library to get information and to find books that we enjoy reading
- Participate in class discussions and activities

- **Respect class and school rules.**
- **Resolve conflicts peacefully and express my feelings using positive words**
- **Follow the school's dress code**
- **Do our homework every day**
- **Study for tests and assignments**
- **Read at home with our parents**
- **Get adequate rest every night**
- **Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day**
- **Complete homework and project assignments and ask for help when needed.**
- **Read for at least 30 minutes every day outside of school time.**
- **Be responsible for school and personal items.**
- **Be responsible when using the Internet.**
- **Practice courteous and appropriate school behavior and respect the rights of others**
- **Prepare for tests and assessments by reviewing all relevant information.**
- **Ensure that I get adequate rest at night, eat a healthy breakfast and come to school prepared**
- **Be honest and respect the rights of others**
- **Know and practice the Pillars of Character that will support my learning and the learning of my classmates**

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 Bob Cohen	District 10	Borough Bronx	School Number 081
School Name The Robert J. Christen School			

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

Principal Melodie Mashel	Assistant Principal Ann Kirrane Rebecca Rodriguez
Coach Phyllis Beinstein	Coach Liz D'Ambrosio
ESL Teacher Kim Jacobs Fran Turitz	Guidance Counselor Laurie Flannigan
Teacher/Subject Area Jeff Gabrielson/Third Grade	Parent Amy Moore
Teacher/Subject Area Diana Smith/Kindergarten	Parent Coordinator Nina Velazquez
Related Service Provider Marie Sheehan	Other Jamie Bernstein
Network Leader Bob Cohen	Other

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

D. School Demographics

Total number of students in school	636	Total Number of ELLs	72	ELLs as share of total student population (%)	11.32%
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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. P.S. 81 uses the following identification process for the ELL population in our building. During the registration process, it is determined if the student is a new admission and from what country the student is from or whether he/she is a transfer from another school. If the student is determined to be a transfer, a test history report is accessed. This report provides the child's home language, LAB-R score, and all NYSESLAT data from previous years, as well as other pertinent testing data. If the child is a transfer, his/her entitlement is based on their previously administered LAB-R score or their previous years' NYSESLAT data. The score determines the number of units of ESL per day, the child will receive for that year.

If the student is a new admit, the following process is followed. At the time of a student's initial registration into the NYC Department of Education school system, the Home Language Identification Survey (HLIS) is administered in the parent's native language. If the HLIS indicates a language other than English, an informal interview is conducted with the student by a pedagogue (preferably the ESL teacher). During the intake process, parents and students are provided native language support by available staff members that are fluent in that particular language. The Home Language Identification Survey is explained in the native language and the parent is guided through the completion of the form. Our two certified teachers are present during the registration process. The three programs offered (DL, TBE, and ESL) by the Department of Education are explained to the parents. In addition, members of the staff and parent volunteers who are fluent in the parents' native language are present to support the parents. Our ESL teachers have a basic knowledge of Spanish and French. In addition, our principal and one assistant principal are fluent in Spanish. Languages spoken by staff members include Spanish, French, Russian, and Hebrew. If the ESL teachers are not available, the principal, assistant principals, and testing coordinator have been trained to support the parent in completing the informal interview. If it is deemed from the HLIS and the interview that the child speaks a language other than English, then he/she is eligible for testing. At this point, a new admission slip generated by ATS and copy of the HLIS are given to the ESL teacher. The LAB-R is administered to all students who are new to the education system. The assessment is hand scored and based on the predetermined cut scores, the eligibility of the student is determined. The LAB-R can only be administered once in the child's life. This process is completed within the first ten days of the student's registration. If a student does not pass the Lab-R, and is a native Spanish speaker, then the Spanish LAB is administered. The LAB-R will be brought to the assigned person on the designated day for collection to be brought to the scanning center. The parent is sent an initial entitlement letter that indicates whether the child is entitled or not for ESL and what program he/she has been provisionally placed in. It also informs the parent what the child's score was on the LAB-R.

In the first ten days of the child's admittance, a parent orientation is held if the child is considered an ELL based on the assessment. During the parent orientation, the ESL teacher shares with the parents the entire process for identifying students for services. The various program options are identified. At this time, the program survey and program selection form is completed by the parent. Students are placed in the appropriate group(s) depending on their level of language proficiency. The students are flagged in ATS for ESL and the newly required English Language Learner Parent Choice screen (ELPC) is completed recording the parent's option. Based on the Lab-R cut scores, levels of language proficiency include beginning, intermediate, and advanced.

Each September, continued entitlement is determined. A student's continued entitlement is determined based upon the results of the previous spring NYSESLAT. The school generates an RLAT report from ATS to determine the student's score. This report will determine which students attained the proficient level. Students who are not proficient will be placed in the appropriate ESL group based on language proficiency. Students, who have been identified as beginning or intermediate, will receive ESL services based on the mandated number of units. Advanced students will receive ESL services based on the required number of units. The students with a proficient score are eligible for transitional services for a period of two years. The ESL teacher monitors the transitional students' progress. This group of students are placed in Academic Intervention Services (AIS) for further support. This support occurs during the day and in extended day programs offered in the building.

Annually, the NYSESLAT is given to all ELL's in the building. Before the administration of the NYSESLAT, several ATS reports are run. The ESL teacher runs an RLER report from ATS that lists the students that are eligible for the NYSESLAT. This list is used to double check that all ELL's are listed. A RYOS report is run to confirm the years of service for each student. A test modification report is also run from CAP to determine the correct testing modifications for each ELL-SWD. A letter is sent home to the parents to inform them when the NYSESLAT will be administered to the students. The administration window for each part is listed in this letter. A tear off slip is returned to the ESL teachers signed and collected that the parents have received this information. Then, a master EXCEL spreadsheet is created for the purposes of test administration. As each part is administered to the individual student, he/she is checked off on the checklist with the date the part was administered.

2. There are structures in place to ensure that our parents understand all three program choices. In the first ten days, if the student is identified to be an English language Learner, a parent orientation is scheduled contingent on the time of the year, this could consist of a small group or one-to-one conferences. A folder is prepared for each parent. The contents of the folder include an agenda, the brochure by NYC DOE explaining the three programs, the parent survey, and the program selection form. The brochure on the three programs is given to the parent in English and also in the parent's native language. The program selection form and parent survey are included in English and the native language. During the parent orientation, a powerpoint is shown to the parents. The DVD created by the NYC Department of Education Office of English Language Learners explaining the three program options is shown in all pertinent languages. A make-up session is scheduled for all parents unable to attend. A robo call is placed to the parents that do not have a parent option letter on file. Individual conferences are scheduled in order to explain the options. During these conferences, the program selection form is completed.

3. After the administration of the LAB-R, an initial entitlement letter is sent home with the student. The purpose of this letter is to let the parent know if the child is entitled to services or not. The letter also indicates in which program the student has been provisionally placed. A copy of this letter is placed in the child's individual compliance folder as well as the returned signed tear off letter. All completed program selection letters are kept in the students' individual compliance folders. Records are kept of program selection forms and the parent choices.

4. Parents are informed at registration and parent orientation of the three program choices offered by the Department of Education. As described in question #1; during the meeting the program choices are described in English as well as in the family's native language. Parents are informed of the choices of a TBE, DL, or ESL program. Parents are informed that even while our school does not offer all three programs they are free to select the program of their choice.

Based on the past and current parent program choices, we do not currently have a need for a Dual Language or Transitional Bilingual Education. The numbers are closely monitored by the administration and the ESL teachers particularly in contiguous grades. All of our current students are placed in a Freestanding English as a Second language program model. As previously explained, all important pertinent documents such as the HLIS and parent option forms are distributed in the child's native language. Translation is provided by school personnel and parent volunteers as necessary. Very often, our Russian population brings a friend with them for translation purposes. All procedures and criteria as outlined by the CR Part 154 are followed for identification purposes.

5. Program choices are carefully monitored by the ESL teachers and the administration. After reviewing parent surveys each year, our parent population has consistently opted for a Freestanding English as a Second Language program (push in or pull out model) as shown by the data shown below. The trend in our building is a Free Standing ESL program (push in and pull out model)

Program Selection Data

	2007-2008	2009-2010	2010-2011	2011-2012
Bilingual		0	0	0
Dual Language	0	0	0	0
Free Standing ESL		18	30	26

Since we do not have the other program models, it is explained to the parents that if this is their choice we would be very happy to find a seat for their child in another NYC school that offers their desired first choice. Our parents do not want the other program choices and do not want to leave our building.

6. Yes, program models offered by this building are aligned with parent requests. This based on the data that has been recorded in the past four years.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	61	0	2	11	0	1	0	0	0	72
Total	61	0	2	11	0	1	0	0	0	72

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	2	4	8	0	7	4								25
Chinese	0	0	2	2	0	0								4
Russian	8	5	6	4	4	1								28
Bengali	0	0	1	2	0	0								3
Urdu	0	0	1	1	0	1								3
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	2	0	0	0	0								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	0	0	0	0	0								0
Other	0	5	0	2	0	0								7
TOTAL	10	16	18	11	11	6	0	72						

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?

1a. We currently have a Freestanding English as a Second Language (ESL) pull out and push in program that services approximately seventy-two students. We service kindergarten through fifth grade. Each of the program models (pull out and push in) follows the Common Core Learning Standards and the ESL standards. We currently have two ESL teachers. This year, one teacher is targeting grades K,3,4,5 with a pull out model. Our other teacher is using a push in model to target grades 1 and 2 to support the acquisition of academic content language. Groups are formed based on grade level and language proficiency level.

1b. As stated previously, we use a push in and pull out model as outlined by CR Part 154. The children are seen in heterogeneous (mixed proficiency level) graded groups. Students that are identified to be beginners or intermediate are seen a second time with the grade level preceding them. For example, a first grader that is a beginner or intermediate is seen with a First Grade group and a Kindergarten group

2. Our ESL teachers, data coach, and administrators analyze all relevant data. Our two ESL teachers collaborate with the administration and outline their schedule to ensure that all students receive the mandated time of instruction. Beginning and intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of ESL instruction per week.

2a. Our Free Standing ESL Program adheres to the mandates of the New York State CR Part 154. This requires students who are at the

A. Programming and Scheduling Information

beginning level to receive 360 minutes of instruction. The intermediate students also receive 360 minutes a week and the advanced students receive 180 minutes a week. Strict guidelines are followed to align the instruction with Common Core Standards. Peer conversations are skillfully folded into the instructional model to support students who are new to the program. Peer translation and the use of bilingual resources such as dictionaries to support students understanding are readily available. Native language partnerships are part of the organizational environment. Books in students' native language are also available. Students are encouraged to share their books with their peers. In addition to the units of instruction provided by the ESL teacher, advanced language proficiency students are engaged in an additional unit of instruction in ELA. The additional unit of instruction includes ELA instruction and content area instruction provided by the classroom teacher. A unit is defined by CR Part 154 as 180 minutes. ELA instruction is comprised of the Reader's Workshop, Writer's Workshop, and Word work. Content area instruction includes Mathematics, Social Studies, and Science. Strict guidelines are followed for ELA as per the Common Core State standards. Features of the standards that are addressed are:

Reading: Text complexity and the development of comprehension

Writing: text types, reading responses, and research

Speaking and Listening: communication (flexible) and collaboration, focus on student discourse to support and defend a point of view or argument

Language: conventions and vocabulary

The 180 minutes of ELA instruction includes:

90 minutes of Reader's Workshop/Writer's Workshop

45 minutes of Math

15 minutes of Word Work

45 minutes of Social Studies/Science

These standards are the basis of the Freestanding ESL program as well as the literacy model in the building. According to requirements of CR Part 154, NLA instruction is only required in bilingual programs.

3.

The content areas are addressed in our organizational models using a variety of systems, structures, and resources. In the content area of Social Studies, we work closely with the classroom teacher in aligning the ELL work with our Social Studies units. Therefore, opportunities are provided to ELL's to converse about Social Studies topics and work on special projects. In the content area of Science, ELL's follow the NYC DOE scope and sequence and our focus is on hands-on experimental learning. Students are exposed to inquiry and all ELL's participate in our Science Exposition. ELL's follow the NYC DOE Math Expectations. They are immersed in Everyday Math hands on lessons. In addition, all ELL's participate in the arts through our residencies.

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. Children work in instructional cycles. A classroom library is used to promote language development. An English Language Learner (ELL) lending library has been set up for use by the students and teachers. The library contains teaching resources as well as leveled books and varying genres. Visuals are used to scaffold the students with vocabulary development. An example of a visual includes items labeled in the classroom with the word and picture such as the calendar or the computer. Posters are displayed in the room that deal with social skills as well as academic information. Pictures are used in daily instruction. Posters and charts are created with the children and displayed for the students to refer to as needed. Bulletin boards are used for displaying children's work as well as learning centers. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). High level questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content area. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content areas.

Writing is an integral part of our program and is done on a daily basis. Short and long term pieces are produced. The students use their

A. Programming and Scheduling Information

knowledge of word work, sentence structure, and conventions to create writing pieces. Prompt writing is folded into the program. These pieces follow the format of the ELA standardized test or the NYSESLAT to foster confidence. Longer pieces are thematic and are based on literature used in the ESL classroom. In both cases, the writing process is used is modeled and followed. Monthly pieces are used for assessment purposes and these pieces drive future instruction.

Although, instruction is delivered in English, our students participate in different types of learning experiences that take into account their language proficiency as well as their preferred learning style. As mentioned, additional projects based on the PBL methodology are designed to further support content knowledge using music, art, and technology. Students have a choice of projects from which to select and complete. These projects are designed for a grade that needs this support and offered in cycles. Last year, one such project was designed and implemented for Grade One around a thematic topic of the Farm. It was the children's choice to study the farm since many had never visited one. Content vocabulary development and scaffolding techniques are an integral part of the products produced. The project was extremely successful. In addition, all ELL's participate in Art residencies, trips, and schoolwide events. ex: Science Exposition, Dance Festival, performances.

In the content areas of Mathematics, Science, and Social Studies are supported with their content language development in the ESL room and in their classrooms. Collaboration between the ESL teacher and the classroom teacher is vital for content area language development. Problem areas are identified such as content vocabulary or mathematical keywords. Together, the teachers design strategies such as visuals to be used during instruction. Science and Social Studies instruction is enriched with leveled non-fiction texts that pertain to the unit of study which primary source documents. These documents include documents with pictures and captions. In all three content areas of Mathematics, Science, and Social Studies, all ELLs are strategically placed in partnerships with students that share the same native language. These partnerships support the students as they acquire academic content language. Peer discussions in the content areas are used to help students as well as reference materials in English and the child's native language. Reference materials include dictionaries, thesaurus, and map. Hands on activities are used in Science to demonstrate a concept visually. Manipulatives are used in the instruction of Mathematics to support the language development of the ESL student at all proficiency levels.

4. Twenty-one languages are represented in our school. Due to the large number of language groups represented by our students, it is too difficult to use assessments in all the native languages represented. Although all instruction is delivered in English, the implementation of project-based learning amplifies their content language. Students are not evaluated in their native language due to the fact we use a Freestanding as a Second language model. The students are evaluated yearly using the NYSESLAT that is in English.

In the content areas of Mathematics, Science, and Social Studies, students are given the option of taking New York State assessments in his/her native language. If the student and parent choose this option, he/she is provided with an English copy of the state assessment and a copy in the native language (dual copy) to use during the test administration. Students are given the required testing accommodations such as extended time, native language resources, and the dual copy of the test.

5. Each of the ELL subgroups has very unique needs for their academic success. The subgroups include the SIFE students, newcomers, students that have been in this country for 4-6 years, and the long term student greater than 6 years. We do not currently have any SIFE students or long term students greater than 6 years. In order for each of these subgroups to succeed their instruction must be differentiated. For the newcomers will utilize visual, picture, and kinesthetic support. Role playing and dramatics is vital for this subgroup. The students who have been here for four to six years will need to be targeted for small group intervention to bring them to the next level of their second language acquisition. Each of the students will need short term goals which will be assessed constantly. At this point, the student will receive remediation if the concept is not mastered. The ESL program follows the Balanced Literacy Model using all of the components including Read Alouds, Shared Reading, Guided Reading, Word Work, and Writer's Workshop. Reading Comprehension skills are emphasized. All ELL's would have access to the ELL Lending Library that has been set up in the ESL room including math and reference books.

5a. Currently, we have no SIFE students. However, we have outlined a course of action to address future needs. Students needs and placement will be determined by the HLIS. Students will be placed in the setting that is relevant to their age and needs. SIFE students will be paired with students (peer partnerships) who speak their native language. Students will participate in the extended day program (Morning Tutoring), after school program and/or Saturday program. The SIFE students will attend all appropriate Title III services

A. Programming and Scheduling Information

including PBL cycles. In addition, students will be provided ongoing support from the Guidance Counselor and possible support from our Instructional Support Team (IST). Parents will be provided the same orientation as is outlined for all ELL students. These students will need intervention services besides language support.

5b. While research suggests that students acquire language within four to seven years of English instruction, under NCLB guidelines, it is expected that they take standardized tests. Therefore, in order to prepare the students whose language is other than English to take standardized test, the process is described is followed. Following the balanced literacy model, students are immersed in Read Alouds of all genres and provided opportunities to have peer conversations about what they read. In addition, guided small group instruction is provided. The guided groups are strategy based and focus on helping students gain comprehension and meaning from what they read. Particular attention is given to increasing students' fluency so they gain meaning from reading a text. Instruction is also given to the students around mechanics, word work, and paying attention to punctuation as they are reading. Students are immersed in the content areas of Social Studies and Science, when they read non-fiction texts. The writing process is used during prompt writing. Answers are modeled for the students and the student is guided through the process of answering a prompt correctly and concisely. Writing over extended periods of time is practiced. Students complete writing units and have peer celebrations. These practices help to build confidence in the ELL learner and in their work. After interviewing and assessing the children to find out their level of language proficiency, an instructional plan is developed. The ESL standards are used to decide on specific performance indicators. Materials and resources are matched to the needs of the students. The materials address the areas of grammar, basic sentence structure, reading comprehension, syntax and semantics of the English language. The students are encouraged to speak, listen, read, and write on a daily basis.

In order to gain familiarity with the format of the NYSESLAT, we model and discuss each part of the test. Students work with each other on simulated portions of the test. Areas of difficulty are identified and groups are formed to remediate students who need support on individual areas of the test. Through teacher modeling, students are walked through the process of how to formulate short and extended responses.

Similarly, the students are given a simulated practice ELA test. Weaknesses are identified and based on the results, groups of students are formed. The school's Test Sophistication unit is used to further familiarize the students with the genre of test taking. Simulated tests are given by the classroom teacher. The results are analyzed and the specific skills are addressed with the ESL teacher. Multiple data points are reviewed to get a clear portrait of the ELL learner and the information is used to provide the next steps of learning. The same procedure as above is used to provide practice for the ELA test.

5c. The plan for ELLs receiving service for 4 to 6 years is to offer continued support during the extended day programs taking place in the morning or afterschool. Based on the data, all of the students except for one in this category are functioning on an intermediate or advanced language proficiency level. Based on the results of the NYSESLAT, the majority of these students have a weakness in the modalities of reading and/or writing. There is an emphasis on the modality of Writing which is aligned to the CCLS (Common Core Learning Standards). These students will build upon their knowledge of the English language in order to participate in more difficult activities. The students are scaffolded with explicit teaching in the identified 'area of weakness. The students are continually assessed and remediation is given as needed on a group and individual basis. The instructional approach for these students includes an emphasis on reading comprehension, critical thinking, writing skills including focus, supporting details, and mechanics. During small group instruction (before, during, and after school), these students are exposed to the various NYS assessments. Students participate in our test sophistication unit of study. This helps to prepare them to take standardized tests. These students will be encouraged to speak, read and write in English. Students who exhibit behavioral problems will be referred to our Instructional Support Team (IST). The team brainstorms and outlines targeted actions and specific strategies to help support these struggling students in the classroom and during ESL. Students' needs are addressed through supplementary classes in small group settings facilitated by teachers trained in ESL methodology.

5d. We do not currently have any students in the category of long term ELL completed 6 years. Based on our data, the students have either reached a proficient level of their second language acquisition or have graduated. However, we target academic intervention to any student who falls under this category for a minimum of two years. Academic Intervention Services would continue until the student is on grade level as evidenced by the New York State assessments in ELA and Math. They continue to participate in all programs that are being offered for ELL's. However, we strategically assess their needs and the prioritize targeted actions that they have been receiving. . These actions will be modified to ensure success for the future.

A. Programming and Scheduling Information

6. The students in this category (ELL-SWD's) need to have their unique needs met. These students are supported based on their individual language needs. We carefully analyze the results of the predictive assessments and NYS State tests to gain an accurate picture of the progress of our ELL students with IEP. During grade meetings and professional development, the ESL teacher shares the analysis of the ELL Interim Assessments. Constant communication between all teachers working with the children in this group is a primary concern. The classroom teachers, ESL teachers and coaches develop a specific plan to address the needs that have been identified. Lessons are designed and implemented based on specific learning styles of the students. Strategies are outlined and curriculum and delivery of instruction is differentiated to address the ELLs needs. We have increased our emphasis on the acquisition of academic vocabulary and strategies that ELL's students need to know in order to succeed in the NY State in ELA and Math. Appropriate learning and resource materials are used. Visuals such as pictures, charts, and graphic organizers are used to scaffold the child's learning. There are many opportunities throughout the day for speaking and listening practice. Students are supported through small group and individual instruction. Use of technology and centers are used to support these learners. This category of students would be included in projects and all intervention programs. They are exposed to all types of genres including nonfiction. Picture books are used to support content knowledge and there are many of storytelling opportunities provided in the classroom. Programs such as Wilson are used in the classroom and Award Reading (a web based tutorial program) in the ESL room. The school ensures that an ELL-SWD is given access to study of all academic content areas. The child's individual needs are addressed by being fully aware of his/her academic and emotional needs according to the child's IEP. Partnerships are set up to accelerate English language development. Academic instruction and materials are differentiated based on the individual student's needs. Each student is provided one-to-one support his/her academic success. There is ongoing daily collaboration between the classroom teacher, ESL teacher, and all related providers for that individual student. This collaboration fosters the development of the English language.

7. The diverse needs of ELL-SWD are always considered and these students are placed in the least restrictive environment. In order to do this, the administration and the teachers communicate regarding curriculum materials, instruction, and scheduling. They are included in various programs such as the afterschool program and the Friday morning Program conducted in grade cycles. We follow the RTI model and this year we will be implementing iReady which is a NYS certified web-based RTI program. In addition, ELL-SWD's are integrated in every facet of the school life. Examples include Science Exposition, author celebrations, trips, performances, and special events..

Courses Taught in Languages Other than English

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

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

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

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

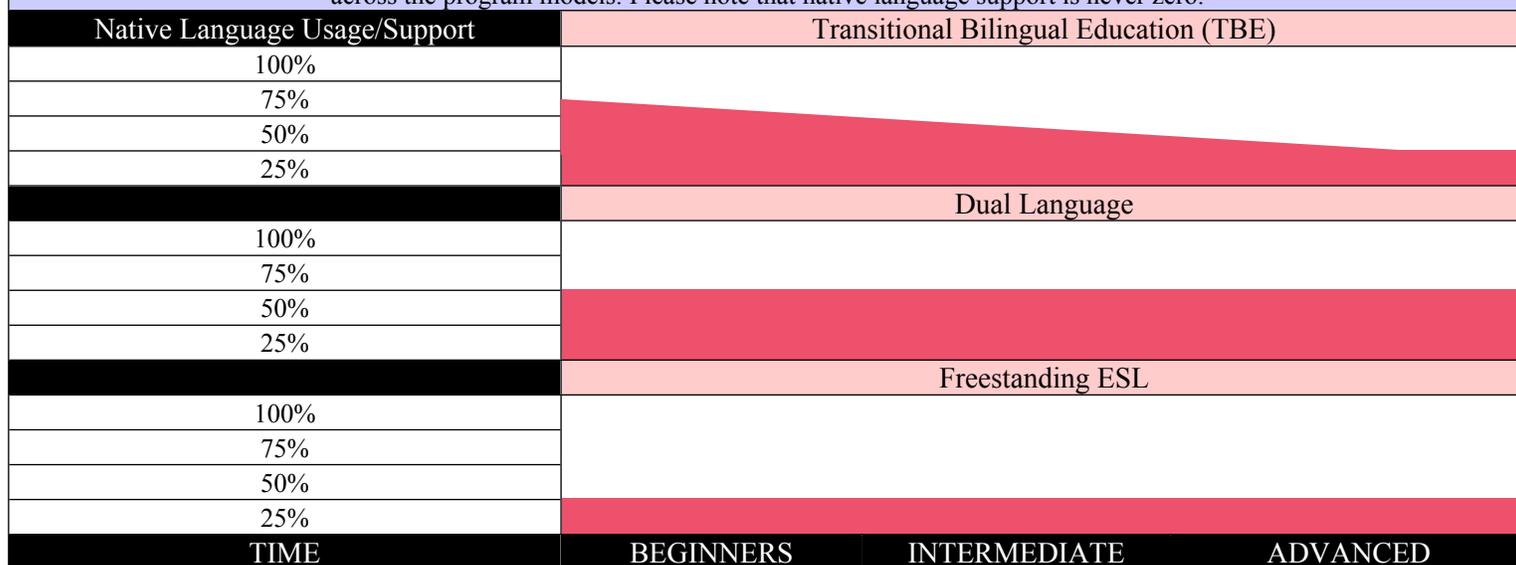
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. As previously described, our building has many intervention programs designed to target ELL's for them to succeed in ELA, Math, and the content areas. Using the various assessments scores that include the NYSESLAT, New York State ELA and Mathematics tests and Predictive Assessments (Acuity), specific students have been identified and are targeted for intervention programs. This year, we will be targeting the students that scored an Intermediate and Advanced on the NYSESLAT. These students fall into two ELL subgroups which includes newcomers (2-3 years in the system) and ELLs that have completed four to six years. These students are targeted because they will be taking all assessments that are required. This year, we will be targeting the students that scored an Intermediate and Advanced on the NYSESLAT. These same students will be targeted for units on test sophistication which have been deemed necessary based on last year's ELA and Math data.

List of services: Morning Tutoring, after school programs

The ELL's in these target subgroups attend these two intervention programs that are designed for ELA and Mathematics. Content area texts are woven into the design of the program. The programs are designed to scaffold their language development, improve reading comprehension strategies, and improve the students writing content and conventions. Technology intervention programs such as iReady are used for ELL's in our afterschool program. Mathematics instruction consists of computation skills and problem solving skills to foster the skills of the students in these two ELL subgroups. Targeted interventions for Social Studies and Science occur in the classroom. The ESL teacher continues to model for the classroom teacher to ensure rigorous instruction. The ESL teacher models and supports the classroom teacher to design and implement tasks for the ELL. A cooperative learning environment is fostered with the use of native language partnerships during the content areas of Social Studies and Science. Primary sources that are leveled (using Fontas and Pinnell levels) are used and students are instructed in the process of completing a document based question during Social Studies. In the content area of Science, intervention will take place during hands-on activities that are designed for language development and observation skills. Native language partners are tutors during the instruction to help with language acquisition. All of these interventions are designed and implemented to ensure rigorous instruction and intervention to move these targeted students to the next level and are offered in English.

9. The ELL that reaches proficiency on the NYSESLAT is provided with continuing transitional support for a period of two years or until the child achieves a 3 on the NYS standardized tests. The transitional support includes AIS and all required testing modifications. Students will continue to participate in a rigorous academic intervention service program. All relevant data is analyzed and triangulated to identify each student's specific needs. The students needs are met through different organizational models of instruction. These models include whole class, small group instruction, extended day, after school and academic intervention services. In addition, students have Acuity and Study Island accounts. Study Island is a web based program that they can access from home.

10. A new program that we will be implementing for this year is iReady. This program is a web-based NYS approved RTI program. Students will either be cycled into our computer lab to work with iReady or use laptops in their classrooms.

11. At this time, none of our programs will be discontinued.

12. Our ELL's are integral part of the school community and are included in all programs. These programs include residencies, trips, festivals, and performances. There are many classroom and school-wide celebrations that include parties, author celebrations, book fairs, and the Science Exposition. Parents of ELL's have access to translators during Parent Teacher conferences and as needed. These programs

include residencies, class trips, festivals and performances. Other types of programs in our school community include extended day morning tutoring, afterschool intervention programs, and drama productions. Drama productions are open to all students including ELL's. The production is run by our parent association. Letters are sent home to the parents inviting the children to participate in these programs. Our parent coordinator reaches out to the parents and the staff answers questions that arise. ELL's are always a part of the show. There are many classroom and school-wide celebrations that include parties, author celebrations, book fairs, and the Science Exposition. Parents of ELL's have access to translators during Parent Teacher conferences and as needed to communicate with pedagogue and staff members.

The afterschool program for the ELL's funded by Title III money and Tax Levy funding. The money is used to provide a web based response to intervention called iReady. This program is designed to assess and provide direct instruction for the student's needs. The goal of the afterschool program is have the children progress to the next language proficiency level and be able to perform at a proficient level on standardized assessments.

13. Numerous instructional materials are used with ELL students. Many of the programs that the building is implementing involve technology. The smartboard is used as a tool with the ELL. Programs being used with the ELL's include Award Reading, Acuity, Study Island, and now iReady. All ELL's have access to the computer lab, laptops, Science Planetarium, etc.

Numerous instructional materials are used with the ELL's. Many of the programs that the building is implementing involve technology. The ESL teacher uses the smartboard in the classroom to provide visual support and the activities are interactive. The smartboard is used with all ELL subgroups. Programs being used with the ELL's include Award Reading, Acuity, Study Island, and now iReady. All of these programs are web based.

Award Reading can be accessed from the computer and provides student activities that correlate to the story. Teachers are provided with a series of CD-Rom's to be used with the students. Books (fiction and nonfiction) are provided that can be read individually or shared by the small group. All stories are also provided on CD for students to use in the listening center to improve auditory skills. Big books are included to be used as a read aloud with all subgroups of students. There are phonics card, alphabet cards, word family cards, letter combination cards. All of these supplemental cards include pictures to support their language development. The program provides reading and writing tasks that can be differentiated based on the subgroup and the child's language proficiency level. Award Reading provided assessments to be completed with the students.

Content area support is provided through hands-on activities, center stations, and immersion in content language during student discourse around non-fiction material seen or read. Students watch programs on Discovery Channel at various times during a month as they relate to our reading units of study in non-fiction. Students read magazines such as Lady Bug, Spider, and National Geographic for Kids. Academic content vocabulary is further enhanced during classroom lessons that focus on building vocabulary as it relates to Social Studies, Science, and non-fiction.

Native language supports are provided for the student through partnerships in the classroom. Staff members can translate if necessary. There are book bins accessible to the student in their native language. In the ELL lending library located in the ESL room, there are reference material that include bilingual dictionaries.

14. The only native language support provided is use of peers with the same native language and reference materials. Our building has too many language groups. We currently have 21 languages represented in our building and the number is constantly changing. The ESL teachers and the entire staff are extremely sensitive to the native language benefit for all ELLs. Our classrooms have native language materials. Teachers provide native language materials. Glossaries and dictionaries in the native language are available for all ELLs and students are encouraged to use them to support their learning. ELL's are paired with other students of like languages. Parents of ELL students are encouraged to be active participants and bilingual parents are enlisted to support the transition of newly arrived ELLs. Many members of our staff are fluent in many different languages. Some of the languages that they speak are Hebrew, Russian, Spanish, Arabic, Albanian, Italian, and Greek. These staff members serve as interpreters for students and parents. In addition, they are often enlisted to support and comfort the emotional needs of students when students require support.

15. Yes. Support and resources are tailored to meet needs of ELL's ages and grade levels. The required services support the ELL's ages and grade levels. The services provided by the school meet the needs of the children. The students are grouped based on grade level and language proficiency. Resources are tailored to meet the needs of the ELL's ages and grade levels. Materials used by the classroom teachers and ESL teachers are age appropriate.

16. In our building, before the beginning of the year all Kindergarten parents are invited to Kindergarten orientation. During Kindergarten screening, the ESL teacher is present to assist children and parents with the process. Our parent coordinator reaches out to these parents to provide services as needed.

17. At this time, no language electives are offered to our students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. Currently, the two ESL teachers collaborate on a daily basis. One of the ESL teachers attends meetings and appropriate conferences and turn keys the information to the other teacher. Professional development sessions are planned and implemented around the unique needs of the ELL's. These professional development sessions are conducted throughout the year. These sessions are open to the entire staff. Topics for these sessions include vocabulary development, developing content vocabulary, and questioning techniques of the ELL.
2. Collaboration between the ESL teacher and classroom teacher is vital in helping the student transition to the Middle School. Information about the student is provided to the Middle School as needed. In addition, our school guidance counselor "outreaches" to ELL parents and often 1:1 sessions are held with parents to explain/inform about Middle School decisions.
3. As per the regulations of Jose P., all teachers are provided 7.5 hours of professional development. Using Title III funding, the professional development will take place on Friday mornings. The professional development will center around the Walqui model. The premise of this model is to use scaffolding strategies for the ELL. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. Professional Development sessions also identify resources available for teachers to assist ELLs. Records are kept of these sessions. Agendas and sign in sheets are saved as evidence of these sessions. The agenda shows the date the meeting was held and the sign in sheet shows the people in attendance and their position in the school.

E. Parental Involvement

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

1. Parents are informed about translation services and their rights to have an adult translator if desired. Letters are sent home prior to Parent Teacher conferences asking the parents if they will be needing a translator. A cadre of translators are available in the school to translate during meetings and conferences. Using a translation services allocation, we also access phone translations from the DOE provided list of providers.

The Parent Coordinator conducts workshops and makes certain that ELL parents are partnered with bilingual parents. We have bilingual parent volunteers who communicate all information to assist parents new to the educational system. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high and we ensure that interpreters are available for our ELL parents. Parents are actively involved in life of our school. They are participants in the following organizations:

School Leadership Team

Safety Committee.

Parent Association

2. Our guidance counselor provides support to parents and provide outreach programs to support the family acclimation into the school. The guidance counselor and School Based Support Team provide information and network with parents and neighborhood services that address mental health as well as community based organization such as after school programs. We refer parents that are interested in learning English or improving their English to Westchester Community College Adult Education Center. In addition, we provide families with a list of Community Based Organizations which provide extracurricular activities such as soccer, softball, arts, and dance. We work closely with organizations such as the Riverdale Y, Tennis Club of Riverdale, and Riverdale Neighborhood House.

3. Meetings conducted by ESL teachers assess parents' needs. The Parent coordinator supports ELL families transition to our school. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. All relevant information is shared with the parents. Power Point presentation during Parent Teachers informs parents of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of Power Point. The ESL teacher provide an overview of the program and informs parents of assessment tools. These meetings provides the ESL teachers the information that outlines the needs of each family. Evenings and/or day workshops are held which identify strategies that parents might use to help promote student language acquisition and proficiency. Reading/retelling/storytelling through pictures, are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are provided and highly encouraged. The results from the Learning Environment Survey are also used to assess the needs of the ELL parents.

4. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. The ESL teacher meets with parents in September, November, March and on an as needed basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate whenever feasible with non- English speaking parents in their home language. Pertinent information is also placed on the Parent Association website. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Translation services for parents are available at PA meetings and open school conferences. Availability of translation services for formalized parent meetings is made clear. Multicultural celebrations through music and art programs are an ongoing practice of our school community. All parent subgroups are

invited to be part of the principal liason committee. Parents are made aware of all neighborhood activities such as baseball and soccer. Evening workshops are held by our literacy and math coaches. These help to familiarize parents with curricula content as well as provide testing information.

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)	6	7	3	2	3	1								22
Intermediate(I)	1	8	6	4	4	3								26
Advanced (A)	3	1	9	5	4	2								24
Total	10	16	18	11	11	6	0	0	0	0	0	0	0	72

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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		4		5		0		11
4	2		10		1		0		13
5	1		2		7		1		11
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	4	0	3	0	4	0	1	0	12
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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.

1. Our primary ESL teacher, administration, and coaches analyze the results of the NYSESLAT, ELA, Math, and Science assessments. The data is used to identify the strengths and weaknesses of each student. The ESL teacher and data coach articulate the ESL learners' needs to classroom teachers and recommendations are made to the classroom teacher in order to help the students accelerate language proficiency. In addition, our school program uses the ECLAS-2 assessment tool and the Teacher's College reading assessment. The reading comprehension score is converted to a Fontas and Pinnell level. These assessment tools give a detailed picture of the child's early literacy skills. We strongly believe that data drives instruction. These assessment tools allow the teaching staff to determine in which areas the student needs additional support. Listening and writing skills are also assessed. Attempts and mastery are recorded. The TC reading assessment involves a miscue analysis and provides the teacher with a chance to listen to the child's reading rate, expression, and accuracy. The adata results are used to create instructional programs and plans. Careful analysis dictates area of focus. Example: Working with student on inferential thinking
working with with students on pattern recognition

2. The data patterns reveal that the majority of students increase in their proficiency from year to year. Grade three, four and five students have either tested at an Intermediate or Advanced proficiency level based on the NYSESLAT. Based on the results of the Lab-R, more students enter the school at a beginning language proficiency level. Based on the data of Spring 2011 NYSESLAT, our students have

higher scores in the listening and speaking sections. The pattern shows that our students develop their reading and writing skills later. This is consistent with the academic research that children will acquire social language first. The data also shows an increase in students who scored at a proficient level. In 2010, nine students scored at a proficient and in 2011, eighteen students performed at a proficient level.

3. The modalities of listening/speaking will develop before the modalities of reading/writing in the majority of children. This pattern will be kept in mind as the instructional plan of the school is mapped. Short and long term planning are in place to ensure that the individual needs of students are addressed. There will be an increased emphasis on increasing students sight words and building content vocabulary. The ESL teacher will concentrate on listening, reading, and writing comprehension. The modality of reading will be developed with an attention to the concepts of print, initial consonants/final consonants, and decoding. Decisions about materials will be made based on needs and language proficiency of the learners in each specific group.

4a. Our results are carefully analyzed each year to look for patterns across all proficiencies and grades. The current trend is that the majority of our students are performing at a Level 2 or 3 on the NYS ELA and Math assessments. The results of the current Fourth grade reveal that three of the ESL students scored at grade level on the third grade ELA test. Based on the data represented, there was an increase in the number of students scoring a Level 1 on the NYS ELA and Math tests. Five students scored a Level 1 on the ELA and five students scored a Level 1 on the NYS Math. It was not necessarily the same five students. One of the students was exempt from the ELA, but took the Math assessment. None of our students took the NYS assessments in Mathematics or Science in their native language.

4b

The ELL Periodic Assessment is another tool available to school personnel to be used for collecting information about the academic performance of the child. The ELL periodic assessment is used as another piece of data that gives more information about the child. All data is triangulated to give the administrators and teachers a complete picture of how the child is functioning. The data will be shared with the classroom teachers, data coach, and administrators. Students will receive additional instruction based on the results of the ELL Periodic Assessments. The information is used to get a sense of how the child will perform on the upcoming NYSESLAT. Based on the results, necessary skills are targeted.

4c. The ELL periodic assessment gives a quick glimpse of the students' strengths and weakness. It also shows how the child is functioning with three modalities of listening, speaking, reading, and writing. The progress of each student will be compared between the two administrations of the periodic assessment. Based on the results, the staff is able to identify the students current proficiency level. It identifies areas of strengths and weaknesses. It give the teacher a predicted NYSESLAT score. The student's native language is used for support with instruction. ELL teachers are very cognizant of the value of the native language benefit for the ELLs. Classroom teachers use glossaries and dictionaries and ensure children are paired with students who speak the same native language. Parents are encouraged to participate in all school functions, celebrations, and workshops.

5. We do not currently have a Dual Language Program in the building.

6. The ELL program is evaluated by the success of our students on the NYSESLAT. The student are continually observed and assessed to develop plans for remediation. The program is also evaluated by how the students are transferring what they have learned in the regular classroom. This will be assessed by constant communication between the classroom teacher and the ELL teacher. At conferences and other times throughout the year parents will be consulted. This information will be used to support students' learning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Robert J. Christen School</u>		School DBN: <u>081</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melodie Mashel	Principal		10/14/11
Ann Kirrane Rebecca Rodriguez	Assistant Principal		10/14/11
Nina Valazquez	Parent Coordinator		10/14/11
Kim Jacobs Fran Turitz	ESL Teacher		10/14/11
Amy Moore	Parent		10/14/11
Jeff Gabrielson	Teacher/Subject Area		10/14/11
Diana Smith	Teacher/Subject Area		10/14/11
Phyllis Beinstein	Coach		10/14/11
Liz D'Ambrosio	Coach		10/14/11
Laurie Flannigan	Guidance Counselor		10/14/11
Bob Cohen	Network Leader		10/14/11
Jamie Bernstein	Other <u>School Psychologist</u>		10/14/11
Marie Shehan	Other <u>SETTS</u>		10/14/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X081 **School Name:** Robert J. Christen School, P.S. 81

Cluster: 1 **Network:** 104

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

Part A: Needs Assessment Findings

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

- Parents interviewed as students are registered in kindergarten and upper grades
- Surveys
- Outreach by parent coordinator
- Information gathered by teachers as well as support staff

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.

- o Chancellor's Regulations A 663 (Translations) were shared and discussed with the SLT, PTA and the school staff.
- o Majority of needs encompass Spanish and Russian translation
- o Small percentage of a great variety of other findings reported to staff during faculty meetings, Parent Coordinator
- o Information reported to community, at principal liaison meeting, Parent Association meeting and through Parent Association Magazine.

Part B: Strategies and Activities

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

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals and members of the School Leadership Team address these needs. The school administration and parent coordinator identify parents who are newly arrived immigrants and parents who require assistance with translation. These parents are networked with support members from our staff and our Parent Association. Buddy systems are created to support these parents. At parents' meetings, parent volunteers to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2009-2010 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups.

Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. Reading, retelling and storytelling through pictures are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are encouraged. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Parent letters are sent home three times per year. The first provides an explanation as to why their children are in ESL and the following letters provide the parent with progress reports.

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>.

Parents are informed about translation services, school personnel translators and their rights to chose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 81	DBN: 10X081
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input 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: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale is to support ongoing development of our ELL students in the acquisition of language development. The After School program will service English Language Learners (ELL) students in grades 2-5. The program will focus on building English reading comprehension and reading stamina as well as strengthening the ELLs English written skills. Part of the sessions will be devoted to test preparation. The program will be serviced by two certified ESL teachers. This After School program will begin November 26, 2012 and end on February 27, 2013. The program will meet for a total of 22 times. The program will meet on Mondays and Wednesdays beginning at 3:00pm and ending at 5:00pm. NYSESLAT data will be used to identify the target population. A total of 53 ELLs were invited who are in the NYC school system from 0 to 6 years . Forty students accepted the invite and are attending the program. A computer teacher will also be working with the students and co-planning and co-teaching with the 2 certified ELL teachers. The computer teacher will also be providing support with the i-Ready program. Materials to be used include Title III assortment of instructional books, fiction and nonfiction books, and i-Ready web based program.

There is no supervisor working either their regular hours or working another afterschool program in the building during the hours of this program. Therefore, a supervisor is necessary for this afterschool program.

Budget: 3 Teachers X 2 hours X 22 sessions X \$ 50 = \$ 6,600

1 Supervisor x 2 hours X 22 sessions X \$ 52 = \$ 2,288

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: A Bilingual/ESL Study Group will take place every Thursday for a period of 5 weeks after school from 3:15 to 4:15. Six teachers, including 1 certified ESL teacher (not one of the ESL teachers who is providing direct instruction) and 5 grade leaders will engage in critical literacy conversations to discuss how best practices for ELLs can be applied in the classroom setting. The 5 grade leaders and the ESL teacher will turnkey all the information to the other teachers in the building. Teachers of ELLs are invited in writing the curriculum and assessing the Title III Program. The goal is

Part C: Professional Development

always to provide rigorous instruction coupled with scaffolds necessary to have ELLs achieve at high levels (equal to if not greater than monolingual students). As in prior years, professional development will be needs driven and tailored to aid teachers in improving classroom practice. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English. The ESL teacher will be using the book English Learners Academic Literacy and Thinking, Learning in the Challenge Zone by Pauline Gibbons to facilitate the discussions for the professional development.

Budget: 6 Teachers X 1 Hours X 5 Sessions X \$ 50 = \$ 1,500

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: Parents will be invited to attend four sessions of professional development that will help support their children and improve academic achievement. Two certified ESL teachers will provide 4 one and a half hour parent workshops. The parent coordinator will advise parents about the scheduled time and agenda of the various workshops. The parent coordinator will additionally share the variety of resources that are available with ELLs families. We have several parents who have volunteered to translate invitations/flyers to our ELL population. These parents will also be available for translation at the parent workshops. In addition to the parent volunteers we have teachers, paraprofessionals and substitute teachers available to translate if necessary.

Agenda Topics.

-Support bilingual literacy beyond the school.

-Helping your child in the Title III Program

-Resources for ELLs families in New York City

-Supporting ELLs success on assessments.

Budget: 2 Teachers X 1.5 Hours X 4 Sessions X \$ 50= \$ 600

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"> • Per session • Per diem 	$\$ 8,888$ (3 teachers x 2 hrs x 22 sessions x \$ 50 = \$ 6,600) + (1 supervisor x 2 hrs x 22 sessions = \$ 2,288) $\$ 1,500$ (6 teachers x 1 hr x 5 sessions x \$50) $\$ 600$ (2 teachers x 1.5hrs x 4 sessions x \$50) <hr/> $\$ 10,988$	Direct Instruction Per Session Prof Development Per Session Parent Engagement Per Session Total Per Session
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$	
Educational Software (Object Code 199)	\$ 212	i-Ready
Travel		
Other		
TOTAL	\$ 11,200	