



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: WILLIAM W. NILES MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X118

PRINCIPAL: ELIZABETH LAWRENCE

EMAIL: ELAWREN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

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
Elizabeth Lawrence	*Principal or Designee	
Irith Insler	*UFT Chapter Leader or Designee	
Rubnelia Agostini	*PA/PTA President or Designated Co-President	
Desiree Mitchell	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	
Renee Blumenfeld	Member/UFT	
Shirley Colon	Member/UFT	
Ramonita Serrano	Member/UFT	
Sonia Marrero	Member/ Parent	
Raul Nicole	Member/ Parent	
Maida Ramos	Member/ Parent	
Julie Demera	Member/ Parent	
Nicole Forbes	Member/Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 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

“The school should consider converting to a push-in ESL program as it would allow ELLs to benefit from scaffolding of instruction by an ESL teacher during content area instruction. Additionally, it would allow ELLs to receive scaffolded ELA instruction that follows the grade level ELA curriculum” (SQR, 2012, p.3)

“The principal should consider hiring a second ESL teacher so as to ensure that beginner and intermediate students receive push-in support in content area classes” (SQR, 2012, p. 4)

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

 x 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

- By the end of the 2012-2013 school year, school leaders will hire an additional ESL teacher and implement a policy of class organization to facilitate push-in ESL services for beginner and intermediate ELL students.

Instructional strategies/activities

- a) By the start of the 2012-2013 school year, school leaders will interview and hire a new highly qualified ESL teacher.
- b) By the start of the 2012-2013 school year, school leaders will implement a flexible school program to allow for organization and reorganization of ELL students and allow for the ESL providers to push into content area classes more frequently.
- c) By the start of the 2012-2013 school year and for the duration of the academic year, the AUSSIE consultant, during twice weekly professional development meetings, will provide instructional strategies for push-in models in mathematics and science that maximize the impact of a team teaching setting. The AUSSIE Consultant will be available from 7:30 – 3:30 twice weekly.
- d) By the end of September 2012, school leaders in conjunction with ELL Coordinator Michael Lee, will organize current ELL students so as to provide at least 50% of Beginner ESL students with push-in services a minimum of 4 periods per week by ESL teacher Jacqueline Padilla and/or newly hired ESL teacher, Sharon Peritz.
- e) By the end of November 2012, ESL teachers will administer an ELL Periodic Assessment to monitor the progress of the ESL students in both push-in and pull-out models.
- f) By the end of December 2012, ESL teachers will analyze the resultant data from the ELL Periodic Assessment to identify which students are making the most progress towards fluency.
- g) By the end of the second marking period in January 2013, programmatic adjustments will be considered and made if deemed necessary as a result of the ELL Periodic Assessment to provide struggling students with push-in services when possible.

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: _____

Service and program coordination

- Fiscal Alignment through Galaxy 2012-2013 will entail the following budget indicators:
Title I Priority/Focus SWP, Title I Priority/Focus SWP Parent Engage, Title I SWP, Title III LEP, TL Fair Student Funding for supporting instruction for ESL students
Through new ESL teacher, AUSSIE professional development, ESL collaborative teacher team meetings, and push-in services for struggling ELLs.

- k) In June 2013 a final DRP assessment will be administered to the 6th and 7th grade students of the Niles and Excellence students to assess overall growth by reading teacher Carol Deere.
- l) Literacy teachers including subject area teachers will be involved in ongoing school based professional development lead by the AUSSIE Consultant and Literacy Coach, focused on strategies to deepen student comprehension of text and the implementation of the Word Generation Curriculum across content areas.
- m) AUSSIE Consultant will be available for professional development from 7:30 – 3:30 twice weekly to provide professional development to 19 mathematics teachers and 15 science teachers, as well as providing mentoring for 6 newly hired teachers.

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: _____

Service and program coordination

- Fiscal Alignment through Galaxy 2012-2013 will entail the following budget indicators:

Title I Priority/Focus SWP, Tax Levy, TL Fair Student Funding used for professional development sessions headed by NYC Leadership Academy Coach, targeted small reading classes, teacher team meetings to review student work and data, classroom supplies to support data collection and creation of student portfolios for instructional reading intervention programs.

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

“School leaders should create and implement AIS programs that are tailored to group needs”(SQR, 2012, p.2)

“The school should develop and implement a plan for collecting a variety of data on an ELL students’ native language literacy that includes a formal assessment in native language literacy and is modeled on the variety of data collected for English Language literacy. This data can then be used to inform and enhance the development of specific intervention programs for targeted instructional groupings within the identified ELL populations, particularly, for Students with Interrupted Formal Education (SIFE), newcomers, and long term ELLs” (SQR, 2012, p.2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By the end of June 2013, all teachers of ELLs and SWDs will develop and implement a plan to periodically assess native language literacy, literacy, and mathematics skills to produce data for School Leaders to use to form targeted AIS and Expanded Learning Time groups to address academic deficits, as evidenced by artifacts from teachers and classroom observations.

Instructional strategies/activities

- a) The AUSSIE Consultant, during twice weekly professional development meetings, will assist teachers in the creation of mid-year assessments in the students’ native language aligned to CCSS, to be administered by February 2013.
- b) The AUSSIE Consultant, during twice weekly professional development meetings, will assist teachers in the collection and analysis of resultant data to inform teacher planning and create targeted instructional groupings by the beginning of March 2013.
- c) Based on resultant data, the AUSSIE Consultant will periodically meet with content area teachers and the literacy coach to readjust and realign curricula.
- d) The AUSSIE consultant will be available twice weekly from 7:30 – 3:30 to assist teachers with adjustment and realignment of curricula based on professional development on the data analysis of assessments.
- e) School Leaders and PF Data Inquiry team members will analyze groupings and form targeted AIS and Expanded Learning Time groups to deliver instruction in groups of 6-8 students during AM and PM session by the end of March 2013. AM sessions will meet 2-3 times weekly for 30 minutes each session while PM session will meet 2-3 times weekly for 1 hour each session. Groups will touch from 200-250 students and employ 35-40 teachers.
- f) Based on Promotion in Doubt data, School Leaders and PF Data Inquiry Team members will identify students at risk of not being promoted and giving preference to ELLs and SWDs, form intensive AIS and Expanded Learning Time groups to meet during the 2013 March-April Spring break, March 25-28. There will be between 12-15 groups consisting of 10-12 students and one teacher meeting from 8:30-12:30 for the 4 days. Instruction will focus on but not be limited to, ELA and Mathematics Test Preparation.
- g) School Leaders will provide targeted AIS and Expanded Learning Time groups with instructional materials and classroom supplies before groups begin in March 2013, and periodically throughout the duration of the program.
- h) School Leaders and support staff will be assigned to monitor AIS and Expanded Learning Time group attendance and progress during both the AM and PM sessions, and Spring Break Academy throughout the duration of the program making adjustments to groupings as necessary.

- i) By April 2013 the AUSSIE consultant in cooperation with teachers will create and administer another periodic assessment of native language literacy and mathematics skills.
- j) Teachers will collect and analyze results during grade level meetings or teacher teaming meetings to further inform teacher planning and redistribute students among targeted instructional groupings if necessary.

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: _____

Service and program coordination

- Fiscal Alignment through Galaxy 2012-2013 will entail the following budget indicators:

ARRA RTTT Citywide Inst Exp, ARRA RTTT Data Specialist, Title I Priority/Focus SWP, Title I SWP, Title III Immigrant Title III LEP, Tax Levy, Title 1 A, TL Fair Student Funding, TL MS Task Force, TL NYSTL Software, TL NYSTL Textbooks to support consultant for AUSSIE professional development for teachers; data inquiry teams to create Expanded Learning Time groups; AIS for ELLs and SWDs, instructional materials and classroom supplies for Expanded Learning Time groups for SWD and ELLs.

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

Based on the 2011-2012 Suspension and Office of Hearing Online (SOHO) data on principal and superintendent suspensions ...

“The school should reduce the number of suspensions” (SOHO, 2011-2012)

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

x

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, school leaders will decrease the percentage of student principal and superintendent suspensions by 20% as evidenced by 2012-2013 Suspension and Office of Hearing Online (SOHO) report. 2012 data shows there were 223 principal suspensions and 45 superintendent suspensions.

Instructional strategies/activities

- a) School leaders, including school principal and 4 assistant principals, will create and maintain a Youth Development team to meet once per month.
- b) School leaders, including 4 assistant principals, and 3 deans will meet once weekly from 3:10 – 4:10 to conference and plan Youth Development Team meetings for that month.
- c) Deans will work on Online Occurrence Reporting Services (OORS) and Suspension and Office of Hearing Online (SOHO) reports before school from 7:30 – 8:00am in order to be able to present data at the Youth Development Team meeting for that month.
- d) The Youth Development Team will consist of deans, guidance counselors, social workers, attendance staff, school based support team staff, and assistant principals.
- e) The Youth Development Team will meet monthly to identify “at risk” students and devise a plan to support these students.
- f) Prior to issuing principal or superintendent suspensions deans must ensure that the following actions have taken place:
 - 1. Student conference
 - 2. Peer mediation
 - 3. Student/Parent conference
 - 4. Referral to Guidance
 - 5. Detention
- g) At the end of every month, the Youth Development Team will analyze current data on suspensions and reevaluate actions plans as necessary.

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: _____

Service and program coordination

- Fiscal Alignment through Galaxy 2012-2013 will entail the following budget indicators:
Title I Priority/Focus SWP, Title I Priority/Focus SWP Parent Engage, Title I SWP, TL Fair Student Funding, Tax Levy,
TL MS Task Force to created and maintain a Youth Development team to analyze suspension data and reevaluate actions plans.

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

Based on the results of the 2011-2012 NYC school survey report ...

“The school should increase the number of parents who participate in the survey”

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

- By the end of the 2012-2013 School Leaders will implement a more dynamic schedule for parent activities and workshops in offer to increase parent involvement as measured by a 5% increase in parent responses on the school’s 2012-2013 Learning Environment Survey.

Strategies to increase parental involvement and engagement

- a) Before the first marking period is over, the Parent Association in conjunction with Learning Leaders, the AUSSIE consultant, and Parent Coordinator Diana Owens, will conduct a series of workshops for parents. Parents will be provided with a binder to and dividers to organize all of the documents that will be used during these workshops. Parents will receive copies of articles, NYC DOE publications and memos, as well as copies of report cards and ARIS reports for their children. Additionally, in preparation for the parent workshops on study skills, all students will receive a MS 118 Organizer so that students and parents will have a means of communicating to one another regarding homework and assessments. These Workshops will have sessions conducted in English and Spanish, and include;
 1. Study skills
 2. Writing Skills
 3. New Math and ELA CCSS
 4. Interventions for academically at risk students (scoring 1 or 2 on NYS Exams)
 5. ARIS Parent Link
- b) By December 2012, the Parent Association, in conjunction with Computers for Youth (CFY) and Parent Coordinator Diana Owens, will organize three workshops to train parents in CFY programs and online resources, and distribute home computers to all 6th grade students. The sessions will accommodate 400 parents and 400 students over a series of 4-hour workshops. The morning sessions will run from 9am-1pm and a hot breakfast will be provided for all that attend. The afternoon sessions will run from 2pm-6pm and lunch will be provided for all that attend.
- c) By December 22, 2012 the Parent Association, in conjunction with Parent Coordinator Diana Owens, guidance counselors Edith Williams and Diana Ventura, will conduct workshops for 8th grade high school articulation, and 7th grade preparedness for the high school application process.
- d) By June 2013, the Parent Association and Parent Coordinator Diana Owens will organize multiple social events staffed by members of the Parent Association, Parent Coordinator, and school aides, for parents and staff including two teacher appreciation dinners, and a mother/son father/daughter dance. School aides will organize invitations, the distribution of invitations, collection of permission slips, as well as organizing and staffing the events.
- e) By June 2013, the Parent Association, in conjunction with Connected Learning, the AUSSIE consultant, and Parent Coordinator Diana Owens, will conduct multiple parent workshops on a monthly basis. All parents that attend will be provided with a binder and dividers to organize the documents that they will be using during each workshop so that parents will have a concrete reference to use at home after the workshops have concluded.

1. February 2013 – Basic Technology Skills
 2. February 2013 – Overview of new CCSS aligned NYS Mathematics and ELA exams
 3. March 2013 – Digital Citizenship and Internet Safety
 4. April 2013 – Utilizing Literacy Resources for Academic Successes.
 5. May 2013 – Understanding Online Grade Books and Student Data
- f) School aides will assist in the organization of parent workshops by calling parents, organizing and maintaining attendance records of events, and organizing feedback from parents after the events take place.
- g) By June 2013, the Parent Association, in conjunction with Learning Leaders and Parent Coordinator Diana Owens, will provide workshops and trainings for parents to become Parent Volunteers.
- h) By June 2013, the Parent Association, in conjunction with Parent Coordinator Diana Owens, will hold a Parent Conference Retreat at a local venue for approximately 60-75 parents. Parents will be provided with dinner while school leaders present parents with a summary of successes that were implemented in 2012-2013 and how that will impact the 2013-2014 school year. Presentations will involve, but are not limited to the following topics;
1. College and Career Readiness – parents will reflect on past trips to NYC high schools and universities and plan for the 2013-2014 school year.
 2. Common Core State Standards – parents will be presented with updated curricula and the implications on teaching and NYS Assessments.
 3. Special Education Reform – parents will be presented with the changes to the programming that were made in 2012 and what further programmatic and academic changes will be made in 2013 to accommodate students in the least restrictive setting.
 4. School Culture – parents will be presented with the student workshops and interventions held throughout the 2012-2013 year around creating a school environment that demonstrates a “Respect for All”, and reiterate the school’s dedication to a zero tolerance for bullying.

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: _____

Service and program coordination

- Fiscal Alignment through Galaxy 2012-2013 will entail the following budget indicators: Title I Priority/Focus SWP Parent Engage, Title I SWP, Title I SWP Translation Services, Title III LEP, TL Fair Student Funding and TL MS Task Force to support workshops for parents and Parent Conference Retreat.

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	6 th – 181 students 7 th – 167 students 8 th – 164 students The program involves students in leveled reading groups doing literature book study.	Small group – no more than 10 students for general education, no more than 8 student for IEP ICT students, no more than 5 students for self contained IEP students	AIS services are provided during extended time provided 2 times weekly from 2:25 – 3:10
Mathematics	6 th – 181 students 7 th – 167 students 8 th – 164 students The program involves students in leveled mathematics groups using the Kaplan Test Preparation Program in Mathematics	Small group – no more than 10 students for general education, no more than 8 student for IEP ICT students, no more than 5 students for self contained IEP students	AIS services are provided during extended time provided 2 times weekly from 2:25 – 3:10
Science	6 th – 120 7 th – 128 8 th – 128 Teachers engage in repeated readings of text from the class as well as further development of CCSS standards covered.	Small group – no more than 8 students per session	The AIS program involves teachers providing services to struggling students during lunch and other free periods once daily for a full period.
Social Studies	6 th – 120 7 th – 128 8 th – 128 Teachers engage in repeated	Small group – no more than 8 students per session	The AIS program involves teachers providing services to struggling students during lunch and other free periods

	readings of text from the class as well as further development of CCSS standards covered.		once daily for a full period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	6 th -22 7 th – 28 8 th – 28 Services provided by social worker	One-to-one	At-risk counseling services are provided during the school day during the students' free periods.

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.

In order to maintain a staff that is highly qualified, strong relationships with organizations that provide alternate pathways to educational certification are formed and utilized in recruitment. Programs such as the NYC Teaching Fellows, and Teach For America provide teacher candidates who are certified to teach in New York State, and possess many highly desirable qualities we look for in teachers. Our school is, and has been for the past 10 years, a TFA training site during the summer which affords us the unique opportunity to witness teachers during an extended student teaching period and recruit those who possess state certification and demonstrate a high degree of pedagogical sophistication. BEDS surveys are done annually and data is collected and analyzed to ensure that our staff is working within their certification, and changes to programming are made when conflicts arise.

Our Professional development schedule is ongoing and encompasses a variety of areas to ensure that staff are continually modifying or adding to their pedagogical repertoire. THE UFT teacher center offers professional development weekly on Wednesdays and Fridays involving literacy throughout the content areas and continues to support teachers as CCSS are rolled out and changes to curriculum and NYS Examinations are announced. Highly qualified lead teachers in mathematics and ELA are designated by the principal to attend workshops developed and run by CFN 608, and turnkey information to instructional cabinet members, and then to staff. These workshops involve the development and administration of CCSS tasks, Danielson domains and competencies, and aligning curriculum and instruction to the new CCSS. Mentoring sessions for new teachers in science and mathematics is organized and run by our AUSSIE consultant, and in addition to providing weekly mentoring, he also provides professional development and support to all science and mathematics teachers during weekly grade team meetings during common planning periods.

All newly hired teachers, including those that have prior teaching experience are provided mentoring services and meet with our mentor teachers a minimum of once weekly. Meetings are used to discuss feedback from classroom observations and ways to improve classroom management and pedagogy. Additional meeting time during teacher teaming occurs weekly on Thursdays and affords teachers the liberty to spontaneously form data inquiry teams to analyze data and trends, content area groups to share best practices, and grade teams to develop interdisciplinary units linked to the new CCSS.

PARENT INVOLVEMENT POLICY (PIP)

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 MS 118. Therefore, MS 118, 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 MS 118 and the families. MS 118'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 the MS 118 community. MS 118 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 the MS 118 community;

MS 118'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. The MS 118 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 MS 118. 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, MS 118 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 MS 118 and will work to ensure that the MS 118 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;

MS 118 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;
- 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

MS 118, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 10	Borough Bronx	School Number 118
School Name William Niles Middle School			

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

Principal Elizabeth Lawrence	Assistant Principal Megan Franco
Coach type here	Coach type here
ESL Teacher Jacqueline Padilla	Guidance Counselor type here
Teacher/Subject Area Michael Lee/Bilingual Sp Ed	Parent type here
Teacher/Subject Area Cielo Camargo/Bilingual Sp Ed	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	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	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	1156	Total Number of ELLs	131	ELLs as share of total student population (%)	11.33%
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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. 

Identification of English Language Learners is an ongoing process throughout the school year. The process begins at enrollment, when Michael Lee, the ELL Coordinator who is a teacher with a license in Special Education with a Bilingual (Spanish) Extension, administers the HLIS and conducts an informal oral interview in English and in Spanish, when the family's native language is Spanish. If the native language is not Spanish or English, then we use other translation resources, whether they be in-house or using the translation services provided by the Department of Education. In house, we have teachers that speak other languages, in addition to the numerous staff members that can provide translation services in Spanish.

The RLAT report is used to generate a list of current ELL's to be tested. When administering the NYSESLAT exam, teachers are given a timetable for testing the speaking component, as this is done on a 1-1 basis with students being pulled out by one of our three bilingual/ESL pedagogues. The other three components are done on a school wide level with similar procedures as with the other NYS Assessments. They are done in accordance with the timetable set forth by the DOE, and in their homeroom classes, which provides students with as much time as necessary without interruption from the changing of classrooms.

When students are identified as with a home language other than English through the HLS, and they are identified with a home language of Spanish, we administer the Spanish LAB and the LAB-R with the same procedures. Jacqueline Padilla administers these exams within 10 days of enrollment in our school. After the student completes the exams, we then hand score the documents to determine eligibility in an ELL program. Upon completion of hand scoring, which is usually within 1 school day of completion of testing, Michael Lee sends a letter in the parents' preferred language that describes the results of the exams, and indicates the child's entitlement to receive ELL services. This letter also briefly outlines the 3 program choices available in the New York City Department of Education: TBE, Dual Language, and ESL. Additionally, this letter invites the parents to an orientation session at the school. Attached to this letter, we also enclose a parent survey and program selection form in the parent's native language. The parents are requested to return this letter at the parent orientation session or to return it to the school if they are not available for the parent orientation session.

During the Parent Orientation Session, which is conducted by the ELL Coordinator, Assistant Principal, and the Parent Coordinator, we present the video to the parents from the EPIC program in the parents' native language, if it is available. If it is not available, then, the video is presented in English and efforts are made to ensure that the parents understand their rights and the options available to them. After viewing the video, the parents are then able to ask questions about the process to the Parent Coordinator and to the ESL Coordinator. Then, the parent makes a selection on the Parent Survey and Program Selection Form. If the program that the parent has selected is available in our school, then we will place the child in that program. If the selected program is not available in our school, we advise parents about this fact and remind them that if they would like to keep their child in our school, they will be enrolled in a Freestanding ESL program. If they would like to transfer their child to another school that has the desired program, we direct them to the district. All students will be placed in a program within 10 school days of enrollment. If a parent does not attend the Parent Orientation Session or return the Parent Survey and Program Selection Form, the student is automatically placed in a TBE class on the

grade level, if it is available. If it is not available, the student will automatically be placed in an ESL class. If a parent is unable to attend a Parent Orientation Session, the Parent Coordinator and the ELL Coordinator share responsibility in reaching out to the parent through telephone calls and letters sent home in the native language to ensure that parents are made aware of their rights and options.

Michael Lee collects, tracks, and stores all of the Parent Surveys and Program Selection forms in order to keep track of parent preferences to create programs that are responsive to parents' needs. If more than 15 students from two contiguous grades return parent surveys showing a request for a TBE program, a class will be formed. Copies are made of the Parent Surveys and Program Selection forms, and placed into the students' cumulative records.

Should a class previously not offered in our school open up due to the parent selection process, parents are informed via letter and phone call outreach by our Parent Coordinator, Diana Owens. At this point, parents will meet with our ELL Coordinator, Michael Lee, Parent Coordinator, and any administrators whose academy is affected by the programming change. Parents will be reminded of their original choice, informed that a class offering their first choice is now available, and be given a detailed explanation of the impact it will have on their child's current academic program and/or academy.

Our ELL Coordinator, Michael Lee sends home placement letters, entitlement letters, and continued entitlement letters, to all ELL's, and Non-Entitlement letters to all ELL's that passed the NYSESLAT last year. Students sign a form indicating the letters that were sent home. This signature sheet, along with copies of all letters are stored with other ELL documents in our ELL Binder maintained by Michael Lee.

ELL students are placed in classes depending primarily on parent choice after they have become familiar with the 3 program choices through the use of Parent Orientation Sessions and the EPIC information provided in the native language when possible. Once the parent has been made aware of the options in the Department of Education, students are placed into the program that the parent has selected. If we do not offer a program that the parent has selected, we will file the completed survey form and inform the parents that because we do not offer that program, we can offer placement in a Freestanding ESL program. Additionally, if a parent chooses, the parent may request to transfer the student to another school in the district that does offer the desired program.

Parent Selection forms from 2010-2011 are kept and on record, as are the ones from 2011. The trend is for parents to select TBE as their preferred class setting, and in fact all of the parents of students who were administered the Lab-R and shown eligible for ELL services chose TBE as their first choice. Fortunately, this year all but one student was in the 7th grade, and therefore space was available in our 7th grade TBE classroom. The remaining student, who is in the 6th grade, was placed in Freestanding ESL when his parents declined to pursue a transfer to another community school with a 6th grade TBE class.

In an effort to align our school program offerings with parent choice, this year when documentation regarding continuing ELL services was sent home to parents, they were informed of three Parent Orientations, one in the morning, one in the afternoon, and one in the evening to allow parents more input into the education of their child. Of the parents who attended one of these orientations, all but one parent had their first choice aligned to their child's placement at our school. Consequently, that student will be moving from a TBE to a freestanding ESL placement following the proper documentation and procedures relating to that student's IEP.

In planning for the 2012-2013 academic year we have created an Excel spreadsheet to track the responses, and we will use this information to plan for the future classes. Because our school is a community school, we have open communication with the feeder schools in our neighborhood, and can use the information they give us about incoming 6th graders along with the information from our Parent Selection forms to make hiring decisions based on our school's current and prospective educational needs.

In order to determine continued eligibility in an ELL program from year to year, all ELL students take the NYSESLAT. The Testing Coordinator, Courtney Ware, works with the ELL Coordinator, Michael Lee, to identify all ELLs that need to be tested, including X-coded Special Education ELLs. These students will be tested according to the NYSESLAT Testing Memorandum each year. These results will be used to make instructional decisions in the classroom, as well as to determine eligibility for ELL programs for the following year.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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>								2						2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1							1
Total	0	0	0	0	0	0	1	2	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	56
SIFE	13	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	31

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	21	4	3	7	2	7	7	0	7	35
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	4	3	48	3	26	24	0	10	96
Total	45	8	6	55	5	33	31	0	17	131

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								35						35
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	35	0	0	0	0	0	35						

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							43	14	27					84
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu							1							1
Arabic									1					1
Haitian								1						1
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	47	17	32	0	0	0	0	96

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Throughout the various programs in our school for our ELLs, we have created different instructional plans to meet the needs of all of our students in all of the settings that we offer. In our TBE program, we have a 7th grade TBE CTT class and a 7th grade Self-Contained 12:1:1 TBE Special Education class. In these two programs, our two licensed Bilingual Special Education teachers provide the Special Education support for all of our IEP students in mathematics and ELA/NLA. In our CTT class, content teachers collaboratively teach with the Bilingual Special Education teachers to create a strong instructional program with scaffolded and differentiated instruction to meet the needs of all students in the class (ELLs with IEPs and ELLs without IEPs).

Our ESL program consists of one 6th grade Self-Contained ESL classes. All students in this class are at a beginner or intermediate level according to the results of last year's NYSESLAT. Therefore, one of our Special Education teachers, Cielo Camargo, who also holds an ESL license pushes into that classroom 8 periods a week to give support in all subject areas. The rest of our Freestanding ESL classes are done through a pull-out method. These ELL students are in official classes with non-ELL students and they travel to their classes as a block. The ELL students are provided with services by a TESOL licensed teacher, Jacqueline Padilla. The ESL groupings are sometimes homogeneous and sometimes heterogeneous, meaning that when the ESL teacher pushes into a classroom, the grouping is heterogeneous because there are often students with different English Language Proficiencies in the same official class. However, when the ESL teacher pulls students out of a class, the groupings are homogeneous in structure in order to focus more specifically on skills deficiencies that the students have in common.

In our TBE program, the staff has been organized to be able to provide the mandated number of minutes of NLA, ESL, and ELA to each student. In the Self-Contained TBE Special Education class, the two Bilingual Special Education teachers teach the students all of the subjects. Therefore, they coordinate clearly on how best to structure the language of instruction. These two teachers collaboratively plan and are able to provide continuity of instruction based on the students' needs. For example, if the ESL/NLA teacher has instructed the students in ESL for 90 minutes, the math or science teacher may instruct in the native language for 45 minutes. Therefore, the students build their native language literacy, English language literacy, and content knowledge every day. The collaborative nature of the teachers allows the students to be supported in their native language and, in a scaffolded way, learn English while still being supported in their learning of content knowledge. The native language support continues into the content areas, and often content is introduced in the native language or introduced in English while being supported by the native language.

In our TBE CTT program, the support of two teachers in the class at the same time facilitates differentiation of language, content, and product. The teachers in the CTT class provide differentiated support for the ELLs at the various levels of English Language acquisition

A. Programming and Scheduling Information

within the class by dividing into small groups within the classroom. Therefore, the students at the beginning level receive instruction 40% in English and 60% in Spanish, while the intermediate level students receive instruction 50% English and 50% Spanish and the advanced students receive instruction 25% in Spanish and 75% in English. All aspects of the class are scaffolded and differentiated, and our bilingual teachers write into their lesson plans the differentiation plans for varying groups of native language support. Therefore, it can explicitly be seen in the lesson plans the differentiated native language support in each classroom. In the content areas, the students are always supported by both a content area teacher and a Bilingual Special Education teacher. These two teachers plan their lessons collaboratively, and therefore are able to utilize many different strategies to make the content comprehensible to ELLs.

In both of our TBE programs, the native language can be used to introduce concepts. Again, this is done through either the whole class mini-lesson or through differentiation in smaller groups. When the content is introduced in English, however, it is done using ESL methodologies and is always highly scaffolded. For example, teachers of ELLs always model tasks for students to provide an example of how students should complete the tasks. Students are always explicitly pre-taught vocabulary using pictures and realia to illustrate concepts clearly through contextualization. Teachers support students by helping them build a schema for new information. Then, the concepts are taught through activities that will allow the students to gain understandings of the content and to support the English language development. An example of an activity of this type of would be text representation to transform a difficult genre into an easier genre to produce. Additionally, as the students gain understanding of the concepts, they are asked to show their understanding in a variety of ways to provide multiple opportunities and media to gain deeper knowledge and to prove their understanding. Finally, the students are asked to perform metacognition to ensure that students are conscious of the strategies that they have used to complete a certain task.

Mathematics in our TBE program is taught in both English and Spanish utilizing copies of Impact Math, Mathematics Handbooks, and Skill Builder workbooks, in both languages. It is a unique opportunity for students to learn valuable ESL strategies and enforce ELA skills, while accessing the mathematics curriculum. To facilitate this, note taking in mathematics has been modified this year with the introduction of guided note taking. All notes are printed beforehand and distributed to the class for use during the day's lesson. This method is highly successful with ELL students because it eliminates the time needed to copy notes, and lets students give 100% of their attention to the all the visual cues the teacher has put into the lesson to enhance English language acquisition. Further, it focuses on comprehension of mathematical ideas, and allows students the opportunity to be involved in guided reading during every math lesson. As part of this method, new vocabulary is introduced at the beginning of each lesson when necessary, and the approach to learning this new vocabulary has been established in the classroom with the use of a 4-part vocabulary graphic organizer. So, at the beginning of a lesson that requires the understanding of a new word, each student hears the word, writes their own definition, identifies the part of speech, gives an example, and finally uses the new word in a sentence. Lastly, the use of a mathematics journal has been key to helping ELL students work out mathematics problems and afford them valuable practice engaging in metacognitive exercises, expressing their thoughts, questions, and reasoning in their native language and transitioning to English.

In our ESL program, all of our students have been programmed to work with the TESOL licensed teacher for the appropriate number of periods as per CR Part 154. For example, all of our beginning and intermediate level students have been scheduled to receive either push-in or pull-out support from the ESL teachers for eight periods of 45 minutes per week. Our advanced level students have been scheduled to receive either push-in or pull-out services for four periods of 45 minutes per week. The ESL teacher provides native language support to the extent possible. The ESL teacher also provides vocabulary and content support for all of the content areas. She collaborates with the content area teachers and is aware of the curriculum being taught in each grade level, and supports the students with the types of vocabulary that they will encounter, as well as different types of writing that is used across the content areas.

Formative assessments are made available to students in their native language whenever possible. For example, our periodic school wide diagnostic assessment is done online through the Performance Series, which is available in Spanish. Teacher made assessments are translated into Spanish for students in the TBE program and students are always allowed the use of their Spanish-English dictionary during assessments.

In our ESL program, all of the content areas are taught in English using ESL methodologies and supports. Teachers are provided with professional development on the types strategies and methodologies that can be used to make content accessible to ELLs. This professional development will be discussed in greater detail later in this document.

Currently, in our school we have 13 SIFE students that are current ELLs. Of these students, 5 of these students are in Special Education or

A. Programming and Scheduling Information

CTT classes. The teachers of these students work with these students in a small setting or group, to overcome any knowledge or skill gaps that are holding them back academically in comparison with their peers. The teachers use various methodologies, similar to the ones described above, to help the students access the content that has been missed.

Out of the 8 other SIFEs in our school, 3 of them have been in the country for less than 2 years, and through summative and formative assessments, are showing progress in English language acquisition. These students receive ESL services coupled with the scaffolded support from their content teachers, and have been able to progress without much difficulty. The other 5 SIFEs are struggling academically in their content classes, even though they are being supported by the ESL teacher 8 periods per week. To support these students more thoroughly, they are involved in the extended day program, where they are in small groups of 8 students and they are focusing on the deficiencies that they have been experiencing, such as phonemic awareness and basic mathematics. As the needs of our SIFE students are so varied, we create very individualized plans depending on the needs of each student.

For our ELLs in US schools less than 3 years, we have specific plans to jump start their English language development. The Newcomers at our school need specific academic vocabulary development, as well as the need for all 4 modalities to be involved in all lessons. Therefore, our ESL teacher works with these students specifically to develop academic vocabulary and writing strategies that will help the students to succeed across content areas. For example, the ESL teacher will teach students sentence starters that can be used across content areas. Additionally, the ESL teacher works with students to teach them vocabulary that will be repeated across content areas. Then, the teacher specifically works with students to improve their grammatical structure and reading abilities using ESL methodologies. Additionally, the ESL teacher works with all students, even those exempt from the ELA assessment, to begin teaching them strategies and content that will appear on the ELA test. The ESL supports students by using bridging to connect information that they have previously learned in their native language with the content or skill that is currently being taught in English.

For our ELLs that have been in US schools for 4-6 years, we look at the modality report and find that these students generally struggle with writing. While the content of a piece of writing might be at grade level, the structure and organization of the piece is usually not up to par. Therefore, for our students that are in this range, the ESL teachers and the content area teachers focus on teaching them how to write an organized sentence, paragraph, and essay. We are focusing a data inquiry project on working with ELLs in this group and how to better organize their writing. For the most part, these students are able to comprehend content that is properly scaffolded by the content teacher. Therefore, the ESL teacher works with the students to develop a writing strategy to create an organized written response.

In our school, our Long-Term ELLs are not passing the NYSESLAT in the reading/writing modality. In their cases, it is most usually a combination of reading and writing that is holding them back. Generally, the ESL teacher works with these students to focus on writing just as she does for the 4-6 year group, but she also includes a reading circle component to the course which focuses on reading non-fiction. In non-fiction, these ELLs encounter much unfamiliar vocabulary that impedes understanding. Therefore, the ESL teacher works with these students to provide them with strategies to comprehend this unfamiliar vocabulary, in addition to working with them to write organized and structured written responses.

For our ELL-SWDs, we work with them to develop their reading and writing abilities. Many times, the NYSESLAT score does not provide an accurate picture of the English language acquisition of a student with special needs; it really provides information as to the literacy level in general of this student. Therefore, the ELL with disabilities may have very different needs than an ELL without disabilities. Our ESL teacher works carefully with the Special Education teachers and with the IEP teacher to create a plan to best help the student meet his IEP goals and to meet the standards of the grade level. Each of these plans are also very individualized in order to best make use of the IEP and to work on the students deficiencies. Additionally, our school has implemented a new technology based intervention, Achieve 3000, to help SWD access the academic content at a level appropriate to each individual student's needs, lexile score, and English language development. This new program assesses student lexile score in either English or Spanish, and then provides classes with nonfiction texts linked to science and social studies standards. As students progress, their reading material becomes more challenging.

In order to provide our ELL-SWDs with the mandated services within the least restrictive setting, we created and continue to offer CTT classes for both our Freestanding ESL, and TBE students. This allows teachers and educational evaluators an appropriate transitional placement between self-contained 12:1 settings and general education with related services. Because both Michael Lee, and Cielo Camargo are licensed to teach Bilingual Special Education, students placed in the CTT setting are receiving instruction tailored to both the

A. Programming and Scheduling Information

needs as prescribed by their IEP, and their English language development, by teachers who push-in and work in tandem with content area specialists

For our SWD, we maximize time their time spent with their general education peers by first mainstreaming all SWD into arts and physical education classes. This allows students the opportunity to interact with others they may not have had access to as a result of their academic needs. In addition, the programming of each of our academies is done in such a way that mainstreaming students in individual academic subjects can be done when appropriate. Students that need continued support in some subject areas but not others, can be mainstreamed into a general education classes in their academy for one or more subject areas when appropriate. Finally, we have made a TBE ICT class available to students who are too advanced to remain in a 12:1 or 12:1:1 environment, but not quite ready to be mainstreamed with just SETSS or related services.

In order to ensure that students are assessed appropriately in their native language, the ELL Coordinator and the Testing Coordinator communicate frequently to update testing modification and accomodations that ELLs require, one of which is access to exams in their native language and/or glossaries, when applicable.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

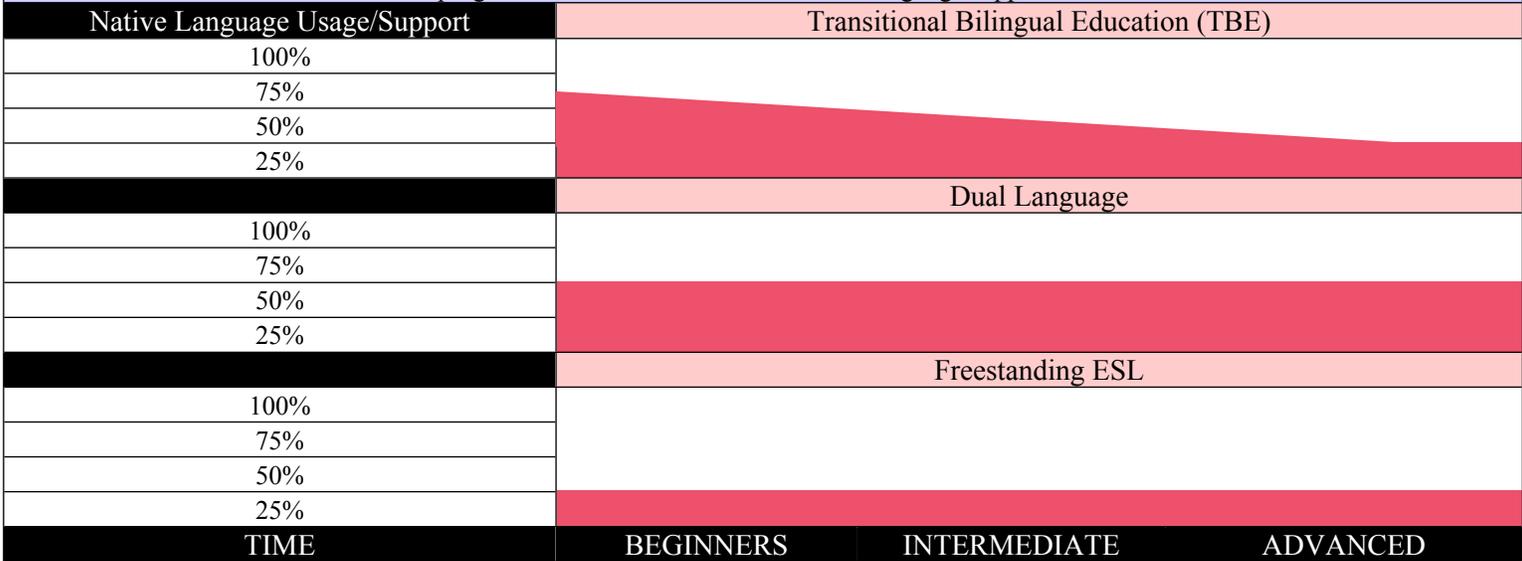
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Because the vast majority of the ELLs we service are Spanish speaking, we have purchased Achieve 3000 as a targeted ELA-Science-Social Studies intervention for all of our ELLs. This program allows teachers to first assess a student's reading level in English and Spanish, and then assign individual reading assignments on one topic for the whole class. The program differentiates the text by the student's individual reading level, but keeps the information in the text uniform across all students. This program tracks their reading level throughout the year, and modifies itself as students improve their reading comprehension skills.

No ELL services at this time will be discontinued.

We have targeted our support for our ELLs in ELA towards students that have been in the country for 4-6 years or for 6 or more years, because these are our students that have not progressed adequately in their English language acquisition and in their literacy in general. Therefore, we have developed targeted interventions to address the areas that our ELL students have struggled with consistently on the ELA exams. In looking at these standards, we have designed a curriculum to be used during Extended Time with this sub-group of ELLs to boost their scores. Additionally, part of the targeted intervention is the work that the ESL teacher is doing with the students regarding organization of writing. This year we are implementing a new program called Reading Tracker for our ELLs. This is a program that is linked with ARIS to show student progress in their reading level. ESL teachers are required to perform running records three times a year, once in September, once in January, and once in June. With the Reading Tracker system, ESL teachers report directly to ARIS, a student's reading level three times a year, their strengths and weaknesses, and strategies the teacher plans on using to build off these strengths and remediate these weaknesses. Through the use of this tool, ESL teachers can better group and differentiate their lessons based not only on reading level, but individual strengths and weaknesses.

To address declining test scores citywide, we are now using a well designed and popular NYS ELA and Mathematics intervention from Kaplan. Each teacher attended professional development before school started, on the features and usage of this intervention. A curriculum map was created by Kaplan in conjunction with administration at our school to use this intervention 4 times a week, twice for ELA and twice for mathematics. This is in no way a replacement for instruction, but a supplemental program that is linked to the pacing calendars of our mathematics and ELA departments to provide the much needed link between what standards and skills students are learning in the classroom to how these standards and skills will appear in formal test questions. This intervention is well geared towards our ELL's and includes instructional modifications and strategies to teachers of ELLs.

In terms of providing continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we group our former ELLs with our current ELLs in official classes. That way, when the ESL teacher is pushing into a class, she is aware of the students that are former ELLs and may need some extra support, and can plan to support them in the reading, writing, and vocabulary building that may still be difficult. Additionally, when the content area teacher collaborates with the ESL teacher surrounding the progress of ELLs, the teachers can also strategize around ways to make the content accessible not only to the current ELLs but to the former ELLs as well. Additionally, testing accommodations and modifications that were available to our ELLs are continued during this 2 year transitional period.

Our biggest improvement in the ELL department is working more specifically with assessment data and using it to create a targeted plan for each child and group of children. This will be used to target our curriculum and lessons to the specific needs of the students. Additionally,

we will be focusing on a 2 afternoon a week afterschool program specifically targeting ELLs in ELA. Therefore, we will be using data analysis from the state assessments to find the areas in which the ELL students are struggling, and will hire teachers that are experienced in working with ELLs to design creative lessons using ESL methodologies to make this content comprehensible to all ELL students. We will be focusing on reading and writing for this program, and place students within specialized small groups with other students who have similar needs. We will be specifically targetting areas of concern shown to be their weakness from item analysis of NYS ELA exams, and the modality breakdown of the NYSESLAT.

In our school, we have a comprehensive after school program. The largest program is called LEAD, which combines homework help with physical activity and other activities. This program is well attended by ELLs. Approximately 30% of ELL students participate in the LEAD program. Additionally, one of our major after school programs is the chess team and the CHAMPS physical fitness team. Our ELL students participate in both of these programs to similar levels as other subsets of the student population. Overall, the ELL students in our school are very involved in after school activities, usually to a similar or even higher degree than other student populations.

Like all of our students, the ELLs are invited to participate in afterschool programs through our Parent Coordinator, Diana Owens and our Parent Association. Documents describing programs offered are given out at the beginning of the year in English and Spanish, and further outreach is done during our Back to School Night, and our Parent-Teacher Conference days. During these events, our Parent Association greets parents and then directs them to tables where they can inquire about afterschool programs directly from the staff that offer the program.

MS 118 has a very comprehensive technology program, which creates opportunities for students to access content in a different medium. For example, each student has a laptop assigned to him that he can use in all of his classes. This technology affords our ELLs the opportunity to see content and knowledge in a graphic form or, in some cases, read aloud to them. Additionally, it allows for many opportunities for differentiation because students can look up information in their native language to support what they have learned in class in English. Teachers also benefit from this technology, because they can use the internet to bolster their own knowledge of the students' native language and to provide translations to the native language when appropriate. Each of the textbooks for the content areas as well as the literacy anthologies have CDs or online components that the students can use to read the information with more supports. Additionally, the students use this media to create products to show their knowledge by using Powerpoint, Word or other programs. To enhance this technological experience and extend it into the homes, we have partnered with Computers for Youth, which is an organization that supplies a refurbished desktop with over 50 educational programs, printer, flat screen monitor, and affordable access to the internet, to all of our incoming 6th grade. This program was implemented last year with great success, and will continue this year.

Native language support in the Literacy block is provided by using reading books (both fiction and non-fiction) on the students' instructional levels in the native language. Additionally, the TBE students are given the ability to write in their native language and to practice the conventions of a written piece in their native language and have it assessed and critiqued by a person that is literate in the native language. If a student reads and writes in a language that the teacher does not understand, we work to find someone that can assess that child's abilities in the content and language in the native language. In the content areas, the textbooks have editions in Spanish and online components are in Spanish as well. Students can use the technological resources to find information on a given topic in their native language, which helps build schema and an ability to bridge information from one language and context into the new one. As detailed earlier, in using the Achieve 3000 tool, teachers are granted instant access to library of online articles aligned with content area standards that students can access in English and their native language, and through this tool, students are constantly assessed based on their lexile score, and slowly moved up in reading level as progress is made. All of our resources provide grade and age level appropriate content. None of our materials are created for a younger age or grade; all materials are designed to address New York State Standards for the students' grade level.

Before the beginning of the school year, the Parent Association, along with our Parent Coordinator offer an open door policy for ELLs and parents of ELLs. Guidance with forms they may have to complete, vaccinations that are required, purchasing school uniforms, and familiarity with procedure, rules, and protocol at our school are some of the many topics covered.

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)?

N/A

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.

The ESL Coordinator will provide professional development opportunities for all teachers that work with ELLs. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

- October : NYS TESOL Conference. Workshops to be attended are as follows: Enhancing English Learning Through Grammar, The Overlap between Special Education and Part 154, Family Involvement: Creating a Strong Home to School Connection and Enhancing English Learning: Connecting Common Core Standards through Art
- October : CCSS and instructional best practices for ELLs
- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing
- March: QTEL Strategies
- March: National TESOL Conference
- April: NYSESLAT Preparation
- May: SIFE Students

In order to ensure that professional development opportunities are given to all of our staff relating to ELLs as per the Jose P. requirements, we allot portions of our professional development days on Election Day, and Chancellor's Day, as well as the three other half-days throughout the year. An excel spreadsheet is maintained by the ELL Coordinator, Michael Lee to keep track of the hours each teacher is completing, and when 7.5 hours are met a letter is placed in their file indicating they have met their requirement. Staff at anytime can request to attend professional development opportunities offered by they DOE, UFT, or other agencies to meet this requirement and these hours are accounted for on the spreadsheet as well.

Our guidance counselors work extensively with the students and teachers to prepare them from the transition from middle to high school. Because of the increased level of independence necessary for success in high school, we work with our 7th and 8th grade ELLs to develop organizational systems that will help them to be successful in this transition. Additionally, we teach students about the vocabulary needed to understand the first few days of high school that they might not have heard in middle school: credits, Regents, etc.

Additionally, guidance counselors research and visit secondary schools with programs targeted to ELLs to ensure that recommendations can be made to students who will need continued English Language support after they graduate. Guidance counselors then generate a list of these secondary schools to give to homeroom teachers, and our Parent Coordinator and members of the Parent Association. Guidance counselors also do multiple classroom visits to inform and assist students in the High School selection process.

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?

Our Parent Association is very active in our school with members helping our Parent Coordinator daily. Our monthly meetings are times for our parents to voice their concerns and needs in an a supportive environment where many other parents share the same concerns and can communicate in their home language. In general, since our ELL population is mostly Spanish speaking, there are members of the Parent Association present in the school on a daily basis to provide translation services when needed, and when the language is not Spanish, the school utilizes one of our many multilingual pedagogues to help translate in languages such as French, Greek, and Arabic. Of course, when there is an event planned and we know ahead of time that translation services will be needed in a language other than Spanish, we utilize the translation unit of the NYC DOE.

MS 118 has a very strong Parent Association which is led by the Parent Coordinator, Diana Owens. Diana is bilingual in Spanish and English, which is extremely important for engaging our largest language group. Because the parents of ELLs, both current and former, struggle with the English language, and often, other literacy issues that may cause them hardship in helping their children in school, we offer many opportunities to encourage the parents to come into the school to learn alongside their children. For example, we offer bilingual computer courses in Spanish and English. We also offer courses in using ARIS ParentLink, which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of the school based and network teams to provide workshops and services to ELL parents.

Socially, our parents of ELLs are very involved at the school. Their presence in the Parent Coordinator's office is constant, and their dedication to, and pride in our school seems limitless. These members of our Parent Association volunteer their time to assist other Spanish speaking parents order and buy school uniforms, assist with book fairs, our annual mother/son and father/daughter dances, teacher appreciation dinners and receptions, and open school nights. This visible involvement of parents of ELLs in our school instills in our students a sense of belonging that is often difficult to achieve when they are struggling with the native language, and shows the positive influence of our ELL community.

We gauge the needs of the parents during our monthly PA meetings. These meetings are held in the evening and they are run by the Parent Coordinator and the Parent Association president and cabinet. The parents then come together to form an assessment of the needs of the parents, and the Parent Association brings these needs to the School Leadership Team.

Generally, over the years, we have found that the parents have been in need of educationally based support, such as literacy courses, computer workshops, and homework help sessions. Many parents, especially parents of ELLs, are not sure to participate in their child's schooling if they do not speak the language. We have provided courses and meetings to let parents know that they should be reading with their child in the native language, or having the student read to the parents in English or in the native language. Additionally, we have helped parents work on how to help their child with homework, even if the homework is in English. Recently, with the Computers for Youth program in our school, we have offered parents classes on how to monitor their child's activity online, and use the educational software accessible to their child on the computer that was provided for their home.

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

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)							8	17	4					29
Intermediate(I)							17	10	12					39
Advanced (A)							22	18	7					47
Total	0	0	0	0	0	0	47	45	23	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	4	2				
	I							2	5	1				
	A							28	15	7				
	P							14	14	13				
READING/ WRITING	B							7	10	4				
	I							17	10	12				
	A							15	18	6				
	P							6	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	19	5	0	41
7	23	9	0	0	32
8	12	17	0	0	29
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10		19		15		0		44
7	17		17		5		0		39
8	5		22		3		1		31
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	22		35		35		4		96
8	11	2	10		2		0		25
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	18	8	4	1					
Chinese Reading Test									

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

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

At the beginning of each year, in the middle of the year, and at the end of the year, ESL teachers are required to assess the ELLs reading level through a running record. The format of this running record is adopted from the Teacher's College method, and covered in detail through PD designed and developed by our ELA department. The running record is converted into a reading level using the Fountas and Pinnell design, and entered into ARIS via the Reading Tracker system. ESL teachers are accountable for this data through the Reading Trackers system, and are also held accountable for the success of strategies they post there. This system helps teachers to better group students in a class, and design lessons according to strengths and weaknesses as well as reading level. Because we are involved in constant periodic assessments in mathematics and ELA, we chose not to participate in the ELL periodic assessments because we felt that we can glean some of the same data from ELA and mathematics assessments and not have to overwhelm students with too many formal assessments.

As students move from grade to grade, we have fewer beginning students. The data shows a large increase in beginners this year in 7th grade and this data may imply that test scores went down with students progressing from the 6th to 7th grade, but this is a result of a large influx of new arrivals this year into our 7th grade CTT and self contained classes. For example, we had 8 students alone take the LAB-R and be placed in a bilingual setting in just one of our 7th grade classes. As is the nature of teaching English Language Learners, we always have new students entering the school system at every grade level. Therefore, we see the students that we have been teaching from 6th to 7th and to 8th grades improving on their NYSESLAT scores each year while at the same time, Newcomers that have been enrolled in the school often enter at a beginner level. We have the most advanced level students in the 6th grade. Many of these students, by 7th and 8th grades, will become proficient on the NYSESLAT.

Because reading/writing are almost always the lowest of the components tested on the NYSESLAT, writing across the subject areas has become a focus. Students are not only producing more written work, but strategies such as creating uniform tier 2 words across the grade level have been implemented to reinforce vocabulary key to understanding, and communicating that understanding. Additionally, because speaking/ listening is generally higher, we use these strengths of our students to accommodate the deficiency in reading/writing. Having students pair and read their responses to their peers for corrections, or record their own voice on their laptop for use in creating a written piece, are some of the strategies being utilized by our staff.

In order to afford our ELLs the most opportunities for success when taking state exams, we provide exams in English and their native language to be used side by side. Students are accustomed to working like this, using the language they are most comfortable with as their main exam, and supplementing vocabulary from the other language. It is therefore difficult to directly examine the the difference in results of students who are taking the exam in English or their native language, because they are utilizing both languages when the exam is available in their native language.

We evaluate the success of our ELL program in various ways. First, we use the results of the NYSESLAT to tell us whether the students are improving in their English Language acquisition. We also look at the NYS ELA exams to gauge the extent to which the students have gained English Language skills, but these are not always accurate indicators of English Language acquisition levels. These are reading comprehension and writing skills assessments that provide valuable information about our ELL program. Additionally, we use in house formative assessments and portfolios to compare writing and reading abilities at the beginning of the year and track it throughout the year.

This year we are also evaluating the success of our ELLs through a detailed breakdown of our AMAOs, as well as through the Reading Trackers system.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10x118 **School Name:** William Niles Middle School

Cluster: 6 **Network:** 608

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.

In order to assess the translation and interpretation needs of our school for our ELLs, we access the RNMR report on ATS. For an overview of the translation and interpretation services that we will anticipate for the year, we look to the RHLA. This data shows us exactly which home languages other than English we will have a need for translation or interpretation services. In order to assess the translation and interpretation needs of our school for our ELLs, we access the RNMR report on ATS. For an overview of the translation and interpretation services that we will anticipate for the year, we look to the RHLA. This data shows us exactly which home languages other than English we will have a need for translation or interpretation services. The language breakdown is as follows:

Language	6th Grade	7th Grade	8th Grade
Afrikaans	1	1	2
Akan	0	1	1
Albanian	4	4	2
Arabic	1	0	1
Bengali	24	22	25
Chinese	1	1	1
English	205	200	199
French	4	0	6
Fulani	0	0	3
Ga	0	0	1
Gujarati	0	1	0
Haitian Creole	0	1	0
Hindi	0	1	0

Ibo	0	1	1
Indonesian	0	1	0
Italian	0	0	1
Korean	0	2	0
Macedonean	0	1	0
Malinke	1	0	0
Philipino	0	0	2
Seneca	0	0	2
Serbo-Croatian	0	1	2
Spanish	145	160	128
Swahili	1	0	0
Tigre	0	0	1
Twi	0	0	3
Urdu	1	3	0
Uzbek	1	0	0
Vietnamese	1	0	0
Unknown	1	0	1

The data is further analyzed using a RESI report where we can see which students are linked to which home languages. A report is generated for each homeroom teacher, and outreach is done by homeroom teachers and/or administration involved with the academy the student is in. Staff assess if the parents of the student they directly service have a translation or interpretation need, and share this information with the rest of the staff in their academy.

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.

From the data we can see that of our population of parents who speak languages other than English, approximately 87% speak Spanish. The next largest subgroups in the population would be French and Bengali. Our Parent Association (PA) is representative of all the students and their cultures at MS 118, however in the event that our PA is not aware of a specific translation or interpretation need, this information is reported annually to the Parent Coordinator, PA, and administration when data is analyzed in the creation of the LAP and CEP.

Part B: Strategies and Activities

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

Written translation services are provided in-house by pedagogues or other staff members. When the home language of a student is not known by any staff member, outreach is made by the administrator of the academy or our Parent Coordinator to assess whether communication in English is acceptable. In the rare case that it is not, the DOE translation unit is utilized on a case by case basis when timing allows for advanced notice.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is done in much the same way as written. Data is analyzed via the reports listed above at the beginning of the year and outreach is made to assess whether parents feel comfortable communicating in English. Usually parents indicate that they have a home language other than English but can communicate with teachers and administrators in English when they come to the school or receive a phone call. When they indicate that they will need interpretation services for a face to face visit, or phone call, we again utilize the staff members we have who are fluent in that language. Interpretation services are also provided by members of our PA during the day, and in the evenings at events and meetings. When we have neither staff, nor parent volunteers fluent in a foreign language, we will employ the DOE translation unit when timing allows for advanced notice.

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>.

In order to ensure that parents are informed of all their rights afforded to them under Section VII of Chancellor's Regulations A-663, parents are given the Bill of Parent Rights and Responsibilities during our open school night in September of each year, and then again during the distribution of our first term report cards during our parent-teacher conferences in November. Postings on our greeting bulletin board inform parents of the translation and interpretation services available to them, and considerations/accommodations are made in the school's safety plan for parents who speak languages other than English.

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: <u>William Niles Middle School</u>	DBN: <u>10x118</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</u>

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: This supplemental program will consist of 2 programs to address the needs of 3 different subgroups of ELLs at our school.

The first program will follow an afterschool schedule and consist of 5 teachers potentially servicing 50 different students. Each group of students serviced in the after school setting will meet 2 times per week for an hour each session, lasting for 20 weeks, amounting to a total of 200 per session hours.

The first group will consist of an ESL certified teachers working alone with a group of 10 spanish dominant bilingual students that have been in the country for 2 years and are still performing at a beginner level based on their NYSESLAT scores. Instruction during these sessions will be in English and Spanish.

The second group will consist of 10 8th grade students along with a bilingual certified teacher and a math content area teacher to reinforce mathematical concepts and processes in Spanish in preparation for these students taking their NYS mathematics exam in their native language. Instruction during these sessions will be in English.

The third group will consist of 10 7th and 8th grade students along with a bilingual certified teacher working and an ELA content area teacher to focus on NYSESLAT preparation for a group of bilingual and ESL students who are advanced in English based on their 2012 NYSESLAT scores and help push them into proficiency. Instruction during these sessions will be in Spanish.

The last after school group will consist of 10 6th grade ESL students who are advanced/proficient in speaking and listening based on their 2012 NYSESLAT scores, working with a certified bilingual teacher who will focus on literacy through content area nonfiction texts in Social Studies. The focus of this session will be on reading/analyzing text and response to literature to make gains in the reading and writing sections of the NYSESLAT exam. Instruction during these sessions will be in English.

The Saturday program will address the needs of a special subset of ELL students who are recent arrivals. These are 8 Spanish speaking 6th graders, 2 French speaking 6th graders, and 2 Spanish speaking 7th graders. This program will meet for 3 hours each Saturday and run for 30 weeks, amounting to 90 per session hours. Instruction will be in English by a certified bilingual teacher.

Materials will be teacher generated and already purchased NYSESLAT preparation books not funded through Title III monies.

However, each student in this program (50) will be provided with a English-Native language dictionary purchased with Title III monies and each of the 12 recent arrivals will also be provided with an illustrated beginner's dictionary also purchased with Title III monies. Pearson's French/English Bilingual Dictionary \$12.81/\$11.20 x 50 and Ingram's Spanish/French/English Beginner's Dictionary \$5.54/\$5.52 x 12.

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

Part C: Professional Development

Begin description here:

Teachers will be given Professional Development training at MS 118 through a series of ELL workshops throughout the year. The focus of our Professional Development will center on the targeted NYC DOE priority Competencies and how they relate to servicing ELL students. Professional Development will be given during administrative days and/or teacher team meetings and headed by the ELL Coordinator, Michael Lee

September – Classroom Environment – 2b Establishing a culture for Learning – promoting accountable talk

October/November – Instruction – 3b Using Questioning and Discussion

December – Instruction – 3d – Using Assessment in Instruction – Analyzing the RNMR and using the AMAO Tool Data.

January(SIOP)/**February**(UDL) – Planning and Preparation – 1e Designing Coherent Instruction – Differentiating for ELL’s using SIOP and UDL methodologies while maintaining the Content area curriculum.

March – Instruction – 3d Engaging Students in Learning – Activating student’s prior knowledge in their native language, integrating materials in languages other than English into lessons.

Professional Development will consist of both ESL/Bilingual certified teachers and content area teachers and therefore not funded with title III monies.

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 play an integral part in the education of their children. The goal of our planned activities is not to just involve parents in school life, but to make them a part of the learning experience. All parent related activities and workshops are scheduled by the Parent Association Coordinator, Diana Owens and when necessary in conjunction with our ELL Coordinator Michael Lee. Parents receive newsletters monthly to inform them of upcoming events in English and Spanish.

September – Back to school night – introduction to the teachers and curricula. Parents meet with content teachers with the ESL/Bilingual provider present.

October/November – Level 1 and Level 2 Workshops – Parents of ELL’s whose children have scored a level 1 on the NYS ELA or Mathematics Exam attend workshops on what interventions are available to them on the school level, what they can do to help their children when they do not understand their homework and other topics related to academic success. These workshops are run by Diana Owens.

November/December – HS workshops – Parents of ELL’s who are in the 8th grade attend a HS orientation where they are guided through the process and timetable to NYC high school application. Topics covered include what schools are international with bilingual programs, reading the HS book and discerning what programs each school offers, SHSAT preparatory classes offered at MS 118 and the process of applying to specialized high schools. These workshops are run by the guidance counselors Edith Williams and Diana Ventura in conjunction with the ELL Coordinator, Michael Lee.

Part D: Parental Engagement Activities

November/January – Parent/Teacher Dinner – Parents meet with teachers for conferences but participate in a casual pot luck dinner provided by parents and staff.

December/March – Arts Celebration – Parents attend celebrations of achievements in the arts for all students including ELL’s. ELL’s participate in visual arts classes, performing arts classes, and instrumental music classes and work towards performing and showcasing their achievements twice yearly.

Parent Engagement activities will not be funded with Title III monies due to additional Parent Engagement funds available to our school. The focus of our funds will be on direct instruction.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

