



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):      07X179

PRINCIPAL: SHERRY FONT-WILLIAMS

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SUPERINTENDENT: YOLANDA TORRES

10-01-2013

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sherry Font-Williams	*Principal or Designee	
Angela Gonzalez	*UFT Chapter Leader or Designee	
Paula Medina	*PA/PTA President or Designated Co-President	
Yadirah Battiata	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	
Angela Gallombardo	Member/ UFT	
Rosalyn Claytor	Member/UFT	
Chenique Davis	Member/Parent	
Katherine Robles	Member/Parent	
Maria Medina	Member/Parent	
Danita Pagan	Member/Parent	
	Member/	

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

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

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

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

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

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

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

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

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

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

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

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

- Refine systems for measuring progress towards goals to ensure academic improvement and instructional growth (5.3), page 6, NYCDOE QR, 2/28/12

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

By June 2013, improvement in pedagogical practice, as evidenced by 90% teacher participation in differentiated professional development related to CCLS-aligned curricular activities and 75% of teacher observations reflecting improved pedagogical practice in response to the Professional Development.

### Instructional strategies/activities

Through use of the Common Core Instructional Money, Grade Facilitators have been assigned to each grade. These Grade Facilitators meet with the administrative team every first and third Thursday of the month to discuss curriculum, assessments and professional development needs of their respective grades.

- Danielson framework with teachers and rubrics for each area.
- Create a Professional Development Protocol to use for walk throughs that align with the Danielson Rubric.
- To create a teacher observation and feedback schedule where teachers receive actionable feedback within 48 hours (via verbal or written)
- Feedback is documented in one central location where all administrators and professional developers have access to it
- All professional developers who work with teachers use the same recording sheet for capturing what type of professional development was given
- Develop a system to track formal and informal observations
- To provide meaningful, concrete, actionable feedback on a timely and individualized basis
- Teachers are placed on three week cycles for professional development based on the findings of walk throughs
- To provide specific and evidenced based feedback to improve student learning and outcomes with a focus on Using Question and Discussion Techniques
- To identify clear, specific actions to be taken in the next 2-3 weeks to help teachers improve instructional practice.
- To provide support in areas of need to teachers on an on-going basis.
- Teachers to develop an individualized professional development plan and meet with administrators to discuss their plan and next steps needed.
- Network provided staff developers to assist teachers in understanding the Danielson Framework and assisting to align the instructional practices with Common Core Curriculum
- Network Team to provide professional development on Teacher Effectiveness
- Fully align learning expectations to goals and student performance, to maximize outcomes in planning, teacher development, and student performance.

- Institute a process for consistent articulation of goals to students, to increase student ownership for academic improvement.
- 3<sup>rd</sup>-5<sup>th</sup> Grade teachers receive additional professional development from Network Coaches on Teacher Effectiveness.

Target/Benchmark/Evidence

*Principal and Assistant Principals will conduct 8-10 formal and/or informal observations per teacher using the Danielson Rubric, specifically:*

- *Designing Coherent Instruction*
- *Designing Student Assessments*
- *Establishing a Culture for Learning*
- *Using Questioning and Discussion Techniques*
- *Engaging Students in Learning*
- *Using Assessment in Instruction*
- *Managing Student Behavior*
- *Knowledge of content and Pedagogy*

**Budget and resource alignment**

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

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

Tax Levy
  Title IA
  Title IIA
  Title III
  Set Aside
  Grants
  Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

- Assistant Principals- Tax Levy
- Principal- Tax Levy
- Network Team
- NYU Consultant
- Network teacher Effective Intensive

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

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

#### **Major Recommendation**

Further align the curricula and academic tasks to State standards to promote awareness of college and career readiness across all grades (1.1) (page 7, NYCDOE QR dated 2/28/2012).

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

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

#### **Annual Goal #2**

Ensure coherent and continuity of instruction will lead to increased student *progress* as measured by a one-year increase in students scale scores.

#### **Instructional strategies/activities**

- Grade level teams including clusters, will continue to develop common core aligned units of study that incorporates opportunities for students to conduct research and use supporting evidence to form an opinion and defend it.
- Teachers will align the CCLS to our Writing and Social Studies/Science Curriculum.
- Teachers will plan collaborative lessons that include written skills needed to formulate an opinion and provide evidence to support arguments.
- Teachers will meet weekly in grade level teams to develop rubrics, teaching points and units of study, to support students through writing process.
- Teacher teams will meet on Thursday Mornings (37.5 minutes) to refine and continue to plan units of study.
- Teachers will create additional tasks that align with the City's Performance Task and CCLS
- Selected PreKindergarten through second grade teachers receive additional support from Network Early Childhood Consultant
- Teachers of English Language Learners and Students with Special Needs receive professional development from NYU Consultant
- Administer pre, mid and post school wide assessments based on the Common Core Learning Standards
- Teachers meet and plan collaboratively a minimum of twice a week
- Administrators will collaborate with teachers to identify students in Tier I and Tier II who are at risk of failing the NYS Mathematics exam based on Acuity Diagnostic and Predictive results.
- All students will complete at a minimum two performance tasks in the area of literacy.
- Emphasize interdisciplinary problem explorations involving multiple solutions.
- Embed within instruction real life contexts to strengthen application of higher order thinking skills and Depth of Knowledge questions.
- Engage students in real-world applications and language uses.
- Engage students in verbalizing and sharing problem-solving strategies.
- Students in grades 2-5 reflect daily in their math journals
- Students in grades 1-5 reflect weekly on their learning and set goals for themselves.
- Provide meaningful feedback to students related to their progress in achieving standard-level work.
- Present mathematical problems that are open ended.
- Demonstrate various ways to represent data result: charts, graphs, and tables.
- Ensure that students have an understanding of the connection among CCLS expectations, students' academic improvement, and college/career readiness.

- Plan lessons that more consistently address student cognitive engagement.

#### Targets/Benchmarks/Evidence

- By June 2013 students will demonstrate progress towards achieving state standards as measured by 8% increase in students scoring at levels 3 & 4 on the NYS Mathematics exam.
- Increase the ELA scores of Long Term English Language Learners by 5% as measured by the NYSESLAT exam and/or the NYS ELA exam. Increase in Fountas and Pinnell levels a minimum of 4 levels in grades K-3 and 3 levels in grades 4 and 5.
- All students producing a minimum of two research projects aligned with the Common Core Learning Standards.

#### Budget and resource alignment

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

<sup>x</sup>  
 Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Money- Grade Facilitators, Math AIS Provider, RTI providers
- Tax Levy- Focus/Priority Money Afterschool Meetings Professional Development Workshops Afterschool

### **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**

Based on our NYCDOE Quality Review page 6- Provide students with opportunities to develop differentiated learning goals so they become independent thinkers and connect their learning to real-world situations

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

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

Increase the ELA scores and vocabulary skills of our English Language Learners.

#### **Instructional strategies/activities**

- ELL data was reviewed in September 2012 in order to highlight trends.
- During November 2012 through January 2013, an analysis of the ELA and Mathematics curriculum maps will be conducted to identify instructional gaps.
- From February 2013 through June 2013, the team will modify the maps to ensure CCLS-alignment and to reflect differentiation practices proven successful with long-term ELL students.
- Review and revise curriculum maps to ensure that ELL strategies are embedded targeting LTE's
- February through June 2013 maps modification for CCLS alignment with use of UDL strategies
- The ESL teacher uses balanced literacy in her program. She integrates Science and Social Studies into literacy by incorporating TPR and Language Experience Approach to explicitly teach content area vocabulary.
- Our SIFE, newcomers, Long-Term and ELL's receiving 4-6 years of service, are offered Title III after-school program and extended morning intensive vocabulary enrichment.
- For our ELLs who reached proficiency on the NYSESLAT, we will continue to provide transitional support during test accommodations by providing them with extended time, separate location, directions read aloud (3x) and for mathematics the test made available in their native language.
- All personnel (Assistant Principals, Common Branches teachers, Paraprofessionals, Speech Therapists, Bilingual teacher and Special Education teachers) who work with ELLs will receive professional development Beginning in September( September, November, December, February, April, June)
- Reduce the size of the ESL program by hiring an Educational Assistant.
- Reduce the class size and enhance the learning of the kindergarten/first grade bridge bilingual class by hiring a full time Educational Assistant.
- NYU staff developer will work with the ESL teacher, bilingual teacher and the science cluster teacher to provide different techniques to meet the needs of our ELL population.

- I pads are utilized in the ESL classroom to ensure all learning modalities are utilized
- Our SIFE, newcomers, Long-Term and ELL's receiving 4-6 years of service, all are offered Title III after-school program and extended morning intensive vocabulary enrichment. Teachers of ELL's and SWDs follow Teacher's College Reading and Writing Workshop, Spell Read and Text Talk in order to accelerate English Language Development.
- All personnel (Assistant Principals, Common Branches teachers, Paraprofessionals, Speech Therapists, Bilingual teacher and Special Education teachers) who work with ELLs have received and will receive professional development in the areas of "Enhancing Read Alouds to Better Support our ELLs", "Breaking Down the NYSESLAT Modules per Grade" and "Enhancing the Writing Workshop to Better Support ELLs" , "Ensuring that ELLs have Equal Access to the Common Core Learning Strategies."
- Title III After school program designed for ELLs in grades 2-5 Tuesdays and Wednesdays November 2012-April 2013.
- Use of Camp Can Do and Text Talk in the after school program
- Afterschool program for 3<sup>rd</sup>-5<sup>th</sup> grade students that integrates the Common Core Content and the Arts

#### Targets/Benchmarks/Evidence

- Increase the ELA scores of English Language Learners by 5% as measured by the NYSESLAT exam and/or the NYS ELA exam. Increase in Fountas and Pinnell levels a minimum of 4 levels in grades K-3 and 3 levels in grades 4 and 5.
- Increase in quality of writing as measured by the end of the unit Writing on Demands
- An increase in Modalities on the NYSESLAT exam in the area of writing
- Increase in scale scores on the State ELA exam
- Teachers using UDL strategies when planning their lesson to accommodate ELLs.

#### 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

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

**Title III Money-** After school program, parent workshops, supplemental materials for ELLs. After School Program beginning in November meeting every Tuesday and Thursday ending in May. 2 Teachers 3 hours each a week.

**School ELT Funds** (focus money)- I pads for ELLs, after school program for ELLs that do not qualify for the Title III program, Hire 2 Educational Assistants, Purchase additional libraries that focus on the content area for classrooms that service ELLs, additional materials and supplies to help scaffold the learning and ensure use of UDL. Purchases and coordination of the program is made through consultation with the ESL teacher, Assistant Principal, School Leadership Team, additional days purchased from NYU for Professional Development

#### Focus Money

\$10, 000 to purchase I pads for ELL students to use in the ESL Classroom and to use in the Title III afterschool program.

Educational Assistant to provide direct instruction and academic intervention services (under the supervision of a bilingual teacher) to the k/1 bridge bilingual class.

8 Teachers Tuesday and Wednesdays 3 Hours a week each Beginning January 6<sup>th</sup> ending April 25<sup>th</sup> ELA and Math

8 Teachers Thursdays beginning January and ending June 21<sup>st</sup> (Tuesdays being added on April 30<sup>th</sup> for the Arts)

AP to supervisor Tuesdays and Wednesdays  
Principal to supervise Thursdays  
Teachers to provide workshops for parents on Common Core afterschool

## 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

- : By June 2013, 100% of newly admitted students will have participated in an activity intended to enhance their transition to a new school.

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### Annual Goal #4

To articulate and promote a vision for social and emotional developmental health connected to learning experiences that result in building a safer and healthier environment for families, teachers and students.

### Instructional strategies/activities

After meeting with teachers and parents the following strategies were implemented this school year;

- All new admits to the school meet with the Title I School social worker to help with transitioning to a new school
- All students and parents in shelters meet with the social worker in order to assess their needs
- Workshops are provided by School Social Worker and Community Based Organization(Eastside House and United Way) on topics such as “Welcome Back to School”, “Stress Management”, “Different ways to Discipline Your Child”, “Financial Matters”, “You are Your Child’s First Teacher” and a Read and Rise 6 week program, “Parents as Partners”, “Understanding the Common Core Learning Standards”
- Social Worker meets with at-risk students
- Second grade teacher and 2 social workers trained in Early Responsive Program then turnkey information to the staff
- Student of the Month Values program that integrates Character Education into the classroom
- Recognition of students with the best attendance and classes with the best attendance monthly
- Elected Student Government that meets twice a month
- Students volunteer and support organizations via penny drives etc to teach empathy
- Family activities such as Recreation Night, Movie Night, Family Day, School wide Field Day(November, January, March, May, June)
- Morning School Pledge which incorporates the 4 R’s-Responsibility, Respect, Readiness and Request (help when needed)
- Discipline Code Book distributed
- Discussions around “Bullying” and watching the Bullying Movie grades 3-5
- School calendar distributed monthly containing all events and activities for students and parents

#### Targets/Benchmarks/Evidence

- Less suspensions than the previous year
- More parental engagement as measured by attendance sheets and parent volunteers

**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**

- Social Worker- Title I Funds
- Additional Supplies(book bags, uniforms, notebooks) STH Set aside
- Birth to 8 Grant- Workshops

## 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 our NYCDOE Quality Review *report (February 28, 2012)* (page 5) Engage parents in strategic academic discussions that lead to increased consistent knowledge and understanding of the expectations of the Common Core Learning Standards.

### **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 June 2013, 30% of parents will have participated in an activity intended to enhance their understanding of the Common Core Learning Standards and citywide instructional expectations.

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

School Learning Environment was used to identify areas of concerns of parents. Parent Association meeting was held where parents discussed concerns and their needs in order to help their children be successful. A needs assessment survey was also distributed to parents where they expressed what they needed from the school community. The meeting included a translator in order for all parents to be heard. All letters/documentation that is sent to parents are translated into Spanish.

Strategies/Activities began in September and will continue throughout the school year.

- Monthly Math works Monthly Math workshops that introduce the math concepts to parents provided by the ESL teacher and Math AIS Teacher
- Math Family Night coordinated by the Parent Coordinator
- Literacy workshops provided to parents on how to help their child(ren) become analytical readers(October, December, February, April, May)
- Read and Rise Workshops for Early Childhood Parents six week cycle (January-March)
- ARIS/Acuity Training Sessions for parents (January, March, May)
- Library open to parents 2x a week for the use of the computers (Tuesdays and Thursdays 3:00- 4:30)
- 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;
- Parent Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences, Family Day, School wide Field Day at Bear Mountain State Park, Family Movie Night (Throughout the school year)
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members
- Teacher and Social Worker trained in Emotion Responsive Behavior through Bankstreet College

**Budget and resource alignment**

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

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

<sup>x</sup>  
 Tax Levy       Title IA       Title IIA      <sup>X</sup>  
 Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Title I parent set aside- order materials to help parents with their students at home, workshops to be held  
Extended Time- Library to remain open two times a week  
Tax Levy- Parent Coordinator  
Title I- Math AIS Provider to provide after school workshops  
Title III- ESL teacher to provide after school workshops

### ACADEMIC INTERVENTION SERVICES (AIS)

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

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	Repeated Readings Inter active Writing Shared Writing Teacher scaffolds Graphic Organizers	Small group instruction Tutoring	During the day After school Before School
Mathematics	Pull out Program Exemplars UDL strategies	Small group instruction Tutoring	During the day Before School After school
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation Conflict resolutions Bereavement Socialization skills Meet with parent/families as needed Referrals made to outside community based organizations	One to one Small groups	During the school day Before and After school

### **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.

Teachers and assistant principals volunteer to be a part of the PS 179 hiring committee. The committee consists of teachers that serve the various populations of PS 179. They screen the resumes and call prospective teachers in for interviews. Prospective teachers, who “pass” the interviews process are then asked to model a lesson in the area of either literacy or mathematics. The team selects members to view the teacher during the model lesson. Teachers who demonstrate the ability to execute a lesson successfully are invited back for an interview with the principal and assistant principals.

We recruit teachers through our partnerships with Columbia, Fordham and other colleges and universities.

Once teachers are hired, they provided with professional development from their colleagues, network staff and outside agencies throughout their employment at PS 179. The professional development focuses on the Common Core Learning Standards and the individual needs of the teachers. Each teacher writes their own Professional Development Plan which is based on the Danielson Framework. This PD plan is reviewed with the teacher and is a part of their individual professional development. The professional development is provided by the Network, NYU, intervisitations amongst other schools and within the school (peer coaching). One hundred percent of our teachers are highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Christopher Groll/Valerton Mac</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>179</b>
School Name <b>School of International Cultures</b>			

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

Principal <b>Sherry Font-Williams</b>	Assistant Principal <b>Lydia Mathis</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ursula Ramirez</b>	Guidance Counselor <b>Lucitania Batista</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Iliana Estrada</b>
Related Service Provider <b>type here</b>	Other <b>Patrice Shields</b>
Network Leader <b>Valerton MacDonald</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>23</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>399</b>	Total Number of ELLs	<b>114</b>	ELLs as share of total student population (%)	<b>28.57%</b>
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## Part II: ELL Identification Process

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

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

There are 23 teachers without ESL and/or bilingual certification because there are 23 monolingual classes. Presently, at P.S. 179, there are no dual Language classes and only one Bilingual K/1 bridge class. During the month of September, parent Orientations take place to explain to parents the three program choices, at this time they also view the video on program choices. All orientations are presented by the ESL teacher. At this time parents are informed that their child has been identified as an English Language Learner. The child was administered the LAB-R (within 10 school days) including the Spanish LAB to determine their eligibility to receive ESL services. The ESL teacher then explains to the parent that their child was tested due to their responses on the Home Language Survey. The scores are reviewed with the parent in order for the parent to understand their child's level of language acquisition. The parents now watch the video explaining the three program choices available for ELL's. After watching the video, the programs are once again explained in detail and any questions/concerns are answered. After the month of September, any new admit while being registered, if the child HLS indicates a language other than English, the ESL teacher meets with parent (at time of registration). The ESL teacher, Ursula Ramirez speaks both English and Spanish and also holds a Common Branches K-6 license with a Bilingual (Spanish) extension. Ms. Ramirez is the pedagogue who administers both the HLIS and the LAB-R. In order to ensure that we meet the timeline (10 school days), the ESL teacher reaches out to parents during Open House for all grades which take place within the first two weeks of school. Entitlement letters are sent home if the parent does not attend Open-House. After completion by parent of program selection form, a placement letter is sent home. If a parent does not attend Open -House, outreach is conducted through phone calls and a letter is sent home with the child. If outreach is unsuccessful, the Parent Coordinator conducts a home visit. If a parent chooses a DL/TBE we provide them with the names of the neighboring schools that do offer the program they selected. If the parent opts to leave the child at our school, we place the child in a Freestanding ESL program and file the letter and/if a total of fifteen parents choose that selected program a class must then be opened. In maintaining awareness of parent requests, this year we opened our first K/1 bridge TBE class.

## 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

No

If yes, indicate language(s): Spanish

Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	81	Special Education	18
SIFE	1	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									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									21
Dual Language										0
ESL	81	1	14	32		4	1			114
<b>Total</b>	<b>102</b>	<b>1</b>	<b>14</b>	<b>32</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>135</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	3												21
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>18</b>	<b>3</b>	<b>0</b>	<b>21</b>										

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**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	9	24	8	14	17	17								89
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1		1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	<b>10</b>	<b>24</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>18</b>	<b>0</b>	<b>93</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

Presently, P.S. 179 provides ESL instruction to 94 English Language Learners and Bilingual instruction to 22 Kindergarten students. These students are clustered by grade and proficiency levels. To establish consistency in instruction, the ESL teacher plans her lessons with the classroom teachers in order to teach the same topics throughout the month (as outlined by NYS and NYC pacing) in her classroom, following a pull-out model. Students are serviced heterogeneous by grade. Due to the large number of English Language Learners and the shortage of ESL certified teachers, our ELL's are not fully serviced. The K/! Kindergarten class receives the mandated instructional minutes in both ELA and NLA.

The ESL teacher uses balanced literacy in her program. She integrates Science and Social Studies into literacy by incorporating TPR and Language Experience Approach to explicitly teach content area vocabulary. The TBE teacher follows the K/! CORE curriculum in the content areas and incorporates ESL methodologies. ELL's are evaluated in their native language by using "Sistema de Evaluacion de la Lectura." This allows for her to build on students' oral language. She follows the NYC and NYS curriculum using ESL methodologies. The ESL teacher has leveled libraries in her classroom to support language development in the content areas. Our SIFE, newcomers, Long-Term and ELL's receiving 4-6 years of service, all are offered Title III after-school program and extended morning intensive vocabulary enrichment. Teachers of ELL's and SWDs follow Teacher's College Reading and Writing Workshop, Spell Read and Text Talk in order to accelerate English Language Development. As a Phase I school, we ensure flexible scheduling for our ELL-SWDs within the least restrictive environment by having an Integrated-CoTeaching class per each grade and offering part-time self-contained classes. Our 3-5 ELLs hold-over students receive intensive TIER II intervention in mathematics as a pull-out service provided by the AIS math teacher. Our 2-5 ELLs receive intensive TIER II intervention in ELA as a pull-out service provided by the AIS teacher. For our ELLs who reached proficiency on the NYSESLAT, we will continue to provide transitional support during test accommodations by providing them with extended time, separate location, directions read aloud (3x) and for mathematics the test made available in their native language. For the upcoming school year, we are planning on purchasing Experience Science Grades K-6 by Houghton- Mifflin as an additional support for language development. Presently, no programs/services for ELLs will be discontinued. Our English Language Learners receive the same services/programs as does the rest of the school population. The school uses Zip Zoom into English which is a software program targeted to develop oral language and increase reading comprehension skills. Native Language support is delivered in the TBE class through the use of Estrellitas and Sistema de Evaluacion de la Lectura. In order to assist our newly enrolled ELL students before the beginning of the school year, the ESL teacher screens Pre-K students in June for the following Kindergarten school year. All personnel (Assistant Principals, Common Branches teachers, Paraprofessionals, Speech Therapists, Bilingual teacher and Special Education teachers) who work with ELLs have received and will receive professional development on the following dates: 11/8/11, 12/5/11, 1/9/12, 2/6/12, 3/5/12, 4/2/12, and 5/7/12. The following topics will be discussed during the above mentioned workshop dates: "Enhancing Read Alouds to Better Support our ELLs", "Breaking Down the NYSESLAT Modules per Grade" and "Enhancing the Writing Workshop to Better Support ELLs." Through these workshops staff members learn how to assist ELLs as they transition from one grade level to the next. The ESL teacher also attends workshops offered by BETAC. The Parent Coordinator attends the CookShop for Families workshops in order to assist the ESL teacher during parent workshops. The Parent Coordinator also holds monthly workshops for parents on different topics that are of interest to the community. All communication sent home is translated into Spanish by the Assistant Principal.

### Courses Taught in Languages Other than English ⓘ

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

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

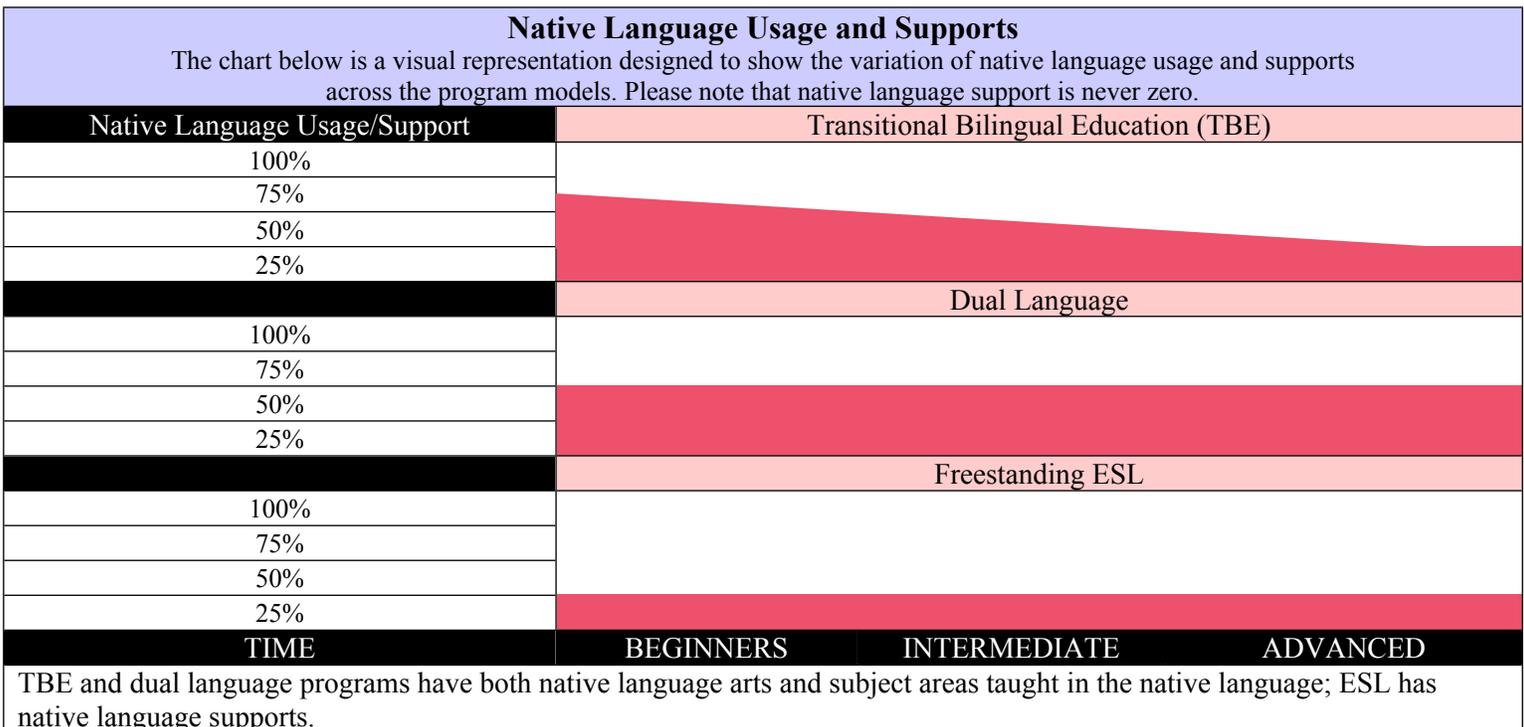
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	
Math:	Spanish

Class/Content Area	Language(s) of Instruction

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

The proficiency levels of P.S. 179's students are as follows:

Kindergarten	3 Beginner
	0 Intermediate
	7 Advanced
First Grade	8 Beginner
	13 Intermediate
	3 Advanced
Second Grade	1 Beginner
	2 Intermediate
	6 Advanced
Third Grade	0 Beginner
	10 Intermediate
	4 Advanced
Fourth Grade	1 Beginner
	5 Intermediate
	13 Advanced

The area in which students require the most assistance is in the area of writing and reading. They receive Tier II intervention services and attend a Title III after-school program to support their oral language development and strengthen their vocabulary skills.

Students who are SIFE and long term ELLs receive additional support. In addition to their mandated time, they also attend a Title III after-school program. Students who achieve a level of proficiency are also invited to attend the after-school Title III program. If an ELL is identified as having special needs the student will receive Academic Intervention services. Academic Intervention Services can be offered before school, during the regular school day or after school.

In order to continue to close gaps between ELLs and non ELLs, we will continue to purchase more libraries in English as well as in Spanish. We will increase the amount of non-fiction books and purchase more software in the content area. Our ESL teacher will continue to attend workshops as well as read professional literature to explore new ideas and strategies that will help our ELLs be successful. We will also continue to offer after-school workshops for our parents. All communication will be translated for parents in order for them to remain involved in the school community. A translator will also be available as needed to assist the teachers and parents.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Our ESL teacher attends workshops on how to integrate the content area through literacy. She also attends workshops on how to support ELLs that are given by Teacher's College and BETAC. The ESL teacher presented to the staff different methods and strategies which they can implement in their delivery of instruction in order to ensure understanding for ELLs. During these workshops the ESL teacher modeled strategies which can be implemented in the classroom during daily instruction.

### 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?

In order to help the students, we must increase the level of parental involvement. We offer parent workshops which are presented by the ESL teacher and Parent Coordinator on a monthly basis. The topics revolve around how can they help their child with school work. Some of the topics are: "How to Help Your Child in Reading", "The Writing Workshop - What it is and What it is not", "How to Engage Your Child in School", "Helping Your Child with His Homework", and "Math is All Around Us." We send surveys out to parents asking them what they would like to learn more about and develop our workshops based on their requests.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	8	1	1	1	0								14
Intermediate(I)	0	13	2	9	5	5								34
Advanced (A)	7	3	6	4	12	13								45
Total	10	24	9	14	18	18	0	0	0	0	0	0	0	93

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>		2	0	0	0	0							
	<b>I</b>		10	0	0	1	0							
	<b>A</b>		13	7	7	10	6							
	<b>P</b>		0	1	5	6	7							
READING/ WRITING	<b>B</b>		10	0	0	1	0							
	<b>I</b>		13	1	9	3	5							
	<b>A</b>		3	7	3	12	8							
	<b>P</b>		0	0	0	1	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	7	5		14
5	9	11	2		22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		10	1	3				14
5	6		14		2				22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		7	1	1		22
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

The assessment tool teachers use to assess the early literacy skills of ELLs is TCRWP and Fountas and Pinnell. The teachers who provide Academic Intervention Services use DRA as a tool of assessment. Teachers use this data when planning small group instruction. Our Dta Specialist, gathers data for each classroom and creates a school-wide data assessment sheet. Administrators then meet to analyze data and meet with individual teachers as required in order to improve student progress. As revealed by scores on the LAB-R and NYSESLAT, the majority of our ELLs demonstrate progress in the areas of listening and speaking however, progress noted is not as consistent in reading and writing. The patterns across NYSESLAT modalities once analyzed is used to ensure appropriate additional support services are offered to ELLs as needed. The school does not administer ELL Periodic Assessments.

### 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:** P.S. 179

**School DBN:** 07X179

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sherry Font-Williams	Principal		11/23/11
Lydia Mathis	Assistant Principal		11/23/11
Iliana Estrada	Parent Coordinator		11/23/11
Ursula Ramirez	ESL Teacher		11/23/11
	Parent		

School Name: P.S. 179

School DBN: 07X179

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Lucitania Batista	Guidance Counselor		11/23/11
Valerton MacDonald	Network Leader		11/23/11
Patrice Shields	Other <u>Social Worker</u>		11/23/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07x179      **School Name:** The School of Int'l Cultures

**Cluster:** 04      **Network:** 407

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

**Part A: Needs Assessment Findings**

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

When parents first enter the school we ask parents in which language they would like correspondences sent home. All documents that are given to the parents are translated into spanish. We have translators available to translate for parents when they come to school for a meeting. The parent coordinator, secretaries and a guidance counselor also translate when needed. If none of the above are available, we utilize the Department of Education's Translation Services.

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.

We analyzed our Parent Learning Surveys and surveyed parents regarding translation services. Parents stated that they were satisfied with the translation services provided.

## Part B: Strategies and Activities

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

All documents that are given to the parents are translated into spanish. We have translators available to translate for parents when they come to school for a meeting. The parent coordinator, secretaries and a guidance counselor also translate when needed. If none of the above are available, we utilize the Department of Education's Translation Services.

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.

All documents that leave the school are translated into spanish. Letters that need to be translated are given to either an Assistant Principal or ESL teacher to translate at least 2/3 days in advance. We also use the parent coordinator and parent volunteers to translate when needed. When materials need to be mailed or copied in bulk, we send the materials to Action Press to be copied.

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

Parents make appointments to meet with teachers so a translator is always readily available. If a parent comes in due to an emergency, the parent coordinator, assistant principal, secretary, guidance counselor or ESL teacher provides translation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 179	DBN: 07X179
Cluster Leader: Christopher Groll	Network Leader: Debra Lamb
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III after-school program will be offered to Newcomers/Immigrant, Long-Term, SIFE, Special Education and Hold-over English language Learners in grades 2 thru 5. The purpose of the program will be for students to build vocabulary and to increase reading comprehension skills through the use of two research-based intervention programs; Camp Can-Do! and Text Talk. The program will be held on Tuesdays and Wednesdays for a total of eighteen weeks. Approximate starting date will be Wednesday, November 7, 2012 thru Wednesday, April 10, 2013 from 3:00 p.m. to 4:30 p.m. The language of instruction will be English. One of the teachers is certified in both ESL and Bilingual education. The second teacher is certified in bilingual education.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers must receive professional development in the area of ESL as all classrooms have students who are English Language Learners. Professional development is provided at the school on the following dates 9/4, 9/5, 11/6 and 6/6. Title III program teachers (Ursula Ramirez and Ann Rodriguez) attend workshops provided by the Office of English Language Learners, BETAC and the Network. Some teachers may receive more intensive professional development as needed. Topics to be covered will be: "Reading Non-fiction to English Language Learners", "Alternative Assessment for ELLs", "Using Graphic Organizers When Teaching Writing to ELLs" and "Enhancing the Writing Workshop to Better Support ELLs."

### 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

**Part D: Parental Engagement Activities**

Begin description here: Researchers have identified the benefits of parent involvement in their children's education. Therefore, we offer at least five, two hours parent workshops (parents of ELLs) which are presented by Ursula Ramirez, ESL teacher and Iliana Estrada, Parent Coordinator every other month. Some of the topics are: "How to Help Your Child with Homework", "Math games at Home", How to Prepare Your Child for the New York State ELA and Math Exams" and "How to Help Your Child in Reading." Parents are notified of the workshops via a letter being sent home with their child and, a follow-up phone call from the Parent Coordinator.

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

