



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE CORNERSTONE ACADEMY FOR SOCIAL ACTION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x189

PRINCIPAL: JAMES BELLON

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SUPERINTENDENT: ELIZABETH WHITE

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
James Bellon	*Principal or Designee	
Melissa Oppenheimer	*UFT Chapter Leader or Designee	
Cheryl Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Brown-Davis	Member/UFT	
Carol Whitton	Member/UFT	
Megan Bennett	Member/UFT	
Lorna Williams	Member/Parent	
Reynaldo Sierra	Member/Parent	
Lisa Masdeu	Member/Parent	
Malcolm Davis	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

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

Strengthen data based student goal setting systems and increase teacher capacity to set curricula aligned goals with actionable next steps for increased student outcomes. QR (2011-12) Pg 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

____ 2.2 School leader's vision

____ 2.4 School leader's use of resources

X 2.3 Systems and structures for school development

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013 all teachers will engage in professional development opportunities and receive structured support with the analysis of student data, goal setting and implementing action plans for students.

Instructional strategies/activities

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

Strategy 1

- a) Strategic program to increase opportunities for teachers to collaborate, look at data, set goals for students, and develop an action plan to implement instructional strategies.
 - This year our grades have been block programmed. As a result the teachers on each grade have the opportunity on a daily basis to plan together. Common planning is scheduled to enable teachers to gather and analyze student assessment data.
 - A structured timeline of inquiry has been created so that grade level teams will use data and the inquiry process to identify and address student needs. To support the inquiry process our school had an SBO vote, which created an additional 50 min. for grade level teams to meet and work with data. During this time the teachers will be following the protocol for looking at student work and data. They will use this protocol to identify trends and plan lessons that will address our students' needs. Our assistant principals, teacher center liaison and teachers college coaches will work with teachers to develop instructional strategies and activities to address the needs of our students.
 - This year we will have two full ELA and Math simulated exams using Rally NY ELA Rehearsal. The first of these simulations will be given in November

and this will serve as our baseline assessment for the school year. Teachers will use the data from this simulated exam to plan instruction for the next three months. The second of these exams will be given in February. This exam will be used to see the impact of instruction since the baseline and adjust instruction as we continue through the school year.

- b) All teachers, administrators, coaches, Teachers College consultants. Rally assessments, TC Units of study, Words their way, Elementary book series, Book Study Bundles
- c) Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments
- d) September 2012- June 2013

Strategy 2

- a) Implement additional team structures to support with professional development.
 - o The role of the Grade Leader is not only to organize and facilitate weekly grade meetings but on a monthly basis this team meets to identify trends in student work across grades, identify focus standards for the school adjust curriculum within the school and articulate needs between grades.
 - o We have also created a Math Team within the school. On a weekly basis this team meets to gather resources needed to realign math instruction to the rigor of the CCLS. The team plots these resources for each grade and has them ready prior to the unpacking of each unit. This allows each grade to have a bank of resources to supplement Everyday Math. The Math team has also developed a Professional Development plan for the school year centered in Mathematics instruction. This pd plan will begin with a book study on the book “Elementary and Middle School Mathematics” by John Van de Walle. This book is being used as the guide for math instruction in the building. All grades have a copy to use in planning. The pd plan then continues covering the topics of questioning in mathematics, discussions in mathematics, and using assessment in mathematics. As we move through each topic professional development will be provided to all classroom teachers and then will be followed up by inter-visitations/learning walks and observations by supervisors.
- b) Talent Management Committee, which will be comprised of the UFT Chapter Leader and the Grade Leaders. Our Teacher Effectiveness Coach will provide professional development on the framework and two staff members will attend professional development provided by the Office of Teacher Effectiveness.
- c) The math team is comprised of supervisors and our UFT teacher Center Staff Developer, the grade leaders are classroom teacher’s one leader on each grade. Teacher Effectiveness Pilot Coach
- d) Formal and informal observations, math and ELA unit assessments or final products, Acuity, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Each math unit will have a pre, mid and end of unit task to assess learning across the unit, Rally Assessments
- e) September 2012- June 2013

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).

Rally New York State Rehearsal for grades 3-5 175 books in ELA and math, Per session time for scoring these assessments: 10 teachers 3 hours each 1 session. Two Teachers College Consultants (Title 1 funding). "Elementary and Middle School Mathematics" by John Van de Walle (15 copies), The Guide to the CCLS (7 for ELA and 7 for Math), The New Teachers College Reading and Writing Units of Study 2 kits for each grade, 4 per diem subs 2x a month from September – June for in school PD, 40 total per diem subs for PD outside of the school. The following books were purchased for all classes grades K-5: Words their way , Elementary book series, Book Study Bundles

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

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

Major Recommendation

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

There were only 29.4% of students at levels 3 or 4 in ELA and 37.8% of students at levels 3 or 4 in Math as measured by the New York State Exams Spring 2012.
(Progress Report 11-12 page 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

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

By June 2013 all students (inclusive of the lowest 1/3) in grades K -5, will receive differentiated access to the curriculum through intervention programs resulting in an increase of student achievement.

Instructional strategies/activities

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

Strategy 1

- a) We have created two academic intervention support teacher positions. One of these teachers works with grades k, 1 and 2 and the other works with grades 3, 4 and 5. These teachers will work with students performing in the bottom third in their grade band by providing small group instruction tailored to the needs of the students. Resources to support the work of the AIS teacher will include Imagine Learning Licenses to be used to support struggling readers boot their comprehension, and fluency. To progress monitor our students receiving AIS services we will be using DRA2
- b) Students grades 3-5, 2 AIS teachers, DRA 2 kits, Imagine Learning – 8 site licenses
- c) Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments, Imagine Learning data
- d) September 2012- June 2013

Strategy 2

- a) As a school we will have an AIS afterschool program for our students in grades two, three, four and five. This program will run two days a week for an hour and half. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English language arts and Mathematics.
- b) 6 teachers, New York Ready ELA and Math books, New York Ready Pre and Post Test. For students in grade 2 the supplies purchased are NY CAMS and NY STAMS, The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders.
- c) Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments
- d) October 2012-May 2013

Strategy 3

- a) In looking at our scores students in grade 3 comprised the largest number scoring at Level 1. This year to address this area we have also created an additional class in grade 3. Last year we had 2 classes with an average of 24 students in each class. This year the class average has dropped to 18 students. In having this lower class size lessons we feel it will be easier to differentiate lesson and provide meaningful feedback to the student through conferencing.
- b) Classroom teacher
- c) Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments
- d) September 2012-June 2013

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
 Funds _____

Other-describe here:___
Contract For Excellence, ARRA

Service and program coordination

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

The funding to support this goal is as follows:

Two teachers were funded with fair student funding. 2 DRA Kits, Imagine Learning 40 licenses, AIS per session - 6 teachers for grades 3-5 69 hours total each teacher. 2 teachers K-2 25 total hours each. New York Ready ELA and Math books, New York Ready Pre and Post Test. For students in grade 2 the supplies purchased are NY CAMS and NY STAMS, The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders. Additional classroom teacher (Title 2A funding used)

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

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

Major Recommendation

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

The school needs to “Strengthen data based student goal setting systems and increase teacher capacity to set curricula aligned goals with actionable next steps for increased student outcomes.” (2011-2012 Quality Review Page 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2013 **60% of teachers will** improve one level in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competencies 1e and 3b.

Instructional strategies/activities

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

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation

Strategy 1

- a) Staff will be provided professional development on key components of Danielson’s framework , specifically, 1e planning and preparation, 3b using questions and discussions, 3c engaging students in learning and 3d using assessment in instruction, to norm our school wide understanding of quality instruction.
 - Summer Academy with a focus on 1e – Planning Coherent Instruction and incorporating UDL strategies.
 - Professional development in Webb’s DOK, Bloom’s questioning and accountable talk to support teacher growth in 3b using questions and discussions.
 - 3d - using assessment in instruction, will be a month long focus in our school professional development plan. During this time period staff will receive professional development around different types of assessments and how to use assessments to plan instruction.
- b) All teachers, administrators, coaches, materials for workshops, i.e. paper, copies, per diem subs were hired
- c) Formal and informal observations, student work products, interim assessment data for impact
- d) September 2012- June 2013

Strategy 2

- a) Administration will participate in the teacher effectiveness pilot to improve observation practices.
 - Teacher Effectiveness professional development throughout the school year to improve the feedback to teachers by administration.
 - School leaders will work with Talent Management Coach 2 times per month and attend professional development in order to develop shared norms, provide focused feedback and engaging in feedback conversations.
 - School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school---selected Danielson competencies.
- b) Principal and Assistant Principals, TEP Coach,
- c) Formal and informal observations, student work products, interim assessment data for impact
- d) September 2012 – June 2013

Strategy 3

- a) The school will create a Talent Management Committee which will meet at least two times this school year to develop a shared understanding of the Danielson Rubric and discuss the feedback cycle within the school including ways to improve it. This team will be comprised of the UFT chapter leader and representatives from each grade level.
 - Two teacher leaders will attend Talent Management professional development during the school year. At these trainings the staff members will be exposed to norming within the 6 competencies of the Talent Management Pilot, citing low inference evidence aligned to the Danielson rubric and providing feedback to colleagues.
 - The UFT Teacher Center will have two afterschool professional development series one on questioning and discussions and the other will be on using assessment in instruction.
- b) 2 teacher leaders, Grade level representatives (teachers), the UFT Representative, UFT Teacher Center Coach, 4 Per diem subs 1 session
- c) Formal and informal observations, student work products, interim assessment data for impact
- d) September 2012- June 2013

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: Teacher Effectiveness Pilot Funding_____

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).
- 8 Per diem subs were hired to cover teacher for learning walks,

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

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

Major Recommendation

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

46% of teachers at 11X189 disagree or strongly disagree with the following statements, "Order and discipline are maintained at my school"

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

By June 2013 there will be a 25% decrease in the total number of OORS incidents.

Instructional strategies/activities

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

Strategy 1

- a) Implement a school-wide PBIS program which rewards students for positive behavior. Part of this structure is to set up a school store where students can spend their "Bellon Bucks" on a monthly basis. This money is earned when they follow our school rules and PBIS Matrix.
- b) All staff, materials include the rewards bought for the store, i.e. pencils, rulers, pens, erasers, sharpeners, purses/wallets, sports balls, etc...
- c) OORs data, LES, Monthly school based survey
- d) September 2012-June 2013

Strategy 2

- a) Introduce a "Citizen of the Month" program to highlight student exemplars on a monthly basis in each class
- b) All classroom teachers, administration, Parent Coordinator. Materials include award materials and breakfast for recipients and their families.
- c) OORs Data, LES, Monthly school based survey
- d) September 2012-June 2013

Strategy 3

- a) On a weekly basis the PPT team will meet. During these meetings they will work with teachers to provide strategies and interventions that may support

students who are having difficulties following school rules. Use of RTI for behavior to reduce the number of occurrences.

- b) Classroom and service providers (ESL, SETTS), per diem subs hired as needed, general supplies, i.e. copy workshop materials for turn keying information
- c) OORs data, LES, Monthly school based survey, informal and formal observation
- d) September 2012-June 2013

Strategy 4

- a) Purchasing of curriculum resources and materials that support character development and overall school safety
 - o Grade Leader team will select a curriculum that will support character development in the school.
 - o Grade Teams will generate school-wide activities for Respect for All week.
- b) Grade leaders, administrators, IEP teacher, Guidance counselor, Resource: Bully Proofing your Elementary School
- c) OORs data, LES, Monthly school based survey, informal and formal observation
- d) September 2012-June 2013

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).
The funding used to support this goal will be:
Supplies for PBIS store will be pens, pencils, notebooks, small toys, bracelets, rulers, and small toys , Certificates and refreshments (other funds used for this) for ceremony , general supplies, i.e. copy workshop materials for turn keying information, Resource: Bully Proofing your Elementary School – 6 box sets – 1 for each grade

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

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

Major Recommendation

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

The school needs to “Increase effective partnerships with families to promote involvement and support for learning so that the school, students and families work toward meeting the school’s goals.” (2011-2012 Quality Review Page 6)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

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

By June 2013 there will be a 2% increase in parents who agree or strongly agree with the following statements on the Learning Environment Survey.
- How well your child’s school helps you understand what you can do to support your child’s learning needs.(The score will increase from 8.1 to 8.2)

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy 1

- a) Parents will attend Teachers College workshops with school staff
- b) Parents, 2 classroom teachers
- c) Monthly School based surveys, parent attendance to the workshops
- d) October 2012- June 2013

Strategy 2

- a) Create a variety of parent workshops to be scheduled throughout the school year. The topics of these workshops will include: Middle school choice, special education reform, CCLS, New York State Exams, strategies to support Literacy at home and strategies to support Math at home.
- b) Administration, Parent Coordinator, 2 upper elementary classroom teachers – Per Session 20 hours total, IEP Teacher. Books to support parents with their students i.e., The Night Before Kindergarten, Snow Balls, Ruby Bridges, The Gingerbread Man Goes to School, Yo, Yes, 20 copies of ea. Title for parents. General supplies, chart paper markers, pens, etc.

- c) Monthly School based surveys, parent attendance to the workshops
- d) October 2012-June 2013

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).
The funding for this goal will be:

Books to support parents with their students i.e., The Night Before Kindergarten, Snow Balls, Ruby Bridges, The Gingerbread Man Goes to School, Yo, Yes, 20 copies of ea. Title for parents. General supplies, chart paper markers, pens, etc. Per session : 2 upper elementary classroom teachers – Per Session 20 hours total,

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	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Writer workshops, Guided reading Technology integration, Individual feedback, Multi-sensory reading instruction, Flexible schedule, Supplemental reading/writing, More intensive schedule/class change, Use of graphic organizers and checklists in writing, Use tracking strategies for reading (ruler/finger/window) Provide templates for written work Use word retrieval prompts / word banks	small group and one-to-one	during the school day, extended day and after school
Mathematics	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Technology integration, Individual feedback, Pre-teach/re-teach content and	small group and one-to one	during the school day, extended day and after school

	vocabulary, Use flexible groupings Provide review / lesson closure Use manipulatives and models Use memory strategies		
Science	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure Use manipulatives and models Use memory strategies	Small group and one-to-one	during the school day
Social Studies	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure Use manipulatives and models Use memory strategies	Small group and one-to-one	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor School Psychologist SAT Team Social Workers	Small group and one-to-one sessions	During the school day

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.

Recruitment :

We have created a hiring committee that screens and interviews all potential candidates. This committee has created a series of questions that all potential candidates must answer on an in school interview. The candidate's answers are scored using a rubric. Then candidates with the highest scores are invited back for a second round of interviews and a meeting with the grade level team the vacancy is on. Once this part of the interview process is complete the committee makes their recommendation to the principal.

Retention:

We have several structures in place to retain staff once they are in our building.

- Common Planning on grade levels daily,
- Grade leaders, which provide an opportunity for staff members to take leadership roles in the school
- Professional development survey at the start of the year so all staff has a say in the workshops they will attend wither at Teacher's College or through our CFN
- Twice a year school survey in addition to the once a year DOE survey so their voices are heard
- During two faculty conferences there are open sessions with administration so staff may ask questions and voice concerns

Assignments:

On a yearly basis staff members are given preference sheets to indicate which grade(s) they would like to teach the following school year. Administration gives all staff members including paraprofessionals the opportunity to discuss the selections they have made. In addition teaching staff provides input on the cluster positions and so are the options for the professional assignment.

High Quality Professional Development:

To ensure that our staff becomes highly qualified will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work. Within the building we have a UFT Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly professional development plans. In addition to the UFT Teacher Center we are also a Teacher's College Reading and Writing School. Part of being a TC school is ongoing professional development with the staff. This year teachers will receive ten, 90 minute, professional development session in school with a Teacher's College staff developer. In addition select staff members will attend professional development at Teacher's College. The final area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core aligned ELA and Math Tasks, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school share their notes and resources from the professional development with their supervisor who will coordinate distribution of the information with all staff.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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/ Petrina Palazzo	District 11	Borough Bronx	School Number 189
School Name Cornerstone Academy for Social Action			

B. Language Allocation Policy Team Composition

Principal James Bellon	Assistant Principal Leslie Fiske
Coach	Coach type here
ESL Teacher Evelyn Figueroa	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Majorie Austin
Related Service Provider Linda Cavallo	Other Andrea Tucci
Network Leader	Other Ayisha Wade (Small)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	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	388	Total Number of ELLs	28	ELLs as share of total student population (%)	7.22%
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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. 

Paste response to questions 1-6 here

Response to 1-6

1. The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered by Evelyn Figueroa, our certified ESL Coordinator/ Teacher, who is spanish speaking, or a designated pedagogue that is available to support when a student is initially registered at our school and their home language is a language other than English. Mrs. Figueroa is our primary, licensed pedagogue who supports the families in completing the HLIS. When Mrs. Figueroa is unavaible we have a secondary group of designated,english speaking, licensed pedagogues to assist the families in completing the HLIS. They are as follows: Ms. Linda Cavallo-IEP/SETTS teacher, Mrs. Elizabeth Brown-Davis-Teacher Center Facilitator, Mr. James Bellon-Principal, Ms. Leslie Fiske-Assistant Principal, Ms. Andrea Tucci-Assistant Principal or Ms. Wade-AIS Service Provider. In the event that a family needs specific language translator, a translor is contacted and if one is available they will help with the HLIS. In addition to the HLIS, Ms. Figueroa also conducts informal interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R and/or Spanish LAB by Mrs. Figueroa.

Once students are identified as ELLs based on the their LAB-R scores, which is below proficient, they are then provided ELL services. The RLAT ATS report provides us with each student's LABR scores, proficiency level (beginner, intermediate or advanced), and the student's previous years NYSESLAT scores which inturn determines their NYSESLAT eligibilty. In the spring Ms. Figueroua administers the NYSESLAT to all students that score below proficient to measure their progress in the four modalities listening, speaking reading and writing. Students are tested annually according to the RLAT report until they score proficient. Once a student becomes proficient in all four modalities students ELL services are discontinued and they receive transitional support for two years. These transitional services include but are not limited to: ELL strategies used in the classroom, test modficiations, Academic Intervention Services, academic afterschool support.

2. At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ESL Coordinator/Teacher, the Parent Coordinator, and the Assistant Principal of ESL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choices (transitional bilingual, dual language, free standing english as a second laguage). This parent orientation session is conducted within the first ten days of the beginning of the school year. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ESL Coordinator/Teacher speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ESL. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with Mrs. Figueroa. For those families who select freestanding ESL, Mrs. Figueroa describes our program model and how it has worked for our school in detail to them.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL Coordinator/Teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. As an overflow school, we accept new students throughout the year. Over the course of the year the ESL Coordinator/Teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. A Parent Orientation Session is also offered when there is more than one parent that can attend on a specific date.

3. Entitlement Letters and Parent Survey and Program Selection forms are distributed once students have been identified as ELLs. Letters are sent home via the student with a return date which is three to four days of the date of distribution. The date of distribution falls within the first ten days of the school year. Therefore parents that come to the parent orientation session can make an informed decision on which program model best suits their child. Parent Survey and Program selection forms are collected at the end of the parent orientation session. For the parents that do not attend the orientation session, the form is collected after the meeting with the ESL Coordinator/ Teacher. Ms. Figueroa maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cumulative record.

4. All ELLs are assessed using the LAB-R (Language Assessment Battery-Revised), Spanish LAB (when necessary), and the NYSESLAT (New York State English as a Second Language Achievement Test) to determine their English language proficiency levels—beginner, intermediate or advanced. Students are then placed in our Freestanding ESL program. Students in ESL are placed in grade appropriate classrooms and receive instruction in English. English language supports are provided by both the classroom teacher and the ESL teacher through a push-in/ pull-out model. This year most of our ELLs were placed in the same classroom per grade with the exception of some students due to classroom composition or because their IEP warrants a particular setting.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in english. Translation services are used when ever possible to accommodate families. Ms. Figueroa maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cumulative record.

5. After reviewing the Parent Survey and Program Selection forms since we began as a school four years ago, the trend is that parents select Freestanding ESL although this year for the first time we had a parent select a Dual Language program for her child. We placed her child's name on list for the Dual Language program and advised her about schools in the Bronx that offer the program. She preferred to leave her on a list for this school since the Dual Language programs are too far. She was also advised that in meantime her child would be placed in the Freestanding ESL program we offer. Since we offer a Freestanding ESL program, this is in line with the majority of our parent requests. Students who have been placed in ESL in previous years and still eligible for services remain in the program.

6. Currently the program model offered at P.S. 189 is aligned with the parent request. In the event that a parent request is a program other than ESL we will follow the proper procedures to place their child in the program of their choice:

- place child on list for the program of choice
- contact schools within the community or near by community that offer program of choice and availability

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	22
SIFE	0	ELLs receiving service 4-6 years	6
		Special Education	6
		Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	28		6							28
Total	28	0	6	0	0	0	0	0	0	28

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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

**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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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	2	4	1	5	2	5								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1			2	2								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				2									3
TOTAL	4	5	1	5	6	7	0	0	0	0	0	0	0	28

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?

Paste response to questions 1-7 here

1a-b. In an effort to provide our LEP/ELL students with the required amount of English as a second language (ESL) instructional minutes as per CR Part 154 our school is following a push-in model in all grades with opportunities for pull out to address individual needs. Our certified ESL teacher provides support to both students and the teachers in kindergarten through 5th grade. We have tried to place all ELLs in the same classroom per grade but due to individual circumstances some ELLs had to be placed in other classrooms for example: 1 first grade ELL had to be placed in a CTT setting as per her IEP. ELL students in each grade/ classroom are paired as much as possible in each content area with a speaker of their own native language (if available) in heterogeneous cooperative groups that also include at least one native English speaker. In this way English language learning can be supported and a risk free environment created whereby students speaking the same native language can support each other in both skills acquisition and conceptual learning and be supported by peers who are native English speakers.

2a. Our ESL teacher pushes into each classroom according to the mandated minutes of the ELLs with in the classroom. She pushes in 8 periods a week to classrooms that have beginners and intermediate students and four periods a week to classrooms that have advance students. Mrs. Figueroa tries to push in during literacy instruction but will also supports students in the other content areas. Ms. Figueroa follows a rigorous schedule on a daily basis to ensure that our students needs are met.

b. The freestanding ESL program pimarly follows a push in model with opportunities for pull out to support beginners with targeted language support. The ESL teacher uses ESL and the Common Core Learning Standards to plan, support and deliver content. Students receive ESL services according to the mandated minutes stated in CR Part 154: Beginners receive 360 minutes of ESL instruction, Intermediates receive 360 minutes of ESL instruction , and Advanced students receive 180 minutes of ESL instruction and over 180 minutes of ELA instruction.

3. At P.S. 189 student learning and instruction is achieved through a balanced approach in literacy, math (through the use of manipulatives, writing, literature, technology and the development of problem solving skills) and the other content areas. The Workshop Model is the design selected in each content area in order to achieve compatible, comprehensive learning practices. Our school literacy curriculum is based on the Teachers College Reading and Writing Project. The teacher models, monitors, and analyzes student learning and understanding in order to extend, expand, and plan future instruction. A variety of ESL methodology and instructional strategies are used including Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language

A. Programming and Scheduling Information

Experience Approach (LEA) to make the learning accessible to our ELLs. In the classroom, adaptations for ELLs have been added to our curriculum to support students' learning. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model the strategies and skills for reading and writing during mini lessons such as: think-alouds, think-pair-share, KWL charts, graphic organizers, accountable talk prompts, modeling to build background knowledge and build schema. Students then practice what the teacher modeled independently, in collaborative groups or in partnerships. Students also work with the teachers in small groups that target their specific needs.

The University of Chicago's Everyday Mathematics Program is used for mathematics instruction. It is a developmentally appropriate balanced mathematics program with a focus on problem solving, skills development, and conceptual understanding through the use of hands on concrete activities connected to real life. The program includes activities specifically designed to meet the needs of English Language Learners. To further support academic language acquisition in mathematics for ELLs, All K-2 classes have picture supported math word walls; all 3-5 classes have student created math word walls that require pictorial representation as well as a definition and use of the term in a sentence. Any ELL student who has previously been taught math in Spanish also receives student in-class and homework books in Spanish. There is also an online website that students and their families can access in both English and Spanish. Both of these allow for parents to be involved in the math learning of their children. Social Studies is based on the New York City Scope and Sequence for each grade level and is aligned with the Common Core Learning Standards. In all grades the leveled library core curriculum option was chosen so that concepts can be accessed by ELLs regardless of their reading level. It is supplemented with the Nystrom Atlas program which was purchased as it provides concrete pictorial support. The Science program is Foss, an Inquiry Based, cooperative, hands on program which lends itself to ELL learning through the use of realia.

Instruction is scaffolded and differentiated in all content areas with the support of the ESL teacher. Ms. Figueroa collaborates with teachers in lesson planning to support the students in language acquisitions, and to make content accessible to ELLs at all proficiency levels. Teachers are encouraged to use a variety ESL methodologies such as nonlinguistic representation. Non-linguistic representation is a variety of activities including creating graphic representations, making physical models, and engaging students in kinesthetic activities. An example of this in science would be providing an ELL with an actual rock along with a picture of rock. The ESL teacher suggests the use of realia to both engage the student and provide a concrete experience. The ESL teacher also supports the teachers in differentiating the homework for ELLs for example a 4th grade student who still needs phonic support receives homework that focuses on phonic.

4. ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries. ELLs who speak languages other than Spanish have access to bilingual dictionaries, and content area vocabulary glossaries. We provide our students with translators when necessary.

5. At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ESL teacher and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

b. Currently we are now following a push-in model therefore our ESL teacher provides our newcomers students with in classroom supports. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. Since all teachers meet collaboratively for curriculum planning on the grade level teams and work together to analyze collected data, student needs are addressed and revised on an ongoing basis. For our students who are recent arrivals our ESL teacher provides them with additional supports in small groups outside of the classroom using the On Our Way to English for Newcomers program and Wilson Foundations.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. In addition to the in classroom supports ELL students also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pullout program) which is a literacy intervention program and after school which is both a literacy and math intervention program. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials.

d. As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

A. Programming and Scheduling Information

6. Presently we have 1 ELL student with an IEP in the first grade Intergrated Co-Teaching (iCT) classroom, and 1 in the second grade ICT classroom. We also have 4 ELL students who are receiving special education services in a 12:1:1 third grade classroom and 1 student in the fifth grade ICT classroom and 1 student in a 12:1:1 fifth grade classroom. The classroom teacher, the special education teachers, and the ESL teacher work closely together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. ELL adaptations have been added to the curriculum to enhance the instruction for ELLs. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model strategies and skills for reading and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic abilities.

7. ELL-SWDs have multiple opportunities to spend time with non-disabled peers. During the school day all students participate in lunch time and recess together depending on the grade level. ELL-SWDs are invited to the Sports and Arts After School program and our school's Academic After School Program. They are also invited to participate in our school's extra curricular activities such as: field day, our school's valentine dance, and game nght as well as other school events.

Courses Taught in Languages Other than English ⓘ

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

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

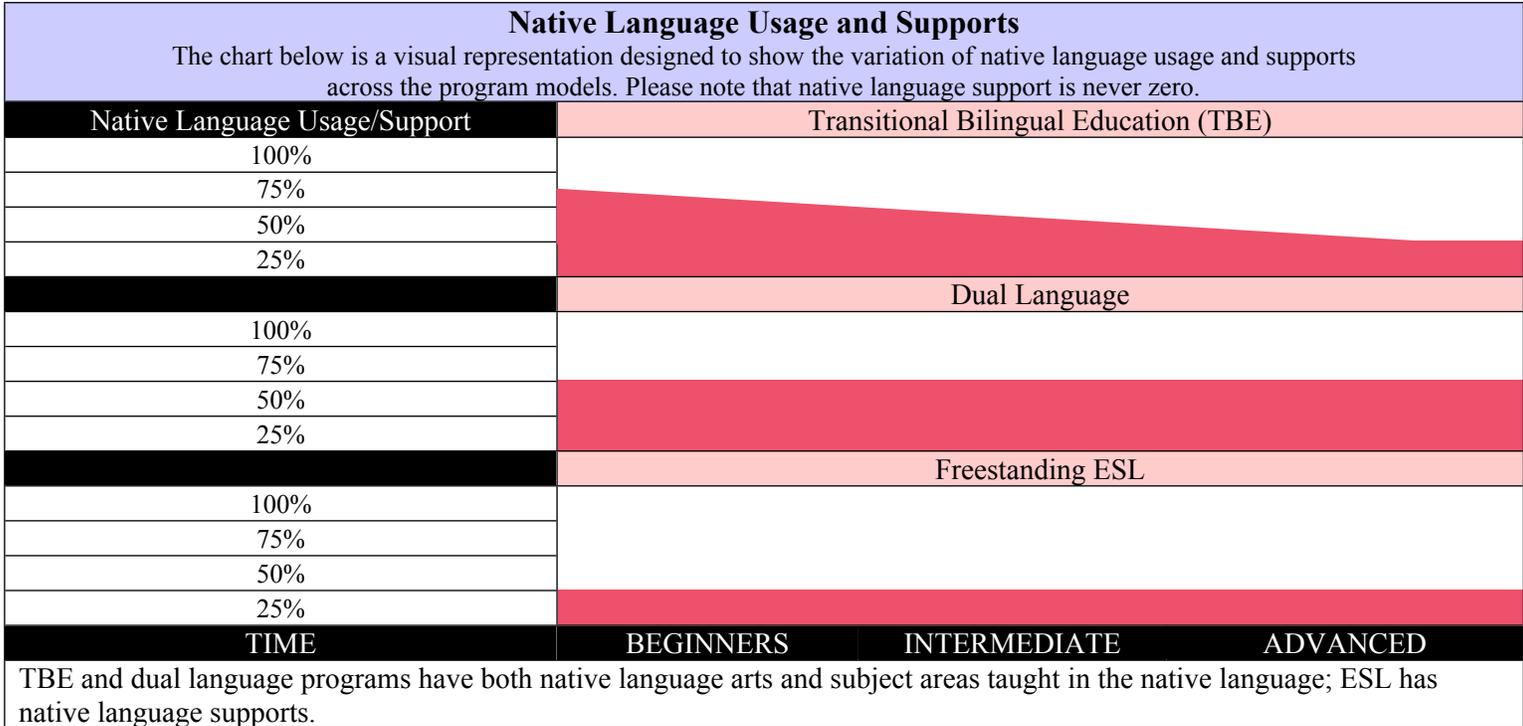
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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



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?

Paste response to questions 8-17 here

8. Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy, and mathematics are provided with AIS support. All ELL students in grades 3-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups.

9. ELL students who have reached proficiency on the NYSESLAT are given in classroom supports by classroom teachers, and ESL teacher. They also participate in the extended day program which provides additional academic support, they continue to receive test modifications and are invited to the after school program.

10. This year we will be purchasing Imagine Learning a literacy based computer program. We will be using this program to provide additional supports to our ELLs who have recently arrived, and potential long term ELLs. The Teachers College coaches will be collaborating with our ESL teacher on a monthly basis modeling best practices in reading and writing to strengthen the literacy skills of our ELLs.

11. Currently we are not discontinuing any programs available to ELLs.

12. a. All our ELL students have the same opportunities as the rest of the students in our school to participate in the different programs we offer. The following programs are used during the school day and are offered to all are students as a part of their scheduled day or according to the student's need: Teacher's College Reading and Writing Project, Everyday Mathematics, Foss Science Program, NYS Core Curriculum for Social Studies, On Our Way to English Newcomers Program, Leveled Literacy Intervention, Positive Behavior Intervention Systems, Read naturally, Wilson, Wilson Foundations, Words their Way, Imagine Learning. Our ELLs are also invited to participate in the Sports and Arts After School Program. We send letters and flyers home to the families informing them about the programs we offer. We communicate the information through parent orientation, open house, parent/teacher conferences, and PTA meetings. Translators are invited to support our families. The ESL teacher is also available to support with Spanish translation and is member of many of the school committees such as Pupil Personal Team, Curriculum Development team, and Site Committee to ensure that ELLs are represented.

b. ELL students in grade 3-5 are invited to our Academic After School program for additional support in ELA and Math as well as test taking strategies. We combine our Title III and Title I funding to create our After School Program where we invite all students, and the

ESL teacher and Common Branch Teachers work collaboratively to support them. Based on the NYS ELA and Math item analysis students who score a level 2 or below are invited to participate in the program. All ELLs are encouraged to participate and families are notified by parental consent letters being sent home and/or a courtesy phone call informing the families about the program and program participation. The goal of the After School Program is to increase student progress and success.

13. Technology is integrated into classroom instruction by the classroom teachers through the use of laptops/ desktops and Smartboards. ELLs also use technology to support them with literacy, math practice, to create reports, and research assigned topics. We have both a full time music and full time visual arts teacher whose subject areas allow for ELLs to participate fully in projects and produce products with their native English speaking peers while developing academic vocabulary that connects to these and other content areas at the same time. All students participate in our physical education instruction which incorporate TPR and peer supports.

14. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries. ELLs who speak languages other than Spanish have access to bilingual dictionaries, and content area vocabulary glossaries. When possible students are paired with others peers who speak their native language.

15. Yes services and resources correspond to students' age and grade level. Students are serviced within their classrooms which are age and grade appropriate. Students who are pulled out for additional targeted supports also use age and grade appropriate materials.

16. Before the school year begins we hold an annual family barbeque in order to welcome our students and families. Our educational staff hosts fun activities for students to participate in and meet the teachers of each grade. The Instructional Leadership team also introduces themselves and mingles with the families. The parent coordinator has a table set up to help answer any questions and the ESL Coordinator/Teacher is available to welcome new ELL families and provide Spanish translations for many of the families. In this way we reach out to try to welcome back old students and their families, and welcome new students and families, including those of ELLs before the school year begins.

17. We currently do not offer language electives at our school.

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.

Paste response to questions 1-3 here

1. P.S. 189 provides professional development throughout the school year for our personnel in-house, as well as outside of the school. These professional development sessions are carried out through the school year for ESL coordinator, all teachers, general education, special education, guidance counselor, secretaries, and the parent coordinator. The professional development will be differentiated as needed, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals.

Professional developments opportunities that have or will be offered this school are as follows:

September- ELL Intake Process for Office Staff and Parent Coordinator

September- ELL Parent Orientation -Parent Coordinator

November 21, 2011 – Supporting English Language Learners in Math Class

December 12, 2011 – Strategies for Teaching English Language Learners

January – Collaborating to Meet The Needs of English Language Learners

February – Differentiated Instruction For English Language Learners

March – Classroom Instruction That Works With English Language Learners

2. We constantly provide opportunities for our staff to attend different workshops, and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teacher provide support in the Middle School selection process by explaining the importance to assist to these Middle School fairs. Our guidance counselor also is actively involved in the selection process and also out reaches to parents/guardians in their native language.

3. To ensure teachers have fulfilled the minimum 7.5 hours of ELL training copies of the ELL training professional development outlines, and sign-in sheets are stored in the Compliance binder which is housed in the ESL teacher's office. An additional copy of these records are kept in the Faculty Conference binder by the school secretary.

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?

Paste response to questions 1-4 here

1. All school related information will be disseminated to the parents of ELL students in English and their Native language. In addition whenever there are meetings within the building we will have staff members present to translate and if they are not available reach out to the Office of Translations to ensure that the Parents of our ELL students receive the information in the language they are most comfortable. We do have many activities scheduled throughout the school year that we would like to have our Parents play a role in for example: Family BBQ in August, "Meet and Greet the Teacher", School Assemblies, Parents Workshop on different topics, such as how to assist/support their children at home in different areas such as Reading, Writing, Math, Science, Social Studies, and Parent-Teacher Conferences.
2. Currently our school has partnerships with several agencies. The first is the Sports and Arts organization which provides an afterschool program for our students. This organization puts on a variety of shows throughout the school year that our parents come and see. Reading Solutions is a group that provides low cost tutoring for our families who feel their children need additional academic assistance. The last group which we have are Learning Leaders within our school. The Learning Leaders are a group of parent volunteers who receive training and assist the school in a variety of ways. In addition to helping out the school they provide a variety of workshops for our parents including but not limited to the following topics, reading, writing, mathematics and Middle School Choice.
3. The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school. We provide the comfort to bring anything to the table at our meetings, and workshops. Our main facilitator between our school and parents is our Parent Coordinator.
4. Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year.

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)	2	4		3	1	3								13
Intermediate(I)			1	2	3									6
Advanced (A)	2	1			2	4								9
Total	4	5	1	5	6	7	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1		4
4	2	4			6
5		2			2
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	1		3		1				5
4	2		5						7
5					2				2
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	1		3		2				6
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.

Paste response to questions 1-6 here

1. At PS 189 we use the Fountas and Pinnell Benchmark Assessment kit to assess the reading skills of all our students across the grades, and teacher created rubrics to assess writing. As a part of our ESL program we are using the ELL Assessment Kit by Rigby. We use the ELL Assessment Kit which is in line with the Fountas and Pinnell reading levels to assess our ELLs in K-2 twice a year: in the beginning of the school year (baseline), and mid year. We administer this assessment so that we can create individual learning plans for our ELLs in K-2. The students are assessed in the four modalities and the plan indicates how the student performed in each modality and how to support the student. The plan is used to support each student across the content areas in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted support for them such as using Foundations to develop phonemic awareness and fundamental literacy skills for students in K-2 and beginners in 3-5, create targeted small groups, use intervention strategies in all content areas, and adjust mini-lessons to include ESL methodologies and strategies such as graphic organizers, and the use of technology (Smartboards).

2. According to the data patterns across proficiency levels and grades, ELLs are continuously scoring higher in the listening and speaking sections. While most of our ELLs have demonstrated progress in reading and writing the scores indicate that they continue to struggle in these sections. The data shows that most ELLs in grades K-2 need to strengthen their reading skills, while most ELLs in grades 3-5 need to strengthen their writing skills. Last year our ESL program followed a push in model which according to the data was beneficial to our ELLs.

3. All our instructional decision are based on the needs of our students. In looking at the patterns across the NYSESLAT modalities our ESL teacher and classroom teachers work collaboratively to inform their instruction and provide the necessary scaffolds and strategies needed to support our ELLs progress. As a school we continue to adjust our curriculum and planning according to the needs.

4.a. The patterns across proficiency levels indicate that our K-3 students generally move up a proficiency level and some of our potential long term ELLs in 4-5 have remained in the same proficiency level. Our ELLs in grades 3-5 received similar scores on the ELA and math exam to non-ELLs. Most of our students do not take the state exams in their native language but the 3 that received native language support during the math and science exams scored similar to non ELLs

b and c. This is the first year we will be using the ELL Periodic Assessment with our ELLs in grades 3-5. We hope that the results of the assessment help us better differentiate our instruction to meet the needs of our ELLs and help them strengthen their reading and writing abilities. We hope that in analyzing the data we can provide targeted instruction to support the progress of all our ELLs especially our 4-6 year ELLs that are facing challenges in reading and writing.

5. We currently do not have a dual language program.

6. We evaluate the success of our program for ELLs based on a variety of assessment results both informal and formal. This includes teacher created and program assessments and "kid watching," and conferencing, notes as well as the results of both the NYSESLAT and

New York State content area assessments. This year we are learning to use the Annual Measurable Achievement Objectives to help inform our instruction and to evaluate our ESL push-in program.

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

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x189 **School Name:** Cornerstone Academy for Social Acti

Cluster: 606 **Network:** 6

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.

We use results from our Home Language Identification Surveys to assess our school's written translation and oral interpretation needs. We maintain a current record of the primary language of each parent on the student emergency cards and in ATS. Copies are kept in the students' cumulative records of the Home Language Identification Survey as well as in the ESL Coordinator's office.

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 found that we need written translation and oral interpretation services in Arabic, Spanish, Wolof, and Mandingo. We have 23 Spanish speaking students, most of whose families need both oral interpretation and written translation services. There are three families who need oral and written translation services in Arabic, two in Urdu, one in Twi, one in Wolof, and one in Mandingo. We communicated our findings through flyers and our Parent Coordinator.

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.

In order to meet the needs of our families, the school will provide written translation services primarily by using school staff and parent volunteers. The general school practice is agreement by several staff and parent members for Spanish translation. For other languages we use the services provided by the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. We have found this most often to be the case for Mandingo.

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.

Our ESL Coordinator and other bilingual school staff provide oral interpretation services in Spanish. We use the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for other languages. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to interpret for them. We have found this most often to be the case for Mandingo. We also arrange for interpretation services to be provided for all parent meetings where interpretation services are appropriate.

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>.

We fulfill the parental notification requirements by accessing and distributing documents created by the Translation and Interpretation Unit. We indicate on documents, letters, and fliers that are distributed to families that services are available. We have provided parents that speak a language other than English with a translated Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We have posted a sign in our building entrance and lobby in each of the covered languages indicating the availability of interpretation services. Our Parent Coordinator also has the information available and displayed. As one of her responsibilities, our Parent Coordinator coordinates and ensures that school documents are translated in a timely manner.

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: CASA PS 189x	DBN: 11X189
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
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: 18 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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: Rationale: At P.S. 189 we have created two supplemental programs to provide optimal academic opportunities for our English Language Learners (ELLs), and former ELLs who are at risk and struggling academically. The first program is the Academic After School Program which is based on the data from the New York State ELA and Math item analysis. This program is being designed for students who scored a level 1, ELLs, former ELLs, and Students with Disabilities (SWDs). The program's goal is to boost students academic achievement in literacy and math. We hope to expand our program to provide the same opportunities to students who scored a level 2.

The second program is the NYSESLAT Saturday Academy This program will be specifically designed for our ELLs and will provide targeted focused instruction based on the results of the NYSESLAT data. Our goal is to support our students to improve their reading and writing skills and prepare them for the NYSESLAT.

Subgroups and Grade Levels of Students to be Served: Students who will be invited to participate in the After School Program are students in grades 4 and 5 who scored a level 1 on the NYS ELA and Math, students in 3rd grade who are performing below grade level, ELLs in grades 3-5, and students with disabilities in grade 3-5. If there is space available students who are performing at a level 2 will also be invited.

Students who will be invited to the Saturday NYSESLAT Academy are ELLs who are in grades 3-5 ,have been at the intermediate or advanced proficiency level for more than two years, and struggling with reading and writing. This program is an intensive targeted support for our students to prepare them for the reading and writing section of the NYSESLAT. This program will be taught by our ESL teacher.

Schedule and Duration: The After School Program will begin the week of January 1st and end the week of April 5th. Students will attend the program Tuesday through Thursday from 3:00 to 4:15 pm.

The Saturday NYSESLAT Academy is a 3 Saturday program from 9-12pm that will begin on Saturday April 28, 2012, followed by Saturday May 5, 2012, and Saturday May 12, 2012.

Part B: Direct Instruction Supplemental Program Information

Language of Instruction: The instruction in both programs will be delivered to all our students in English.

and Types of Certified Teachers: The Academic afterschool program will be formatted into 2 classes per grade, for a total of 6 classes from grade 3 through grade 5. Each of these classes will be taught by a common branch teacher. One class on each of the grade levels will be designated as an ELL class and will have all ELL students for that grade in conjunction with general education students. The ESL teacher will push in to the afterschool rooms which have the ELL students to teach during literacy once a week to provide ESL strategies and support to the students. In addition to this there will be plenary sessions where the ESL teacher will meet with the common branch afterschool teachers so they may plan together for this group of students.

Types of Materials: For the The Rally Essential Skills for Reading and Essential Skills for Math Success is the program we will be using to support our students in the After School Program. This program is researched based, aligned to the New York State Common Core Learning Standards and was developed to support struggling readers and ELLs.

For the Saturday NYSESLAT program we will be using the Empire State NYSESLAT. This program is designed specifically for ELL students and supporting them in preparation for the NYSESLAT exam.

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: Rational:

Professional Development will be provided to all teachers who will be supporting our ELL students by the Principal and Assistant Principals with support from the ESL teacher who will be providing ESL strategies and methodologies. The professional development sessions will focus on the implementation of ELL best practices and infusing them into the RALLY program. Teachers will also be provided with time to work collaboratively and plan for the students.

Teachers to Receive Training: All teachers who will be supporting our students in the After School

Part C: Professional Development

program: 1 common branch teacher per grade and the ESL teacher. The ESL teacher Ms. Figueroa will receive the training as well as provide the common branch teachers with support in providing our ELLs with ESL strategies.

Schedule and Duration:

These professional development opportunities will be covered over four 45 minute sessions. These sessions will be held afterschool.

Topics to Be Covered:

How the Teachers College Reading and Writing Project supports the needs of ELL students.

Academic Language

Supporting Ells during reading

Supporting Ells during writing

Name of Provider:

James Bellon

Leslie Fiske

Teacher's College Coaches

CFN 606

Bronx BETAC

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: Rational: All school related information will be disseminated to the parents of ELL studnets in English and their Native language. In addition whenever there are meetings within the

Part D: Parental Engagement Activities

building we will have staff members present to translate and if they are not available reach out to the Office of Translations to ensure that the Parents of our ELL students receive the information in the language they are most comfortable. We do have many activities scheduled throughout the school year that we would like to have our Parents play a role in for example: Family BBQ in August, "Meet and Greet the Teacher", School Assemblies, Parents Workshop on different topics, such as how to assist/support their children at home in different areas such as Reading, Writing, Math, Science, Social Studies, and Parent-Teacher Conferences.

The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school. We provide the comfort to bring anything to the table at our meetings, and workshops. Our main facilitator between our school and parents is our Parent Coordinator.

Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year.

Schedule and Duration:

Over the course of the school year we will offer monthly Parent workshops that will last 1 hour each. There will be 3 ELL specific parent workshops which will be 1 hour each.

Topics to Be Covered: Topics that will be covered at the parent engagement activities will include but not be limited to: Supporting student academic achievement in different content areas, Understanding and Supporting Students taking the NYSESLAT, Parent/ teacher Conversations etc..

Name of Provider:

The providers for this Professional development will be

Mr. Bellon-Principal

Ms. Fiske and Ms. Tucci- Assistant Principals

Ms. Figueora- ESL Coordinator

Part D: Parental Engagement Activities

Ms. Austin-Parent Coordinator

How Parents will be notified of These Activities: Parents will be notified of all activities through letters sent home with the students, fliers that are sent home and placed throughout the building, and through communication with the teachers and/or Parent Coordinator. The information will be translated for the families and a translator will be provided should the need arise.

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		

