Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: **KINGBRIDGE INTERNATIONAL HIGH SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X268

PRINCIPAL: **ROANALD NEWLON** EMAIL: RNEWLON@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELAINE LINDSEY**

06-11-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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
Ronald Newlon	*Principal or Designee	
Seth Wiznitzer	*UFT Chapter Leader or Designee	
Eusebio Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Greidy Diaz MD Habib	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Brian Mullen	Member/UFT	
Carmen Escobar	Member/UFT	
Taina Torres	Member/UFT	
	Member/UFT	
Glennys Deleon	Member/Parent	
Nancy Mieses	Member/Parent	
	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP 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.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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 respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

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

Annual Goal #1

To improve the percentage of teachers who advance at least one level overall on the Charlotte Danielson's "Framework for Teaching."

This goal addresses a "Citywide Instructional Expectation Goal."*

- Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching.*
- Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, they should consider:
  - ***Designing coherent instruction (1e)****;
  - Establishing a Culture for Learning (2b);
  - Managing Student Behavior (2d);
  - ***Using questioning and discussion techniques (3b)****;
  - Engaging Students in Learning (3c);
  - ***Using assessment in instruction (3d)****;
  - Growing & Development Professionally.
- School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Teacher pedagogue is critical to student academic outcomes. The NYC Department of Education plans to use the Danielson Framework for Teaching to satisfy the evaluation component for NYS Teacher Evaluations. Exposure to this rubric, currently as a formative not evaluative, assessment will prepare teachers for this new evaluation system. Furthermore, the rubric clearly identifies strengths and weaknesses and supports teacher pedagogue as a whole.

Instructional strategies/activities

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

- Administrators will conduct Instructional Intensives and formal observations.
- School leaders will perform regular, frequent observations of teacher practice aligned to competencies in the Danielson Framework for Teaching
- Conversations between school leaders and teachers about each teacher's ongoing development and impact on student learning
- Work with talent coaches and school leaders to help school leaders to fairly and accurately assess teacher practice and provide useful feedback to teachers that helps them to improve their practice
- Administrators will be able to practice using a new model of teacher evaluation and development in a no stakes environment before a new citywide model is negotiated
- Have access to additional online and in person professional development activities to support your growth as a teacher, and you will receive more frequent feedback on your practice
- School Leaders will conduct approx. one pilot observation per month per teacher (min. 6/year recommended) over the course of the year: 2 formal full-period pilot observations, and; 4 to 7 partial-period pilot observations.
- School Leaders will give direct, timely, and actionable feedback to teachers. Communicate pilot evaluation ratings and evidence to teachers. Support teachers with PD aligned with feedback.
- School Leaders will develop a shared anchor of what effective practice looks like. Work to refine their ability to accurately rate instructional performance.
- School Leaders will enter all relevant data into the LEARN area developed in ARIS.
- The goal will be achieved by June 30, 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians *(adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Funding is established if necessary**
- **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
- **Interim measurable objectives will be established by the teachers and by the administration.**
- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
- **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.**

1. **Some of the activities are performed during the teachers' regular work day when they are teaching and during their Professional and Preparation Periods.**
2. **Title I SWP funding for Professional Development is used to support five After School/Saturday Retreats and meetings for teachers that cover teaching practices that include more effective student differentiation and classroom pedagogue.**
3. **TL FSF will be used to cover any funding deficiencies in the above area.**
4. **ARRA RTT Data Specialist funding will be used to support the Data Specialist work.**
5. **Title III funding will be used to support our ESL Teachers in the development and presentation of professional development for our ELL population.**
6. **Title I SWP funding will be used to develop a more rigorous curriculum aligned to the CCLS.**
7. **NYSTL Software HS funding will be used to purchase and maintain Rosetta Stone English software for our ELLs.**

Annual Goal #2

To identify active students from the 2011-2012 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates for 20% of the Target Group.

Comprehensive needs assessment

- During the 2011-2012 school year 100 students were identified by the Attendance Team as being chronically absent. Chronically Absent is defined as student with 20 or more days absent for a school year. By the end of the 2012-2013 school year (June 2013), 15% of the remaining (excluding discharged students) active target group will reduce their chronic absentee rate.

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:
- Work in collaboration with the Network, DOE on Chronic Absenteeism. Identify students who were absent from school 20 or more days for the 2011-2012 school year.
- Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.
- Send out correspondence to parents for the target population in the fall 2012 stressing good attendance and providing a short synopsis of this attendance initiative.
- Initiate a phone call "blitz" by attendance support staff (not simply automated) on September 5, 2012, reminding the families of the target group of the first day of school.
- Host a *Parents' Student Success Summit* at our school for targeted student families.
- Provide training for the team on how to use the "Data Tracking Spreadsheet", a newly created tool developed in-house for this initiative.
- Identify an administrator to coordinate the work for this project.
- Create an Attendance team (Student Success Team) including the principal, pedagogical staff, support staff, Community Based Organizations, and Network team members.
- Schedule bi-weekly (weekly in September and October) meetings to monitor the progress of the target group.
- Create a team of "Success Mentors" from within the school staff and from outside Community Based Organizations. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.
- Recognize positive student attendance progress with postcards, phone calls and other incentives.
- An analysis of student progress will be ongoing; however, a mid-year review of the progress will be evaluated by the school.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians *(adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Funding is established if necessary**
- **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
- **Interim measurable objectives will be established by the teachers and by the administration.**
- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
- **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.**

1. **Most of this work will not require additional funding. This team is comprised of non-teaching staff except one whose compensatory time position affords him the time to coordinate the school efforts.**
2. **AIDP funding is use to support the program in the form of incentives and student recognition.**
3. **AIDP Attendance Shared funding partially contributes to an attendance teacher's support for one day per week.**
4. **AIDP Every Student Everyday funding is used to provide incentives, support student recognition and Parent Involvement.**
5. **Title I SWP funding is used to contribute to support after school clubs and activities that provide students additional motivation to attend school.**
6. **TL FSF will be used to cover any funding deficiencies in the above area.**

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

As per the Citywide Instructional Expectations for 2012 – 2013 (2b), our teachers will be engaged collaboratively to:

Develop and implement by June 2013 two tasks in each of the four core subjects (Math, ELA, Science and Social Studies) aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - Students will be engaged in two units aligned to the Common Core Learning Standards (CCLS) in each of the four core subjects.

Instructional strategies/activities

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

- Teachers will develop two CCLS units of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers share a Common Planning Time to meet as a department team to assess student work and determine what lessons will be planned/taught to reinforce with students the concept of providing evidence to support a claim.
- Teachers will focus on identifying the aspects of the CCLS and identify particular standards that can be incorporated into two tasks for each of the four core subjects for implementation.
- PD will be provided by CFN and/or the administration to assist teachers in strengthening the alignment of Common Core Standard tasks to the curriculum in the four cores subject areas.
- The Subject Area teachers will hold departmental meetings in which they develop a plan of action for implementing the tasks and assessing the task effectiveness. Revisions to the tasks will be made based on the teachers' evaluations.
- These activities will be completed by June 30, 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.

- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians *(adequate representation*), will be involved in an organized, ongoing, and timely way, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Funding is established if necessary
- Professional development is provided as needed. (especially for all Inquiry Team teachers)
- Interim measurable objectives will be established by the teachers and by the administration.
- Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.
- The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

1. **Most of this work will be supported by Title I Professional Development funding. These activities are performed during the teachers' regular morning meetings prior to the start of the school day.**
2. **TL FSF will be used to cover any funding deficiencies in the above area.**

Annual Goal #4

Teachers will be engaged (on a regular basis) in collaborative Inquiry Work to:

Strengthen student work by examining and refining curriculum, assessment, and classroom instruction to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

At least 75% of our teachers will be engaged (on a regular basis) in collaborative inquiry work during the 2012 – 2013 school year.

Instructional strategies/activities

1. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
2. strategies/activities that encompass the needs of identified student subgroups,
3. staff and other resources used to implement these strategies/activities,
4. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
5. timeline for implementation.

- Teachers will meet collaboratively to:
  - Generate uniform curriculum (maps and lessons)
  - Generate uniform assessments
  - Discuss student work and classroom instruction
  - Discuss how to improve teacher practice
  - KIHS will provide professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed in the current school's major subject area curriculum.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Implementing effective monitoring and assessment programs for ELL's

- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians *(adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Funding is established if necessary
- Professional development is provided as needed. (especially for all Inquiry Team teachers)
- Interim measurable objectives will be established by the teachers and by the administration.
- Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.
- The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

- **Most of this work will not require additional funding. These activities are performed during the teachers' regular work day during their Professional Periods.**
- **Title I SWP funding will be used to develop a more rigorous curriculum aligned to the CCLS.**

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

To improve the "Performance Index" (P.I.) in English Language Arts (ELA) for the category of "all students" on the NYS School Report Card for Cohort O (June 2013 Graduating Class) by 5% from its current point (as of September 2012) or achieve AYP (Adequate Yearly Progress) Target.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The current (September 2012) P.I. in ELA Regents for "all students" is 104.35 (based on ATS data). This number could change if the number students in the cohort changes before BEDS Day. Our target P.I. in ELA Regents for "all students" is 109.56 by June 30, 2013, or achieve AYP Target.

Instructional strategies/activities

1. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
2. strategies/activities that encompass the needs of identified student subgroups,
3. staff and other resources used to implement these strategies/activities,
4. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
5. timeline for implementation.

- We will have an Inquiry Team dedicated to support this goal.
- The Data Specialist has already gathered the latest ELA Regents results as of September 2012 from ATS for students of Cohort O. This was done to insure that all students are appropriately programmed.
- The Data Specialist will create a target group in STARS for students of Cohort O who have not scored at least a 55 on the ELA Regents.
- Old ELA Regents Exams for students who have not achieved a score of at least 65 will be analyzed by the Inquiry Team. Individual student "needs assessments" will be created and articulated to teachers for differentiated instruction.
- All students in Cohort O who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English (ELA) will be rescheduled to take that exam until they score 65 or above.
- All students who have not achieved a score of 65 for the Regents Exam in Comprehensive English will be programmed for Regents Prep and/or receive tutoring.
- Students who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English will sit for both ACUITY Predictive Exams and various

tasks from Regents Exams to access their improvement and readiness for the ELA Regents Exam.

- The guidance counselors will support this goal through "case conferencing" during the Inquiry Team meetings.
- Seek assistance and feedback from the Network Leader, and Network Team members
- Targets will be met by June 30, 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

- Parents/Guardians of Title I students are participants in the Title I program.
- In Title I schools, a Title I parent committee must be formed to represent these parents.
- Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
- The school will maintain documentation regarding the use of funds and program implementation.
- As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
- The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
- These activities will be funded using the school's Title I parent involvement allocation.
- Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians *(adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Funding is established if necessary
- Professional development is provided as needed. (especially for all Inquiry Team teachers)
- Interim measurable objectives will be established by the teachers and by the administration.
- Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.
- The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

1. **Title I SWP funding will be used to support our academic intervention services (AIS) including but not limited to our AM, PM, and Saturday Academy.**
2. **Title I SWP funding will be used to develop a more rigorous curriculum aligned to the CCLS.**
3. **TL FSF will be used to cover any funding deficiencies in the above area.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	110	110	110	110	36	3	77	2
10	84	62	68	89	64	2	52	4
11	90	58	61	86	54	2	43	5
12	77	21	31	66	33	1	51	3

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Academic Intervention Includes the following: PM and Saturday Academy. Weekly English team meetings to align the curriculum for all grade levels.
Mathematics	There is peer tutoring after school and during school hours. The entire Math staff works after school and 3 of our math teachers run a Saturday program, and the students are placed according to their academic ability and needs for the Math Regents Exam.
Science	Four years of Science. An extra period of Science is provided for Seniors to make up science course and/or Science Regents requirements. Saturday academy meets weekly to address students' individual needs. Technology, worksheets, Regents Prep and one-on-one conferences are conducted to assist students in meeting standards and monitoring themselves.
Social Studies	Our Social Studies department conducts transcript analysis in September to identify the students who are deficient in credits and Regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday Academy. We have Staff available every day after school and Saturdays for both Global and U.S. tutoring. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills and help develop the necessary thematic and DBQ essay skills for the Regents Exams and Common Core Learning Standards.
At-risk Services provided by the Guidance Counselor	Students are provided with individual conferences to plan how to improve their overall achievement. Students review transcripts with the guidance counselor and are made aware of graduations requirements and first steps for college readiness and the application process. Counseling, Peer Mediation, Group Counseling, referrals to Social Worker are ongoing.
At-risk Services provided by the School Psychologist	We have a school based support team and a Montefiore Medical Clinic on Campus both having psychologists available to our students. Also, we have a boys and a girls club to promote discussion of relevant issues for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.

At-risk Services provided by the Social Worker	Provides Crisis Intervention for students on demand. Referral services for students and families for issues such as child care, mental health services, domestic violence, Planned Parenthood, and sexual health among others. Provides girls with a girls' club, "GLOW", to enhance self-esteem and leadership skills. Conducts parent teacher conferences to assist students with behavior and academic challenges. Provide individual and family counseling. Students with special needs are provided counseling aligned to their I.E Ps. Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd Services, Montefiore Health Clinic, Cardinal McClosky Services, and to other outside agencies. Provides Group Counseling and Individual Counseling.
At-risk Health-related Services	School Based Support Team- Meeting the I.E.P's of special education students. Good Shepherd Services provides us with YABC students who passed their Regents to assist teachers with students in the classrooms. Montefiore Health Clinic – provides support for Mental Health and immunization issues.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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

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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13

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 Maria Cristina Jimenez	District 10	Borough Bronx	School Number 268
School Name Kingsbridge International High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Ronald Newlon	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Leonardo Iglesias	Guidance Counselor Suzette Peraud
Teacher/Subject Area Brian Mullen	Parent Eusebio Cruz
Teacher/Subject Area Andres Perez	Parent Coordinator type here
Related Service Provider type here	Other Carmen Escobar/Social Worker
Network Leader Maria Cristina Jimenez	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	8	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	6
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	491	Total Number of ELLs	454	ELLs as share of total student population (%)	92.46%

Part II: ELL Identification Process

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

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

1. The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete documents including the Home Language Survey. Once parents indicate a language other than English for the student's language, students are then designated for LAB-R testing, which is admistered within 10 days by our ESL Teacher or Guidance Counselor. According to the LAB-R results, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the LAB-R assessment. The HLIS is a document we use to determine if the students speak a language other than English. There is also an informal interview in both English and the Native language. The students and parents are asked specific questions about their background and English abilities. All parents and students are provided to the best of our ability translators at the intake process. We have may pedagogues who are bi-lingual. We have speakers of Spanish, French, Arabic and Bengali on staff to assist in the intake process. Parents are informed of our Rosetta Stone account at the school in order help their english development. This school does not administer the Spanish LAB for Spanish-speaking ELLs because we are ESL. The pedagogues who administer the the initial screening are our guidance counselor, Suzette Persaud and social worker Carmen Escobar. The HLIS is administered by several teachers including Andres Perez, Leonard Iglesiais as well as the guidance counselor and social worker, The HLIS is completed with the assistance of a pedagogue, and we always try to match the parents with people who speak their native language. Andres Perez, our testing coordinator, conducts all Lab-R testing. He is a licensed pedagogue. he also administers the NYSESLAT exam to our students. The ESL teachers review NYSESLAT results to evaluate ELLs and to ensure our students are receiving the proper instruction. Students growth in English development is charted annualy and compared to regents and classwork progress.

2. Beginning this year, we will show the Department of Education approved Parent orientation video and we will address any concerns that may arise. Our analysis of the parent surveys consistently shows that parents choos ESL for their children. Parents are also provided with the option for other services if they so choose. The outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes availableis we create a list of students that we have who have requested a different

program. We stay in contact woth the borough enrollment center, and when a program becomes available the option is provided to the parents to tranfer programs.

3. In addition to what is done in #2 above, an Entitlement Letter will br provided for the parent.The entitlement letter addresses ESL placement or non-placement based on LAB-R results. The form is duplicated and kept on file. The guidance counselor and social worker are responsible for the entitlement letters, and these letters are distributed at the intake process alond with parent survey and program selection forms. The guidance couselor collects these forms and a file is created for every student with a checklist of required documents.

4. At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of members of the intake team. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the Parent Coordinator, ESL Coordinators and/or guidance counselor. Every student has an intake file with a checklist of required documents. The list is distributed to grade team members to assist the guidance counselor in collectionof these documents.

5. Our school only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. The school monitors trends in parent choices by charting parent responses and comparing the data by the intake team

6. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction. Presently, we have an enrollment of 479 students, eighty-two of which are English Language Learners. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. We align our program models with parent requests by adhereing to the ESL model that the parents are made aware of during the intake process. If the parents prefer a different model, we refer them the borough of enrollment. All parents are encouraged to particpate in our model, and if they are not satisfied we will assist them in finding an appropriate model.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☐ **1**☐ **2**☐ **3**☐ **4**☐ **5**☐ **6**☐ **7**☐ **8**☐ **9**☒ **10**☒ **11**☒ **12**☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										121	115	144	111	491
Push-In														0
Total	0	0	0	0	0	0	0	0	0	121	115	144	111	491

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	454	**Newcomers (ELLs receiving service 0-3 years)**	403	**Special Education**	7
SIFE	133	**ELLs receiving service 4-6 years**	42	**Long-Term (completed 6 years)**	9

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	425	136	5	25	0	1	4	0	1	454
Total	**425**	**136**	**5**	**25**	**0**	**1**	**4**	**0**	**1**	454
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

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**
Albanian														0
Yiddish														0
Other __														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in heterogeneous-ungraded ESL classes. The remainder of their program is based their academic requirements. The teachers work in collaborative grade and subject team to assess student needs and create academic programs for at-risk students. Our classes are departmentalized in order to best serve our students for both credit and regents exams requirements.

A. Programming and Scheduling Information

2. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our students travel in blocks and have a heterogeneous mix.

3. Content area instruction is delivered in English. We have established a LAP team which includes the principal,Network ELL Compliance Specialist, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our teachers employ the workshop model in our classes and students are grouped with different levels of English within the class. This is done to ensure that content becomes comprehensible and to enrich language development through the students' peers.

4. ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is moitored by teachers in grade team levels.

5. ELL subgroups receive differentiated instruction though content areas where QTEL scalfolding stretegies are implemented. ELL and SIFE students receive Native Language instruction. In addtion to items in #3 above, ELL students are enrolled in online programs Achieve 3000, Rosetta Stone and SCANTRON for Literacy support. Students at different levels are provided with literacy and language support in both their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendace in coordination with the guidance counselor and the individual grade teams. The grade teams administer baseline exams in their respective departments and then create an academic plan based on the ability of the student. Our SIFE students are enrolled into our P.M. School and Saturday academy also. Our newcomers(less than 3 years) are teamed up with a student buddy whose English level is advanced in order to expedite the process of learning English. All newcomers are evaluated in grade teams to ascertain their strengths and weaknesses and to teach them accordingly. Our plan for Long-Term ELLs is to continue their process for English language development using P.M. and Saturday academy for both enrichment and regents requirements. We have after school writing programs and verbal SAT prep for student achievement.

6. Teachers of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. Our instructional strategy includes workshop model, weekly grade and subject team meetings to assess student achievement and create alternative strategies for lower achieving students. These strategies include scaffolding for the writing process focusing on sentence and paragraph development as opposed to writing large essays they may not be capable of at that time. All teachers have grade appropriate textbooks and litereature to assist instruction, computers and smartboards are available to every teacher, and all grade teams are conducting inquiry work in an attempt to increase student vocabulary skills.

7. Based on IEPs our school has mainstreamed students with disabilities into an ESL least-restrictive program. Students are given support and adequate instructional means as per their NYSESLAT and LAB-R results. Students are given access to tutorial services twice weekly during the school day. Additionally, Saturday ESL classes provide support for English Language Learner student with disabilities. Students are given access to Rosetta Stone and Achieve 3000.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	2
Science:	2

Class/Content Area	Language(s) of Instruction

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ESL support teacher for every regents level course. The support teacher has a primary focus of icreasing the reading,writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language. With our interventions in Sciece and Social Studies, we saw a dramatic increase in our regents pass rate.

9. Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

10. Expand on the services already provided. Incorporte Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. Out trditional P.M. and Saturday classes will be geared to help student achievement and maitain studnets on a path to graduate in 4 years.

11. None

12. ELL students are not excluded from any programs or clubs at our school. Furthermore, in addtion to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants.We have programs before and after school, as well as on Saturdays to help increase student achievement. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.

13. Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy

libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have access to discovery education to supplement lessons, as well as the wizard test maker which helps to assess regents readiness.

14. Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are seven Spanish native language instructors on faculty. Additionally, there are 3ESL instructorson faculty.. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language. Our native language instruction is done primarily in our P.M. and A.M. schools

15. Required services and support correspond to ELLs' ages and grade levels by assessing students needs in grade teams and placing the students into corresponding A.M and P.M classes based on ability. For example, we may have an eleveth grader writing an 8th or 9th grade level, which would prompt teachers to place the student in a lower level after school class in order to acquire the necessay skills.

16. Beginning this summer(2012) we will offer a four week bridge program for incoming freshman to enrich English and Math skills.

17. Students are offered Native languge instruction during PM School and Saturday Academy enrichment. As of now, we only offer Spanish electives , but we are working to incorporate French, Arabic and Bengali into our P.M. school curriculum.

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)?

Not Applicable

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.

There are no assistant principals at Kingsbridge. All staff has a weekly 35 minute meeting every Monday morning. This is a per session event in which all staff members attend. Instructional strategey is a component of every weekly PD meetings. teachers share instructional strategies at these meetings, with specific detail and attention paid to our ESL learnenrs. We have outside people attend meetings from periodaclly in an attempt to provide new insights. One person from each department will attend an outside PD and turn-key train the members of the respective department.

Teachers, particularly in 9th grade, are trained to assist ELLs as they transition from one school level to another by our in-house weekly PD meetings. Our ESL teachers provide specific strategies to the rest of the staff in order to create the smoothest transition possible for ELLs as they transition from one school level to the next.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. The minimum of 7.5 hours of ELL training is easily met in our weekly PD meetings. Teachers share research based strategies on the most effective ELL instruction. Recoreds of these meetings are kept by the Principal as he creates the weekly agenda.

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. We have the Committee for Hispanic Children and Families. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey admistered by the Parent Coordinator is also utilized to address the the needs of parents.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the oppurtunity to air grievances and describe their needs and the needs of their children. The discusssion is documented and presented to staff for possible ideas for meeting parental needs

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents.

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)										27	67	36	25	155
Intermediate(I)										19	29	52	51	151
Advanced (A)										7	1	14	19	41
Total	0	0	0	0	0	0	0	0	0	53	97	102	95	347

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										11	55	26	21
	I										21	26	34	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										12	11	27	32
	P										9	6	21	13
READING/ WRITING	B										27	45	29	11
	I										19	51	7	62
	A										7	1	0	20
	P										0	1	0	4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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	110	0	50	0
Integrated Algebra	80	35	56	24
Geometry	243	86	151	37
Algebra 2/Trigonometry	15	6	5	0
Math _____				
Biology				
Chemistry				
Earth Science	67	16	50	5
Living Environment	101	42	53	35
Physics				
Global History and Geography	106	189	37	66
US History and Government	38	63	14	40
Foreign Language	143	0	126	0
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.

1. ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom.The dats is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.

2. Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.

3. The NYSESLAT is a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure comparable proficiency results in the category of Reading and Writing. While students are immersed in a predominantly all-English setting, it appears that their writing and reading skills still lack proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs attaining success on Regents examinations as well as making a year or more progress on in-house standardized assessments . Additionally, progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting.The modalities affect instructioanl decisions in the grade team level. Teachers incorporate all 3 modalities into their instructional plans to help increase achievement and to support the growth of the students learning English.
up
4. A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majorty of our ELL students are deficient in reading comprehension and writing skills. A school initiative involves professiona development targeting literacy across the core curricula. Teachers are engaged in weekly and bi-weekly meeting where literacy for ELLs are targeted.Student results continue to show a weakness in the areas of reading and writing.The performance of the students on exams in English as opposed to their native language is that the students who take the exams in English tend to perform better because the classes are given in English and a great deal of the academic vocabulary is difficult to translate for the students. Teachers are using the periodic assessments to create their instructional plans to meet the needs of the students. The teachers are learning that specific addressing of needs within the core subjects has seen a sizeable growth in performance on regents exams, particularly in the English and Social Studies disciplines.

5. Not Applicable

6. The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and the Periodic Assessment provides data throughout the year and allows us to benchmark the progress of our ESL program. The ultimate barometer of the success of our programs are determined and measured by student performance on New York State regents exams and our graduation rate. Additionally, teachers of grade teams do quarterly transcript evaluations to evaluate the students' progress within their cohort to measure credit accumulation and regents performance.

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.

Not Applicable

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)
Ronald Newlon	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Leonardo Iglesias	ESL Teacher		1/1/01
Eusebio Cruz	Parent		1/1/01
Rian Mullen/Social Studies	Teacher/Subject Area		1/1/01
Andres Perez/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suzette Persaud	Guidance Counselor		1/1/01
Maria Cristina Jimenez	Network Leader		1/1/01
Carmen Escobar	Other Social Worker		1/1/01
Gary Prince	Other F-Status Admin		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10X268 **School Name:** Kingsbridge International H.S.

Cluster: 4 **Network:** 402

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 determine the primary language through home language surveys, student interviews and social worker phone calls. All of our students are immigrant children, therefore the staff knows our children are ELLs and that extraordinary measures must be taken to communicate with parents. We have full translation available for our students and all letters to the house are written in English and the other native languages. Our staff discusses the language barriers that exist in our daily professional development meetings.

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.

100% of our school community and parents need translation services. All of our students are immigrant children and their are multiple languages spoken in our school, with Spanish being 90% of the speaking population. All of our home letters are translated into the native languages. Also, our interpretation needs are met with adult translators as well as student translators for all school community events.

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.

We have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE translation services for all letters to be sent home to our ELL families. We have in-house staff avaiable for translation, as well as parent volunteers and students who have developed a certain level of mastery of English.

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.

For all translation needs, we have in-house staff, parent volunteers as well as a students who have a certain level of masery of English for parent conferences and events. We also use the NYCDOE translation services for documents.

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.

A copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services is disseminated to each family enrolled in our school via back-packing, mail, and parent meetings. A copy of this bill is posted in the Parent Association's Office as well as all administrative and Guidance offices. Of the parents who do not respond to our requests, phone calls are made by the social worker and guidance counselor for follow up until contact is made between the school and the parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Kingsbridge International H.S.	DBN: 10X268
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☒Before school ☒After school ☒Saturday academy ☐Other: _____
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 24 # of certified ESL/Bilingual teachers: 11 # of content area teachers: 13
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

Part B: Direct Instruction Supplemental Program Information

Begin description here:

At Kingsbridge International High School (KIHS), we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future in college and beyond. In order to do so, we provide them with the linguistic, cognitive, cultural, social, and emotional skills essential for success.

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 490 ELL students.

We have developed an extended day program to support our students with their academic development. We currently have an early entry before AM school (3 Teachers), after PM school (All 11 Teachers with rotating schedules) and at our Saturday Academy (7 Teachers) to ensure that our students are on track to graduate within four years. Four of the 21 Title III participating teachers are ESL certified. These teachers will be pushing into the classes taught by non-bilingual certified content area teachers.

Title III designated classes, teachers and frequency are as follows:

- "AM SCHOOL ESL/Bilingual Faculty: Math- Jose Peguero, English/ESL- Priscilla Edwards, Science-Andres Perez. These three teachers will provide instruction to the 30 ELLs participating in this program for a total of 22 one-hour sessions, 7:00 - 8:00 AM

- "PM SCHOOL ESL/Bilingual Faculty: English/ESL-Leonardo Iglesias-Carusso, Math-Ahamed Abubakar, Math-Eliseo Cedeno, ESL-Priscilla Edwards, ESL-Brynda Grube, Social Studies-Eric Marquez, Math-Rafael Modesto, English-Peder Olson, Math-Jose Peguero, Science-Andres Perez, English-Taina Torres" These 11 teachers are identified as service providers for the 120 ELLs participating in the program for a total of 22 two-hour sessions, 3:00 - 5:00 PM

- "SATURDAY ACADEMY ESL/Bilingual Faculty /Review: Math-Eliseo Cedeno, ESL-Pricilla Edwards, ESL-Leonardo Iglesias Carusso, Math-Rafael Modesto, Math-Jose Pegureo, Science-Andres Perez, English-Taina Torres. These seven teachers serviced 100 ELLs in this program for a total of 15 sessions of five-hour each, 8:00 AM - 1:00 PM.

The ESL/Bilingual educators meet daily with the core curriculum teachers to make sure that ESL/Bilingual strategies are in place in all Title III classes, every day. These eight ESL/Bilingual teachers meets 3-4 times a week with the entire staff in Subject and Grade Team meetings to develop the necessary methodology and student profiles for the higher level teaching that involves the Title III requirement for Memo 66 from the Chancellor's office. It is very clear that we have an articulate and clear-headed set of goals that will satisfy all city, state, and federal requirements. These three programs are geared towards maintaining students' credit accumulation as well as Regents preparation and in the academic gaps that ELL experience as they transition into the use of a new language, English. We also offer enrichment programs for our students who have met or maintained the state mandated progress of their cohort for graduation. All grade levels (9, 10, 11, 12) are offered morning and after school programs, as well as during the Saturday Academy. Our SIFE students and our low performers (bottom third in each grade) on the LAB-R exam are the subgroups that are heavily targeted to attend our

Part B: Direct Instruction Supplemental Program Information

supplemental academic programs. Students attend the programs from 7 a.m. to 8:00 a.m., 3 p.m. to 5 p.m. after school and from 8 a.m. to 1 p.m. on Saturdays. The many classes being taught by trained ESL/Bilingual staff teach in their classrooms with class libraries, Smart Boards, and all the necessary materials for proper and appropriate instruction for our 100% ELL population. The program runs for the entire school year, from September to June. All classes are given in English with ESL/Bilingual support. Our 1:4 ratio requirement is met with co-teaching and co-planning with the entire staff that works with these three programs. The instructional focus for all three programs are the same: credit recovery, test preparation and we even provide students that are in the gifted and talented program opportunities to tutor their peers under the direction of an ESL/Bilingual teacher. We train the non-certified ESL/Bilingual teachers through our daily and weekly meetings as our entire grade and subject teams go over the IEPs for each and every student. Students are taught by certified teachers and our 1:4 ratio requirement is more than met in a very profound way. The academic language of an ESL/Bilingual curriculum is used successfully 100% of the time. We have meetings in discussing individual students' needs; we meet and surpass our goals each school year. Our students benefit from such consistent, well blended teacher/parent/ESL/Bilingual strategies. In regard to the credit recovery program that we offer during our three Title III sessions before and after the regular school day, it is always geared towards state mandated core curriculum standards. The several credit recovery programs are not only offered in higher levels than what is required by the various government agencies, it is far beyond what is expected. The language acquisition for our students is above average when compared to other schools with our SIFE and ELL population. All certified ESL/Bilingual teachers meets daily and/or weekly to rotate with the other State certified teachers, (many of whom are now working on their ESL endorsements) during all THREE programs, i.e., AM/PM/Saturday Academy as described in this plan. There are 24 teachers working in our programs, all of which are either fully certified in ESL/Bilingual or in their core subjects with co-teaching with the content area teachers with regular licenses. These remaining teachers are either pursuing or considering obtaining their own ESL licenses in local universities to increase the number of ESL/Bilingual educators on our staff. All teachers use ESL strategies on a daily basis. We use our professional periods and also we switch lunch times with prep periods to achieve our goals. The school has the opportunity to have the same lunch period, so that time is sometimes used in PDs tailored to enrich our school's population as well as a time to meet with certain students and parents for a successful progress report meeting that involves the entire grade team teachers, including the Guidance Counselor, Suzette Persaud, and the Social Worker, Carmen Escobar. Translations for these meetings are provided by teachers and/or other staff members. We even use our advanced students to translate to parents in Arabic, Italian, or French as needed. The materials used are Regents review books, former Regents exams, teacher created materials, smart boards, computers and other technology to enhance instruction.

We currently have approximately 100 ELL participating in our Saturday Academy, 120 ELL participating in our After School PM program and 30 participating in our early AM morning program. A lion's share of licensed ESL/Bilingual teachers is always on hand for every single session of our three programs. These programs gives us the opportunity to reach at least fifty percent of our population with various programs including Physical Education, Book Club, SAT Vocabulary, Science Enrichment, Rosetta Stone English and Native language building, Math Solutions, Homework Help and Regents Reviews.

Students have access to on-line programs Rosetta Stone and Destination Math. Students will also make use of classroom libraries to read a more diverse selection of books. These students will also attend a

Part B: Direct Instruction Supplemental Program Information

"writing center" twice a week to improve organization of essays, and to write in styles that enhance learning and preparation for college courses. Students will participate in writing opinion based essays and research based essays as per the NYS Core Curriculum standards.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Each teacher is responsible for language and content instruction. Rather than having classes designated as "ESL classes", we use ESL methodology to develop language proficiencies in the four modalities in every class. Such strategies include:

- Explicit, extensive instruction in reading and writing strategies;
- Multi-level classroom libraries in each discipline;
- Textbooks at different reading levels for the students to use at home and in school, such as the extensive "Windows and Mirrors" program that we purchased for our English Department;
- Extensive use of scaffolding strategies to build on students' prior linguistic and content knowledge;
- Writing components to all content area projects;
- Oral presentation of written work;
- Debate/Drama presentations, this also includes students creating a visualization of the work studied;
- Integration of QTEL methodologies in all content areas;
- Collaborative, interdisciplinary learning projects that reinforce vocabulary and content;
- Explicit instruction of the aspects of language appropriate to the topic being taught, e.g. past tense in a history class, imperatives in a math class, etc. ;
- Common Core Tasks;

The program has eight teachers with ESL/Bilingual certification. The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

Part C: Professional Development

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:

Teachers work together in small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. They share ways in which to embed multiple opportunities for language development across all subject areas. At daily meetings they sit down together not only to discuss the progress of their shared community of learners, but to critique each other's work through the analysis of student writing and feedback from peer observations. In addition to these times, we use full day PD activities on Election Day and other student non-attendance days to get additional instruction from outside agencies including experts in ELL populations. Our lead teachers, Andres Perez, John Whiting, and former ESL/Bilingual teachers, like Kimberly Swanson from Columbia University and outside agencies such as instruction by Charlie Glassman, all take an active role in these many opportunities for training our entire staff.

It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We can achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Three times each week, all teachers meet for 45 minutes in the morning for professional development. This is a time to discuss student achievement, lesson plans, and other activities. During this time, there will specific attention given to assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations.

The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. All of our teachers receive training on a weekly basis during the principal's weekly PD sessions. The entire staff meets every Monday to discuss ELL strategies, our inquiry work project, student achievement and progress and Regents readiness for our students. The staff meets every Monday from 7:55 a.m. to 8:35 a.m. and these PD's run for the duration of the school year. The New York City Leadership Academy provides monthly Professional Development.

Part D: Parental Engagement Activities

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: The rationale for all of our parent engagement activities is to increase parental involvement in the education process of our students. We provide translation services for all the parents in the languages required. Mostly Spanish, but we also have translators, sometimes high level students, translate Bengali, French, Arabic, among others as required by the parents' involved. We also hold frequent meetings and events for parents to ask questions to teachers about their child's performance. To supplement this, we plan on holding informational sessions to discuss our assessment tools and demystify the process, so they feel comfortable engaging in meaningful dialogues with the school regarding their student's achievement. Using these methods, we can ensure that students are meeting expectations and can determine the reasons why a student is not. From there, both the school and families can move forward together to best help their child succeed. We want parents to be fully immersed in the culture of our school, and to be an integral part of their child's education. The activities we provide to parents in addition to all of the mandated activities are a parent orientation in August is to familiarize the parents with the school's mission and the methodology of our classroom teachers; we also inform parents of state requirements for graduation as well as all of our after school programs. We also have monthly PTA meetings on the first Wednesday of every month to discuss critical and current school issues such as upcoming Regents exams, grading policies and credit accumulation. We utilize the New York City Leadership Academy for assistance with these parental notifications. Our notifications are done through mailings, phone calls and emails with the Guidance Counselor, Suzette Persaud and the Social Worker, Carmen Escobar by following up on the initial contact to make sure that parents are aware of the informational meetings. It is difficult to not be informed. This procedure provides the necessary results by having a high percentage of parents attend the many functions dedicated to only parents. The PTA meets on the first Wednesday of the month for two hours from 6:00 pm to 8:00 pm. Example agendas are as follows. Our PTA was established late this year. However, during the scheduled future meetings topics to be covered but not limited to are, Rosetta Stone for all languages, the school wide grading policy and attendance, Small Group Instruction programs, College Readiness, future plans, school uniforms, field trips, etc. We continue to get parent input on all levels of our programs. All these meetings make our parents feel at home by having refreshments provided by our cooking club such as various cookies and coffee.

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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____