



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X272

PRINCIPAL: MATTHEW ANGELL

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SUPERINTENDENT: **ELIZABETH A. WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Matthew Angell	*Principal or Designee	
Victor Vorfi	*UFT Chapter Leader or Designee	
Aja Cannon	*PA/PTA President or Designated Co-President	
Shareese Bobbitt	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angela Williams	Member/Parent	
Terene Collymore	Member/Parent	
Anthony Samonte	Member/Teacher	
Rodney Powell	Member/Parent	
Rosalind Brown	Member/Teacher	
Rose McGregor	Member/Teacher	
Pauline Lynch	Member/Teacher	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

2011-2012 SQR Page 4

“The School Leadership should develop a systematic process to monitor progress of the school towards meeting the goals within the CEP. This system should include interim benchmarks and achievable goals that should be met before establishing new priorities.” (SQR, 2011-2012, p.4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, there will be a 3% growth in the number of our students meeting proficiency in ELA and Mathematics as measured by the 2013 NYS state exams. ELA proficiency will rise from 19% in 2012 to 22% in 2013. Math Proficiency will rise from 35% to 38%.

Instructional strategies/activities

Strategies

- Align teacher feedback to Charlotte Danielson’s Framework for Teaching
- Administrators will develop an informal evaluation rubric and monitoring system of teachers over time.
- Teachers will work in inquiry teams once per week and develop systems of analyzing data.
- School Wide Assessments, Unit data, and portfolio data will be included at all levels of work.
- Benchmark assessments will be assigned as times for larger data work review.

Personnel

- Principal
- Assistant Principals
- Team Leaders
- Teacher Teams

Targets

- Teacher Teams will bring coherence to curriculum maps in spring and fall of 2012. Units will be mapped out and progress will be evaluated at the end of each 4 to 6 week unit.
- Teacher effectiveness will be monitored on a monthly basis.
- Classroom level data will be evaluated on a weekly basis during inquiry meeting.

Timeline

- From spring 2012 through June 2013.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 P/F_

Service and program coordination

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as Educational Software, General Equipment (Hardware), General Supplies, Per Session Codes: Educational Software codes USBW and V9Xj (ELA and Mathematics Common core Afterschool program and in school assessments). Assistant Principal per session will be used to supervise after school program. Teacher per session lines will be allocated to run after school programs for students at-risk in after school program. Network 608 will be used to support new teacher learning with regard to Danielson Evaluation Framework.

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

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

Major Recommendation

“Supervisors should monitor the implementation of these different (ICT) methods of instructional delivery through regular observation. The school leadership should seek support from the Network to have PD that supports teachers in effectively differentiating instruction to allow access to the curriculum for all students, including special populations. The school leadership should seek Network support to conduct inter-visitations to schools that are successfully differentiating instruction to meet the needs of all students.” (SQR, 2011-2012, p.3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, 100% of special education teachers will show improvement in instructional practice and environment for students with disabilities.

Instructional strategies/activities

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

Strategies

- The Principal and the Network will identify model ICT classrooms and create a schedule for teacher inter-visitation.
- A school, network, and NY State team will be created that includes teachers, administration and support to analyze school data and follow inquiry model for school improvement.
- The network and SESIS will provide direct support through targeted IEP professional development sessions including transitional sections of the IEP.
- The Assistant Principal and Network will develop a professional development schedule specifically around the ICT models of parallel teaching and station teaching.
- SESIS and Special Education team will provide teacher support on explicit instruction in ELA.
- The school implementation team will monitor for evidence and progress of professional development skill implementation. This can include IEP peer review and SESIS data analysis.
- The Assistant Principal will support the team by conducting benchmark data sessions with the team at least 3 times per year.
- Teachers will complete student goal progress reports at least 4 times per year.
- Teachers will implement UDL principles in lessons and lesson plans to provide supports for students with IEPs in accessing the curriculum.
- Informal and Formal Observation feedback will be monitored on a 6 week basis for improvement.

Key Personnel

- Assistant Principals
- Network Team
- SESIS Support
- ICT Teacher Teams

Targets

- Teacher Observations using Charlotte Danielson’s rubric and current DOE teacher evaluation rubric.

Timeline

- Weekly PD Calendar
- Teacher Observation reports will be observed every 6 weeks.
- Teachers meet on inquiry teams once per week and departments twice a week to look at student data.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 P/F

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

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

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

Major Recommendation

“PD should be provided for integrated CO-teaching teachers and general education teachers that focus on different methods of instructional delivery. Additionally, teachers should provide regular opportunities for students to work cooperatively and discuss issues so that they become more proactive learners and engage in higher level thinking.” (SQR, 2011-2012, p.3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, the percentage of Special Education students scoring proficient on the 2013 NY State ELA test will increase from 4.3% to 10%.

Instructional strategies/activities

Strategies

- The Assistant Principal and Network will develop a professional development schedule specifically around the ICT models of parallel teaching and station teaching.
- SESIS and Special Education team will provide teacher support on explicit instruction in ELA.
- Teachers will use common planning time to implement ICT strategies and use at least 2 different models of instruction each week.
- Informal and Formal Observations completed by the Assistant Principal and Principal will give low inference feedback on ICT model use and implementation.
- Informal and Formal Observation feedback will be monitored on a 6 week basis for improvement.
- Student outcomes will also be supported through an after school program. Funds will be provided for AIS to support materials, consultants, supervisors, and instructors to improve student outcomes. Per session will be set aside for supervisors and instructors.
- Funds will also be included for paraprofessionals to extend and support the special education population.

Key Personnel

- Assistant Principal in charge of Special Education
- Network Support Team
- SESIS Support
- Lead Special Education Teachers

Targets

- School Wide Assessment data taken 4 times yearly.
- Student Portfolios in ICT classrooms

- Teacher Observation reports

Timeline

- School Wide Assessment data analyzed by the school special education implementation team 5 times yearly (1 from the previous year and 4 from the current year)
- Student Portfolios monitored regularly by teachers and every 6 weeks by administrators
- Teacher Observations done 8 to 10 times per year per teacher and results monitored every 6 weeks.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 P/F

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, etc. In addition, general supply money will be used to assist the school leaders and school leadership team to distribute information electronically as well as provide tangible documents based on new and upcoming policies of the school. Also, general supply money will assist school leaders in conducting meetings with the necessary resources to evaluate and train staff based on the city wide expectations, CCLS and the Danielson Framework.

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

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

Major Recommendation

“The school leadership should work with the teacher teams to prioritize the implementation and monitoring of the PBIS program. The school with the assistance of the Network student support staff should ensure that the development and implementation of the program is consistent, including tiers of support for special populations.” (SQR, 2011-2012, p.5)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, level 4 and level 5 incidents will be reduced by 20% from 2011-2012 as reported in OORS. We will reduce the 59 incidents in 2011-2012 in the level 4 or 5 categories to 47 incidents or less during the 2012-2013 school year by prioritizing and monitoring our PBIS program.

Instructional strategies/activities

Strategies

- The school will implement an advisory program during first period that all students will be involved in and all students will receive a student planner aligned to the program.
- Teachers and Administration will co create a new, coherent rubric for student behavior.
- Staff will create incentives for students who are succeeding at meeting the rubric: such as reward trips, staff/student basketball games.
- The Dean of Students will identify struggling student, based on teacher observation and incident reports, and create an anger management support group to meet during advisory period.
- Increase use of guidance interventions and parent conferences to resolve student problems.
- A team consisting of the dean, guidance counselor, AP, and Principal will meet monthly to review OORS data and school wide incidents. The team will also monitor teacher-collected data on the new rubric.

Key Personnel

- Dean of Students
- Guidance Counselor
- Lead Teachers
- Assistant Principal
- Principal

Targets to Evaluate

- Comparing school incidents on a monthly basis against the previous year using OORS reports.

Timeline

- All rubrics updated by January 2013
- Monthly meetings of social/emotional team starting September 2012

Budget and resource alignment

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

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

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 P/F

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, etc. Afterschool, per-session funded opportunities will be enacted by offering after school rewards. General Supply money will be used to purchase advisory program for all students during homeroom period in the morning.

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

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

Major Recommendation

“The school leadership should identify community-based partnerships to support the needs of the students and families.” (SQR, 2011-2012, p. 4)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

By June 2013, we will raise our average scores from parents in the categories of Communication and Engagement by 0.3 points as evidenced in the 2012-2013 Learning Environment Survey. On the Spring 2012 survey our parents rated us at 7.4 for communication and 7.3 for engagement.

Strategies to increase parental involvement and engagement

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

Strategies

- Our Parent coordinator creates and sends home a monthly calendar of all school events. She will increase the variety and frequency of parent meetings. She will initially offer workshops on the common core standards and a parent book club. She seeks to increase the volume of parents who visit the school.
- Administration will seek out grants and partnerships to collaborate with at least one community based organization by June 2013. The school community will be notified.
- School Progress reports will be revised to be more informative of strategies students can use to improve in all areas.
- The Parent Association and SLT will collaborate to provide school functions.
- Our Guidance Counselor will hold parent workshops and hold counseling sessions for students and families in regards to High School Articulation
- Funds will be set aside to build community activities to boost parent participation in the school.
- We will connect with our partner Urban Advantage to extend our science programs to parent days and explore the resources of New York City with our parents.

Staff

- Parent Coordinator

- Principal and Assistant Principals
- Guidance Counselor
- PA
- SLT

Timeline

- Monthly from September to June 2012-2013

Budget and resource alignment

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

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

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, Title 1 SWP, Title 1 Priority/Focus Family Engagement, etc. Purchases such as computers, ipads, etc. will be made to assist the school in communicating with the homes through the school's online communication. School Messenger software will aid in contacting parents via automated phone calls about attendance and school issues. Grant writing will provide an avenue to reach out to new school partners.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	I-Ready adaptive ELA computer program, Ready ELA materials, targeted guided reading instruction, and targeted writing instruction.	Small Group	AIS instruction is provided both during the school day and as an after school program. Students who attend after school use the computer adaptive programming. Students who receive AIS in school use print materials in class.
Mathematics	I-Ready adaptive math computer program, Ready math materials, targeted guided math instruction including multiple math lab periods per week.	Small Group	AIS instruction is provided both during the school day and as an after school program. Students who attend after school use the computer adaptive programming. Students who receive AIS in school use print materials in class.
Science	Science teachers are scheduled for Math Lab periods multiple periods a week. During this period Math and Science Teachers share teaching time to address targeted skills in both math and science with the class.	Push-in Lab periods	AIS support is provided in the school schedule
Social Studies	Social Studies teachers are scheduled for Interdisciplinary Writing periods multiple times a week with an ELA teacher.	Push-in Lab periods	AIS support is provided in the school schedule

	During this period both teachers work on targeted writing skills with targeted students in each subject area.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger Management Groups, individual and small group counseling.	Small group and individual	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrators will identify all non-HQT in the school and work closely with the CFN to ensure that non-HQT meet all required documentation and assessment deadlines.
- Struggling and non-HQT will be paired with HQT and/or assigned mentors.
- Administrators will use hiring fairs, open hire, and CFN to seek out and hire HQT teachers when positions are available.
- Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up-to-date practices.
- Teachers work in grade teams and department teams to foster collaboration and positive school culture. Reducing isolation helps retain Highly Qualified Teachers.

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

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 The Globe School. Therefore, The Globe 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 The Globe School and the families. The Globe 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 The Globe 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;

The Globe 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Paula Waldron	District 11	Borough Bronx	School Number 272
School Name Globe School for Environmental Research			

B. Language Allocation Policy Team Composition

Principal Mr. Angell	Assistant Principal
Coach type here	Coach type here
ESL Teacher Ms. Britos	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider type here	Other type here
Network Leader Rudy Rupnarian	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	448	Total Number of ELLs	51	ELLs as share of total student population (%)	11.38%
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Part II: ELL Identification Process

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

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

11x272

1. ELL Identification Process

In most cases we have a staff members who speak the native language of the student and/or parent at the time of registration. This helps us let the parent and student be aware of school procedures, expectations, as well as answering initial interview is done for Spanish speaking students in English with a basic array of questions; such as their name, age, grade, country they are coming from , if they had any English classes in their native country. This then determines if a LAB should be administered to them. Upon registration a Home Language Identification Survey is given for parents to fill out. If it is stated on this survey that the home language or the student's native language is other than English the ESL teacher is notified of their registration to our school. I (the ESL teacher) am present at time of registration and speak with the parent and student. There is an initial interview done at that moment with the parents of the recent arrivals to determine the level and quality of education of the students in their home country. I (ESL teacher) in turn do an informal interview in both languages (if Spanish) with the student. A LAB and a LAB-R is then administered to the new student to determine if they qualify as an ELL. The LAB-R are given to new students within 10 days of students arrival. Based on their score it is determined if the student will be placed as a beginner, intermediate or advanced level. In the spring, students are administered the NYSESLAT which determines if they have moved in their program placement level. RLAT and RNMR are looked at monthly to ensure that no entitled student is not receiving ESL services. The NYSESLAT is administered by me the ESL teacher and a record is kept along with a schedule made to ensure all students have been tested in all 4 parts of NYSESLAT.

2. At time of registration, a meeting is set up so the parent can come in and watch the DVD of the parent orientation .A Parent Orientation is given to all parents of new students in which they are given forms and DVD explaining the services that are offered to students in the New York City School District. Parents are then informed of what services are available to their child in our school (ESL only). An explanation of all 3 programs along with the programs available at our school is given. Parental Choice is then made. In no cases at the present moment, have parents expressed an interest in TBE or DL programs but a sign up sheet is taken at the time of orientation of parents desiring this type of program. Parents are also explained that 15 or more parents must want said program for it to be available at our school. All of this is done by the ESL teacher. Parent contact is ongoing and not confined to parents' night. The parents are a key part of our school community and parents of ELL's are encouraged to participate in the School Leadership team as well as other school-wide parents events.

3. Parent Notification is sent out via mail in the form of Entitlement letters are within the first weeks of Placement/Parent Program Selection. An explanation of our school services is provided to parents to ensure they know what services their child will be receiving. Our school only offers ESL services. These letters are made by the me the ESL teacher and I make copies for the school's records. The distribution of Parent Survey and Program selection forms are given to parents by me the ESL teacher. These letters are stored in the ELL Compliance Binder.

4. Placement letters are sent in the mail by the ESL teacher. Copies are then kept in the Compliance Binder. The ESL teacher also ensures that the letters are translated in the native language of the parent or guardian. Parents are given home language for the Parent Home Language form.

5. The trend has not increased. Parent selections at the present time do not warrant a change or addition in program availability at

school level. Parents are satisfied with choosing the ESL program for their child at the school. Looking at the parent trend of language selection in years past parents have chosen

6. Currently parent request and program models offered at our school are aligned. Those parents who have signed up for the bilingual program are currently not 15 or more to open up a bilingual program at our school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	5	5					15
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	8
SIFE	6	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	12

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	2	0	2	5	1	5	2	0	2	9
Dual Language										0
ESL	23	4	0	10	2	3	10	0	3	43
Total	25	4	2	15	3	8	12	0	5	52

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							1	5	3					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	1	5	3	0	0	0	0	9

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							5	16	12					33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	2	1					4
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	3					6
TOTAL	0	0	0	0	0	0	7	20	17	0	0	0	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Programming and Scheduling Information

The ELL component of the instructional program consists of a free standing program and one 12:1:1 TBE special education class. The ESL model is a free standing pull out program and the TBE is a special education bilingual class in the 12:1:1 model.

2. ELL students are grouped in both heterogeneous and homogeneous ESL instructional classes. ELLs learn English language through content with native language support provided in the form of instruction and materials to the beginners. Beginning students receive 360 minutes (2 units of study), Intermediate 360 minutes (2 units of study) and Advanced 180 minutes (1 unit of study) and 180 minutes of ELA (1 unit of study) instruction weekly. Mandated hours are followed based on their proficiency levels.

A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. In the 12:1:1 bilingual self contained class native language usage and support is 50%.

3. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Manipulatives, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components. In the TBE bilingual special education 12:1:1 class follows the 50/50 model.

4. To ensure that ELL's are appropriately evaluated in their native language. Resources and materials such as textbooks or handbooks are used with students whenever available. An assistant principal is assigned to monitor the ELL systems within the school and keep up to date information in a compliance binder. Both Assistant Principals work together to ensure appropriate accommodations, such as native language testing, are given on all school wide assessments. In addition, monitoring of teacher assessments is included within the observation feedback process.

5. Differentiated instruction for ELL subgroups:

a. SIFE- ESL teacher consults with all of the students' teachers about these students. We analyze where the students are in comparison with other students and discuss their strong and weak strengths are at. We then work on materials we can use to help these students.

b. Newcomer students receive a lot support from the ESL teacher as well as the teachers who have these newcomer students. Students receive help with adjustment to the NYC school system. They work on phonics, specifically by working with the ESL teacher and individually on the computer. They receive support with basic information they need to know along with helping them transfer their own native language skills. Students take assessments as all other students in the school so that they understanding the testing structures. This includes students who would be exempt from ELA state tests the first year.

c. ELL's who have been receiving services from 4-6 years. These students work and receive additional help in working with the skills they have not yet mastered. This is done by looking at ARIS and their NYSESLAT scores and focusing at these areas. Consultation is done with their content area teachers as well. There is a higher concentration on working on reading comprehension and writing skills. The Read 180 component is added in to help these students.

A. Programming and Scheduling Information

d. Long term ELL's for the most part have a hard time with writing skills. Work on this process is continuously done in class. Consultation is done with their teachers as well as with students. Various writing skill are gone over to work with the areas the students struggle with.

6. Teachers work in teams to analyze student work on a weekly basis and develop instructional strategies across the curriculum. They document their implemented strategies on school created log sheets. The school curriculum team revises the school curriculum based on school wide assessments and in working with the common core roll out have included more literacy strategies across the curriculum. All teachers receiving literacy training and feedback from assistant principals to help accelerate language development of all learners. Instructional Strategies: Strategic Sharing, Graphic Organizers, Explicit Modeling, clear objectives. Ensure Mandates: Assistant Principal assigned to ELL monitor and compliance, and an Assistant Principal assigned to SWD monitor and compliance. Ensures ESL instruction with SWD: AP and ESL service provider create and implement school schedule for ELL/SWD population. Ensure IEP Bilingual – We have a 12:1:1 bilingual classroom. Students are assigned by office of student enrollment to the program. Incoming student procedures dictate a review of the IEP upon registering at the school.

7. We have only one self-contained bilingual special education classroom in our school. This class participates in all school functions. The teacher is an active participant in grade level teams to maintain her connection to the curriculum and in addition other teachers push-in to the classroom to broaden their access to the current curriculum. Specify which teacher content areas push into the room. Curriculum: Varied assessments and multiple entry points into the curriculum allow for widest range possible to meet the diverse needs of ELL-SWDs. Scheduling Flexibility: CSE and Special Education team meet annually evaluate programming for all SWD. Where appropriate SWD have the option for flexible programming based on need. Instructional: Talk about flexible grouping based on content area within different instructional models.

Courses Taught in Languages Other than English ⓘ

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

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

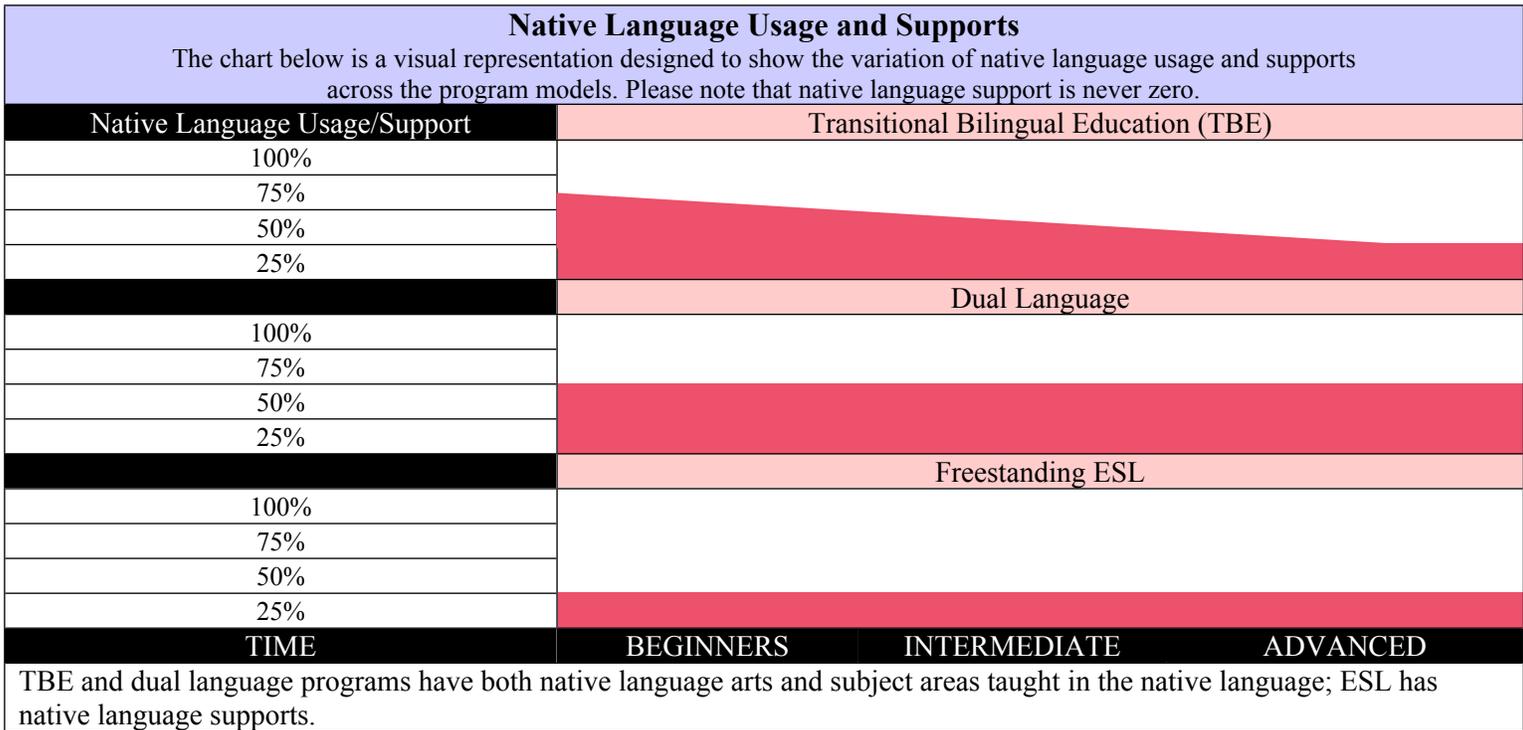
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



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. Tiered team intervention work hand and hand to acclimate ELLs to English language. In addition to ESL services, monthly data is assessed on grade level teams. Teachers have flexible push-in periods to provide small group instruction to struggling students. Teachers choose from a range of commercial materials, Kaplan, Pearson, Coach, etc, and teacher created materials to provide target instruction based on school and classroom assessments. Classroom and Team goals for whole class instruction is also based on school and classroom assessments. Assistant Principals monitor teachers goals and instructional outcomes.

9. Transitional support for ELL's who scored proficient. These students are given additional testing time, ESL teachers speak with their teachers to monitor their progress. Acuity and Aris data is looked at to target areas where they may need help and support.

10. An overall ELL Professional Development will be provided schoolwide for all teachers. An analysis will be done on the resulting strategies done on- 44.8% of ELLs scored 75% growth or higher on the ELA, and 35.1% Ell a 71% in Math. All staff will share on the growth strategies.

11. No programs or services for ELLs will be discontinued.

12. All ELLs are afforded equal access to all school programs. Afterschool and Supplemental services offered in our building are ELA and Math testing Prep, High School entrance exam prep, Beacon afterschool program and an ESL afterschool program. ELL students are treated no different then general education students. I the ESL teacher ensure that all ELL students are informed of all upcoming school activities (curricular or extra curricular) and/or school programs. The ESL program will consist on working with 15 beginning level ELL students. These students will work on skills that will help them in the areas they struggle in. This data is looked at from state scores and NYSESLAT scores. This program will run with Title 3 funds.

13. Instructional materials: Read 180, Merit ESL Software, ESL website programs, Smartboard. Dictionaries, picture dictionaries and key vocabulary words in their native language in the content areas are provided to students.

14. Native language support is delivered 50% of the time in the TBE special education 12:1:1 class. Dictionaries and key words in various content areas are made available for students.

15. Yes. Teacher made materials and instructional materials within ESL services and TBE classroom are matched to student functional level and grade level based on school assessments such as Fountas and Pinnell and Acuity testings.

16. We do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year.

17. Spanish

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers of ELL are observed by Assistant Principals and/or the Principal in September and October. Based on initial observations the teacher and administrator develop goals for the school year. We provide ongoing professional development sessions in house around teacher goals as well as send ELL teachers to trainings given by our CFN. This calendar of PDs consists of Nov. 8th- 3 hours, June 7th- 3 hours and Jan. 18th- 1.5 hours. Workshops are around literacy strategies in all of the content areas for struggling readers. ESL and SWD teachers use strategies to improve unit/lesson planning.

2. All students, including ELLs, meet with our transition guidance counselor to help them identify which schools they would like to apply. We reach out to ESL centered High Schools and they make visits to our school to meet with prospective students around what their schools offer. Guidance counselor works with APs and CFN supports on providing access and guidance to our ESL students. Language High School are welcome and make a presentation.

3. ELL training hours are distributed through the three PD days a year and also given during weekly sessions led by Assistant Principals. We provide professional development around using Fountas and Pinnell to identify and target reading skills, discovering appropriate reading materials, and discovering math materials to use with ELL students. 7.5 hours is dedicated to strategies for struggling readers, ELL, and SWD students such as small group reading, differentiating and content area literacy strategies. Records are maintained of agendas and sign ins in compliance binders.

E. Parental Involvement

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

1. Parent involvement consists of a school PTA in which all parents are invited to attend and join. Letters and automated calls are sent out in Spanish and English.

2. Our school partners with Urban Advantage to provide services for all ELL parents. Urban Advantage is to engage families in science education. Activities are to involve parent and students with family activities such as the NY Botanical Garden, Bronx Zoo, NY Hall of Science, American Museum of Natural History, Brooklyn Botanic Garden, NY Aquarium, Staten Island Zoo and the Queens Botanical Garden. Parent Coordinator and guests are invited to attend various workshops at these locations throughout the year. There are other various workshops offered throughout the year as well.

3. Needs of parents are evaluated by asking parents, by way of letters and meetings asking what resources they need. Parent Surveys are given invited parents to participate in parent workshops. These letters indicated various times so that parents are able to attend the meetings. These letters are sent home in the native language of the parents. Computers and laptops are provided for parent use in the main office. Letters are sent home so that parents are aware of how to look at the progress of their child by way of ARIS. The role of the parent coordinator is to provide parental involvement, inform parents of upcoming events, testing dates. Their goal is to provide information to parents on helping their child succeed in school with tests and with those targeted in failing.

4. Parents make requests and/or suggestions on workshops or help they may need. Automated phone calls and letters are also done at this time.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	6	6					14
Intermediate(I)								10	7					17
Advanced (A)							5	9	6					20
Total	0	0	0	0	0	0	7	25	19	0	0	0	0	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2			4
7	12	5			17
8	9	6			15
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		2		1				5
7	17		3						20
8	9		6		2				17
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		-0		-0		-0		0
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. Our school levels all students in Fountas and Pinnell twice a year. Fountas and Pinnell running records inform small group reading instruction based on leveled proficiency. Results boost performance in all subject areas.
2. Patterns revealed after looking at the data is much like overall student population. This need is with reading, writing and math comprehension skills. These are areas where students have the hardest struggle. Data patterns across proficiency level (on the LAB-R) shows that students have problems with reading comprehension.
3. Patterns from NYSESLAT modalities affect instructional decisions by placing a greater focus on these areas during instruction. Affect instructional decisions by adapting unit plans to reflect student deficiencies. These are in the areas of reading and writing.
4. Programs
 - a. Patterns are similar across proficiencies and grades. That data isn't available. Comprehension remains a trouble area despite increases in reading and decoding. Data at school level handled by Data Committee, one teacher from each team and principal.
 - b. These results are being used to work with students on their targeted weaknesses. A plan is drawn up to work on these areas when planning lessons. Periodic Assessments are reviewed 4 times a year at grade level teams with an Assistant Principal.
 - c. They are very similar to the non ELL population. Native language is used 50%: of the time in the TBE class.
5. N/A
6. Periodic Assessments, teacher assessments, NYSESLAT and State testing.

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.

Last years 8th grade Science scores were not available through ARIS or ATS.

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)

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew Angell	Principal		10/14/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lorena Britos	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X272 **School Name:** The Globe School For Environmental

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

The GLOBE School has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's Parent Coordinator. The language in which translation is needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in Arabic, French, and Fulani.

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.

Through the process followed and discussed in question 1 above, The GLOBE School has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities. Important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School-Based Support Team to parents for IEP meetings are translated into Spanish.

These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the school community. These services will provide non-English speaking parents with access to their children's educational options help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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 reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. The classroom teachers discussed with the ESL teachers and the school's parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French and Fulani. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Arabic, French or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

The GLOBE School will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School-Based Support IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, specifically Arabic, French or Fulani, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the GLOBE School community. Non-English speaking families will be more cognizant of the workshops and services provided for the GLOBE School community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent-school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>.

Our school will provide parents who require language assistance services with a copy of a Bill of Parent Rights and Responsibilities. We will post in our main office a sign in each of the covered languages indicating the availability of interpretation services. Our School Safety Plan will contain procedures for insuring that parents in need of language assistance will receive that assistance.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Globe School</u>	DBN: <u>11x272</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: This after school program is to help children develop the English language and apply the language to content areas.

Subgroups & grade levels to be served: students that will be targeted are mostly low level beginner students who are in 6th, 7th and 8th grade.

all students performed at the beginner level on their NYSESLAT.

Some of the students were exempt from the ELA last year and others scored at Level 1. this group does have SIFE students and they are not long term ELLs.

Schedule and Duration: The program started on November 13, 2012. The program will run until the last week of May, 2013. It will be held from 3:10-4:10 pm on Tuesdays, 3:10-4:10 pm Wednesdays and 3:10-4:10 pm on Thursdays.

Language of instruction: instruction will be given solely in English

& types of teachers: there will only be 1 certified ESL teacher

Types of materials: iPods, this will be used as a reading and recording of their individual reading tool as well as allowing me to assess the students individual reading needs. This is a technique being used at one of the schools in Manhattan to work with ESL students. A video has been placed online for administrators to see how the program is of benefit to ELL students. This came from the DOE ARIS resources.

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:

Rationale – Our ESL programs revolve around a pull-out service and therefore adequately developing classroom teachers in ESL/SWD/low level reader strategies is imperative to ESL student growth. We

Part C: Professional Development

have designed a Professional Development series that looks at our current curriculum and updates it with data points, assessments and strategies to help struggling readers and ESL/SWD students. We will use Title 3 money to fund per-session time for our ESL teachers to work with the curriculum team and ELA teachers across grades to improve on classroom strategies.

Teachers to receive training – Whole staff will receive training during full PD days and during the school day during the year. The four members of the curriculum team will meet after school once a week for 1 ½ hours from November through February with an additional ESL teacher developing our curriculum to reflect our diverse population of learners including ELL students. Curriculum members factor into every grade team and can turnkey information when they turnkey updated curriculum maps.

Schedule and duration – Once a week for 1 and half hours for 4 months.

Topics to be covered – Curriculum and Unit mapping, Instructional Strategies, Instructional Materials, and School Assessments.

Name of Provider -- Lorena Britos, Sergei Kallaur, Laura Vogl, Hannah Nguyen, Alana Witkowich, and Nickeisha Wilson.?????

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:

rationale: to keep parents of all entitled ELL students aware of the happenings in our school.

Becoming a well informed parent on the importance of aiding in their child's educational development leads to success for all.

- schedule: various times usually during the school day. We try to work on the availability of the parent and teacher when planning these activities.

Part D: Parental Engagement Activities

- topics: NYSESLAT testing scores/preparation, ELA/Math testing and studying requirements, promotion criteria information, High school information and application procedures at no cost to Title 3 budget.
- provider: ESL teacher, guidance counselor
- Parents notified: by letter in English and their native language and/or by phone.
- On November 7, 2012, parents attended an open house and were provided with a syllabus.

Parents will be invited to attend field trips. The purpose of field trips will be to expose parents and students to the greatest cultural mecca in the world - NYC. Field trip dates and locations TBD.

Parents will be invited to attend family night. Family night is scheduled to take place on January 16, 2013.

Parents will be invited to attend culture day. Culture day is scheduled for March 13, 2013.

Part E: Budget

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

Allocation Amount: \$

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

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.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		