



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X372

PRINCIPAL: MARK OSSENHEIMER EMAIL: MOSENHEIMER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Mark Ossenheimer	*Principal or Designee	
Carl Abend	*UFT Chapter Leader or Designee	
Chimere Valentin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Luz Castro Angelina Lorenzo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tangela Gibson	Member/Parent	
Elizabeth Figueroa	Member/Parent	
Hector Diaz	Member/UASWC Staff	
Caridad Caro	Member/UASWC Staff	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

Every teacher will be observed informally/formally at least 8 times a year by either a subject area AP or the Principal. Each observation will include short pieces of meaningful and actionable feedback to improve teacher effectiveness. The actionable feedback will then be demonstrated by the teacher in the next observation.

Management

12X372 is now partnered with Turnaround for Children, an external organization that provides behavioral and academic strategies for teachers and staff to better meet the academic and social needs of emotionally disturbed children

Turnaround for Children will provide three full days of training (2 in August, 1 on Election Day) around classroom management and a school-wide behavior system.

Turnaround consultant and team to develop a robust social work and student life department that includes mental health capacity.

Turnaround provides consultant one day a week.

Turnaround establishes a committee for teacher referral of academic and behavior crisis interventions comprised of administration, teachers, and Turnaround professionals.

Curriculum Design

Middle School state exams will be reviewed for strand analysis of learning gaps by discipline teams.

Teachers will submit monthly strand analysis overviews to administration outlining coverage based on New York State exams

New Prentice-Hall textbooks and workbooks will be implemented according to the New York State Common Core to provide a baseline of rigor.

Teachers will work collaboratively to develop interim assessments aligned to New York Common Core Standards that will be administered twice per year, including CPAS.

Teachers will receive PD around use of online grade book Teacher Ease to increase parent and student accessibility to real time grades and assignments.

Open house sessions for parents to come in and be trained on use of Teacher ease will occur at the beginning and end of each semester, and upon request.

Key Personnel and Resources

Staff SBO to ensure 50 minute team meetings after school on Wednesdays

Turnaround for Children – Hemsley Grant ensures three year partnership – instructional coach and social service coordinator

Google Document developed to track informal observations among full administrative team

Teacher professional periods are scheduled in grade team planning, subject area planning, and Turnaround for Children professional development

Network professional development resources and data achievement coaches

Timeline

September

Administer baseline academic assessments in core subject areas

Full Faculty professional Development in Cooperative Learning structures (Danielson – Domain 3 Instruction)

Faculty engages in inquiry projects connecting Danielson to students data

January

All faculty observed informally minimally 4 times
 All faculty observed formally once
 All faculty engaged in two rounds of Danielson inquiry projects
 Interim Assessments Administered – December, February, March
 Saturday Academy meets around interim assessments over 3 Saturday for each administration to address learning gaps

June
 All faculty observed informally minimally 8 times
 All faculty observed formally minimally twice for tenured teachers and three times for non-tenured teachers

Budget and resource alignment

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

X Tax Levy X Title IA Title IIA Title III X Set Aside Grants X Other-describe here: _____ Priority/Focus _____

Service and program coordination

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

Budget and resources alignment

- Budget for textbooks and workbooks – CCLS Aligned Math and ELA Textbooks w/ intervention workbooks
- PF Common Core State Standards - Budget for Turnaround Partnership – provides staff development and coaching
- Common Planning Time for Curriculum Development
- Use of Wednesday 50 minute contractual time for discipline team work
- Faculty retreat in August
- Purchase of Teacherease system for one year
- PF Academic Intervention Services/PF NYS State Standards and Assessments - Teacher and Supervisor Per session for Saturday Academy
- PF Academic Intervention Services - Teacher and Supervisor Per session for before school and after school academic intervention program for students
- PF NYS Standards and Assessments - Supplies for increased differentiation in ICT Special Ed classrooms, manipulatives, charts, maps, graphic organizers, videos, books on tape etc

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

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

Major Recommendation

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

New York City and New York State have set instructional goals regarding the Common Core Standards and the implementation of assessments within city-wide focus standards. In order to meet the shift in standards for New York State it is important UASWC adopts these standards and begin alignment of curriculum and assessments.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

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

Improve teacher effectiveness in planning for instruction and curriculum that aligns with the CCLS focus standards

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

By June 2013, all teachers will have engaged with a team to produce and revise two complete units aligned to one of the focus standards of the CCLS/NYCDOE Instructional Expectations.

Teachers will engage in monthly subject area based inquiry teams to analyze student work, create and/or refine units, performance tasks within the curriculum.

Participating in network and school based PDs

Teachers implement two CCLS assessments a year through the CPAS system.

Focused work with Network Achievement Coach and Leadership Academy Coach to develop administrative expertise in instructional supervision

Purchase of new CCLS and NY State aligned textbooks for math and ELA

Personnel and Resources

SBO to use Wednesday extended day as team meeting time

Purchase of new CCLS and NY State aligned textbooks for math and ELA
Urban Assembly Network

Progress Targets

September

Subject area teams will develop common rubrics to assess CCLS Writing for Argument unit assessments

January

Subject area teams will present and tune unit from Fall and pre-planned unit for Spring centered on CCLS Writing for Argument or math modeling

June

Subject area teams will revise the two units for the upcoming academic year based on student data

Budget and resource alignment

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

X Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: _____ Priority/Focus money _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- SBO for Wednesday Team Meetings
- PF Inquiry Teams - Per session for after school and Saturdays in unit assessment development
- Teacher and Supervisor Per session for before school and after school academic intervention program for students
- PD led by Urban Assembly Network Coach
- Per session for CPAS/KCS – CCLS Coordinator role

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

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

Major Recommendation

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

In order to improve practice teachers must have a comprehensive structure of effective teaching. Both the SQR and the school Progress Report indicated a need for greater coherency as a school in terms of teacher practice and development. Using the recommended Charlotte Danielson Framework for formative feedback and inquiry teams provides the school and teachers with a platform on which to base feedback and improvement. The work of Kim Marshall strongly suggests that teacher improvement is tied to more frequent formative feedback and therefore administration must conduct more observations and conversations throughout the year.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Improve teacher effectiveness by developing a shared understanding of instructional excellence and instructional strategies by using a research-based rubric.

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

Principals and APs will conduct 8 informal and formal observations for each teacher using selected instructional components of a research-based rubric to anchor their feedback

Teachers engage in a self-assessment on selected instructional components of a research-based rubric; and identify at least one area for growth.

Turnaround Coach leads selected "lunch and learns" for teachers on selected rubric components – student engagement and student questioning/discussions

School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 8 informal and formal observations.

School leaders establish an online observation tool to track observations and conversations. Data used to inform Professional Development staff needs.

Personnel/Resources

Schedule Teacher Professional Periods for Turnaround “lunch and learns” PD

Turnaround for Children

Urban Assembly Achievement Coach led PDs

Progress Targets

All faculty will self-evaluate success in becoming proficient within three elements of Domain 3 Instruction

Google Doc spreadsheet will track observations and feedback given

Faculty will participate in feedback sessions around school progress outside the formal accountability survey

Timeline

September

Full Day PD in August/September on cooperative learning and student engagement

January

All faculty observed a minimal of 4 times

Weekly instructional administrative meetings to debrief trends within observations

A second all day PD on cooperative learning

June

All faculty observed minimally 8 times

All faculty engage in three inquiry rounds and peer observations centered on students engagement as defined by effective teaching rubric

Budget and resource alignment

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

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

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

Service and program coordination

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

• PF Common Core State Standards - Turnaround for Children

• SBO for Wednesday Team Meetings for inquiry work

• Turnaround for Children coach to work with teacher leaders in developing leadership practice in grade team meetings

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

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

Major Recommendation

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

The school Environment Survey indicated a decline across all categories from all three constituencies – so in order to address the culture aspects of the survey it is imperative to increase engagement on our mission for everyone at UASWC.

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.

X

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

Develop our school culture as we expand into a high school program that is based on our core values. We will develop school culture among faculty, students, family, and the local community in order to increase student and family engagement centered on college readiness.

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

Full-scale after school program organized by Phipps Community Development will extend school day with enrichment to 6:00 Mon-Friday

Director of after school program will also incorporate Bridge to College program and Student Leadership curriculum materials into advisory program.

School-wide merit system and positive behavior system will be developed in conjunction with Turnaround for Children.

UASWC to adopt a web-based teacher grade book (i.e. Teacher Ease) so families and student will have access to grades in real time.

Student Government established to provide student leadership in school culture.

High School advisory curriculum will include Peer Health Exchange educators to teach health and decision-making.

Overcoming Obstacles Advisory curriculum implemented school-wide

Partnership with Urban Assembly and Sponsors for Educational Opportunity will provide free legal services for immigrant families.

School will host four evening Awards Ceremonies – one per quarter for students and families that can be planned in conjunction with the PTA.

Key Personnel/Resources

Phipps Community Development
New College Counselor hired (new position)
Turnaround for Children
Partnership Coordinator position

Budget and resource alignment

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

X Tax Levy X Title IA Title IIA Title III Set Aside X Grants X Other-describe here: ___ Priority/Focus _____

Service and program coordination

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

Turnaround for Children - Helmsley grant in kind
Teacher release time for training in the Overcoming Obstacles Curriculum
Teacher per session and release time to develop student leadership/student council

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

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

Major Recommendation

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

Based on our needs assessment detailing declining parent engagement in the upper grades (high school) and the fact that 92% of the current 11th grade cohort will be first generation to college, it is imperative UASWC address the development of a college going culture.

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.

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

Annual Goal #5

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

College readiness among our first cohort will double in 2012-2013 as measured by NYC metrics and NY State Regents – with parents actively supporting their students through college readiness expectations.

Strategies to increase parental involvement and engagement

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

Strategies

Hire a college counselor (new DOE position)
Utilize a .5 college counselor through Phipps after school
Establish College Now Program with Bronx Community College
Administration tracks students through the “Graduation tracker” data on ARIS and meets with students and families quarterly
Plan parent workshops on college process including financial aid
Plan a UASWC family college visit/tour and admission talk in March

Staff and Resources

College Counselor
Phipps Community Development College Counselor

Bronx Community College Partnership
Scheduling of college readiness courses
Coach buses for families/staff to travel to college

Staff Decision-Making

Grade Team meetings
Steering Committee
Graduation Tracker Meetings
College Workshops

Timeline

Fall

Create graduation tracker system
Establish first college workshop for families
Start College Now Program
PSAT administration

Winter

College Workshops continue
Second cohort begins College Now (doubles in size)

Spring

Formal family college tour/visit to Manhattanville College
SAT Prep classes begin
Spring workshop

Budget and resource alignment

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

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- PF Parent Engagement – college trip for 11th grade families to Manhattanville College – buses and dorm lunch for all parents and students

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	Common Core close reading to text, literature circles of leveled text	Small group instruction and tutoring	Before/After School
Mathematics	Common Core aligned intervention practice, re-teach groups, practice problem sets	Small group instruction and tutoring	Before/After School
Science	Common Core close reading of non-fiction text, leveled text analysis	Small group instruction and tutoring	Before/After School
Social Studies	Common Core close reading of non-fiction text, leveled text analysis	Small group instruction and tutoring	Before/After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, peer mediation	One-to-one and small group	During School – Pull Out

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.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Urban Assembly CFN 105	District 12	Borough Bronx	School Number 372
School Name Urban Assembly School for Wildlife Conse			

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

Principal Mark Ossenheimer	Assistant Principal Caridad Caro
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area Jocelyn Napiza/ESL	Parent Aurea Cepera
Teacher/Subject Area type here	Parent Coordinator Lizette Hill
Related Service Provider type here	Other Ray Godwin - social worker
Network Leader Jon Green	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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	27
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	400	Total Number of ELLs	38	ELLs as share of total student population (%)	9.50%
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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. 

1. Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school are formally screened to help determine whether or not the student is in need of ESL services. Initial assessment includes the completion of the Home Language Identification Survey form during enrollment by Jocelyn Napiza/ESL Teacher. Ms. Napiza, ESL teacher also conducts an informal interview to both parents and students in English, Spanish or in their native language using the DOE phone translation service during the enrollment process. Then the LAB-R and the Spanish LAB will be administered within 10 days of registration to determine their language proficiency level. The LAB-R is administered and scored by Jocelyn Napiza, ESL teacher. ESL students take the NYSESLAT every year to determine how well they are learning English. The ESL teacher, Ms Napiza administers the NYSELAT. Students will continue to receive direct and indirect ESL services until their scores show that they have learned enough to participate in an English only class.

2. The school sends out an invitation letter to parents to attend the Parent Orientation held during the first week of school in September. During the orientation, parents are shown a video to give them a better understanding of the three program options (bilingual, dual, ESL) they have for their child. They attend a presentation led by Jocelyn Napiza the ESL teacher and Caridad Caro, the Assistant Principal to receive a description of services offered through the DOE and at UASWC. Then, they complete a parent survey for their program choice and are offered a transfer option. Translators and translation services are provided to parents who speak a different language. Assigned school staff assist the parents for student placement if they have a different choice of program by calling the Office of Student Placement. All parent choice forms are stored in the main office in a locked file cabinet. The forms are used to develop program for the academic year within the ELL team of teachers and administrators.

3. Program selection forms are distributed to parents during the orientation. To ensure that all forms are returned, parents are called by the ESL teacher and the parent coordinator. Letters of entitlement/non-entitlement for ESL and Title III are sent out to parents once the results of their child's LAB-R come out. Translations are provided.

4. Scores from the students initial fromal assessment (LAB-R) and the data from the Home Language identification Survey form are used to determine the English language learners placement in the ESL program of the school. The forms are used in September and in May/June to develop program. The preference forms are used in conjunction with NYSELAT results.

5. The parent choice of the program is reviewed periodically by the ESL teacher. The trend of the program choice shows that parents have consistently chosen to support the push-in model offered by the school. ELLs continue to avail of ESL services until the time they test out in the NYSESLAT.

6. The ESL Program in the school is aligned with parents request by analyzing trends and academic needs of students as demonstrated on the LAB-R and NYSELAT.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							8	5	13	10	2			38
Total	0	0	0	0	0	0	8	5	13	10	2	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	1	2	7	0	1	11	0	4	38
Total	20	1	2	7	0	1	11	0	4	38

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	4	8	9	2			30
Chinese														0
Russian														0
Bengali									3	1				4
Urdu														0
Arabic								1		1				2
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	0	0	0	0	0	7	5	11	12	3	0	0	38

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

Part IV: ELL Programming 1.

a. ESL services are mostly delivered through a pull out content-based model for beginning, advanced and intermediate students in the 6th, 7th, 8th, 9th, and 10th grade during literacy and math periods. The ESL teacher delivers instruction to a small group of students according to their proficiency level. Scaffolded support is given through a variety of teacher-generated materials. Each group is into a pull-out program for 72 minutes per day with the ESL teacher targeting specific language needs.

b. ESL students are grouped homogenously in classes, with students from each level of proficiency for a period of time to receive targeted instruction. ELLS have the benefit of peer support in their seating arrangements and during group activities.

2.

The school ensures that all ELLs receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into ELA and Math blocks for the 6th, 7th, and 8th , each of which are 72 minutes per day, and 9th and 10th grades, each of which are 90 minutes per day. In the 8th, 9th, and 10th grade, ESL instruction is delivered explicitly during literacy and math periods where the ESL teacher works to ensure comprehension and assess ELLs formally and informally during class periods.

3. The primary focus of the school is inquiry-based instruction. Within this general umbrella, a variety of ESL methods are used including communicative methods, project-based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching For English Language Learners (QTEL). We believe that by drawing from a variety of approaches, ELLs are able to receive instruction appropriate to the content and their learning needs.

4. Newcomers are given the LAB and LAB-R, as well as a review of the home language survey are taken into consideration

5.

a. This student receives the mandated units of study during the regular school hours. The ESL instructor will supplement ESL strategies for these students through extended day or after school program. To bridge gap in their skill base , the ESL teacher can give individualized or small group instruction to these students in addition to content area instruction.

b. Newcomers receive the state mandated number of ESL services in the form of pull out classes. They are given instruction that focuses on developing their literacy and math skills in both English and their native language. Instruction is consistent with New York State and New York City performance standards and are supported with supplementary materials such as leveled books. bilingual dictionaries visual aids, and audio-video materials. During a pull out class , the ESL teacher sits with newcomers and beginning students during instructional delivery and provides additional support to assist them with comprehension. The ESL instructor reteaches content when needed and supports it with 6. Teachers of all ELLS are supplied with counterpart textbooks purchased by the school which describe and outline the implementation of ESL strategies to be incorporated into their lesson, they receive indirect support from the ESL teacher who works in conjunction with the special education department.

7. Flexibility is given to the schedule of the ESL teacher in order to give indirect and direct support to teachers and students within the general education setting. There is a pushin program and schedule as well as allotted time for the ESL teacher to work with students in small groups or individually.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

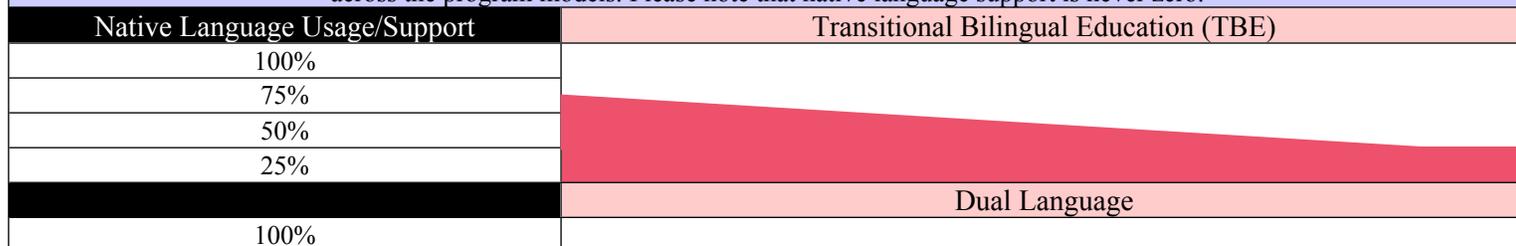
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Intervention programs for ELLs in ELA, Math, and other content areas include tutoring opportunities before school, at lunch, and extended day. Content teachers and ESL staff assist ELLs with skill building activities and specific comprehension issues. Content is retaught when needed and supported through L1 support and translations.
9. ELLs who have reached proficiency in the NYSESLAT will continue to receive the needed support across content area. The ESL instructor helps these ELLs review their learning goals and gives them opportunities to help them build better language skills. The instructor also confers with content area teachers to monitor their academic progress throughout the school year.
10. Purchase of more computers and software programs and audio-video materials to enhance literacy and English language skills will be considered for the upcoming school year. We have added the Performance Series to our assessment system from the DOE. We are testing the model of inter-grouping student level into groups based on needed skills as identified with the Performance Series data. Students are then taught those specific learning strategies between assessments, and then re-grouped based on needs at three points in the year.
11. Currently, there are no programs or services for ELLs that will be discontinued
12. All ELLs are given the opportunity to participate in the full academic program of the school, which includes a great deal of experiential learning. This includes arts instruction and frequent field trips. Supplemental services are offered to all ELLs in the form of after school tutoring and Saturday school. During these periods, ELLs are exposed to more skill-building activities.
13. Instructional materials used to support all ELLs in content areas include leveled books, books translated in languages, visuals, smartboard, audio-video materials. ESL materials include newcomer textbook and workbooks, bilingual dictionaries and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.
14. Native language is delivered through content-specific scaffolding strategies and bilingual worksheets, content-specific bilingual materials. Students are encouraged to maintain and develop their native language proficiency through the use of native language texts when necessary. It is additionally supported by the explicit native language efforts of content teachers and bilingual staff during tutoring periods.
15. The school ensures that service support and resources correspond to ELLs ages and grade levels by following the state-mandated number of minutes for instruction and by using age appropriate materials and activities that will promote cognitive and linguistic development.
16. To assist newly enrolled ELL students, the school holds an orientation for parents and students before the school year begins. A parents' conference is held in the fall and in the spring to inform parents of their child's progress in school.
17. Currently, Chinese language class is offered to all 8th and 10th grade ELLs. There is no language elective offered to the 6th and 7th grade ELLs.

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. The ESL instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars.

2. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals.

3. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2011-2012 school year during Wednesday PD session and Chancellor Day workshops

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. The UASWC ESL program and larger school community create consistent opportunities for parental involvement through family conferences conferences in October, February, and June; formal and informal advisory calls and meetings, and an open school policy in relation to parental visits. The PTA holds monthly meetings in which two are devoted to literacy strategies for the home in a workshop format. These are led by humanities teachers and supported by ESL teacher.

2. The school has currently partnered with PHIPPS Community Development (PCD). PCD attends Back to School night in September to inform and describe all of their programs available to parents that includes English Language classes, computer classes, and GED programs.

3. The school evaluates parents' need from the data they supplied in questionnaires and interviews.

4. Parents of ELLs also need to be proficient enough in the English language to be able to help their child improve their own literacy skills. The ESL evening classes offered by PHIPPS is a great tool to overcome the problem on language barrier. Attending the parent conferences also help them keep track of their child's academic progress in school. Translators are offered in Spanish and Russian for the family conferences, or arrangements are made for DOE phone-based translation services.

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)							0	2	5	2	2			11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	2	6	8	1			20
Advanced (A)							5	1	20	2	0			28
Total	0	0	0	0	0	0	8	5	31	12	3	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	0	2	0	7
7	1	2	0	0	3
8	5	5	0	0	10
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	1		3		2		0		6
7	0		3		0		0		3
8	3		8		2		0		13
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	5		8		0		0		13
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	11	4		
Geometry	3	2		
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1	1		
Earth Science	10	3		
Living Environment	3	2		
Physics				
Global History and Geography	2	1		
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. The school uses Fountas and Pinnel Benchmark Assessment to assess reading skills of all students including ELLs. With this assessment, ESL and content teachers are able to identify the reading level, fluency, and comprehension skill of every student. The results guide teachers in choosing the right kind of reading materials for students and help them identify the group of students who need a more rigorous instruction when it comes to fluency and comprehension.
2. ELL students show consistent gains in Listening and Speaking skill performance throughout grade and proficiency levels. Reading and Writing skills are the educational focus for most ELL students. They are given extensive support from their ESL and literacy teachers through regular reading and writing challenges.
3. As shown in the NYSESLAT modalities pattern, there is a need for all teachers of ELLs to structure their goals and design their plans according to the skills which need priority. Integrating reading and writing activities into the different the content area will address these skills gap.
4.
 - a. ELLs show similar patterns on the NYSESLAT and ELA exams, as the exam formats are similar. It is observed that ELLs in the beginning level across grade level also score at level one in ELA while the intermediate and advanced level students score at level 2 at most.
 - b. School leadership and teachers use the results of predictive assessments to monitor student progress and help build education strategies for ELLs. Predictive assessments help teachers modify curriculum and instruction in response to observed strengths and weaknesses of students.
 - c. From the results of the predictive assessment, teachers found out that ELLs need more opportunities to become familiar with the academic language in all content areas. Teachers also need to put a high emphasis on test taking skills and strategies.
5. Not applicable
6. The school mainly uses the data from the NYSESLAT to evaluate ELLs progress. Evaluations are also done by looking at the academic performance of ELLs, whether they have acquired sufficient language proficiency to attain academic success.

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.

The majority of our ELLs will be taking the Regents for the first time this coming June.

School Name: UASWC

School DBN: 12x372

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Ossenheimer	Principal		1/1/01
Caridad Caro	Assistant Principal		1/1/01
Lizette Hill	Parent Coordinator		1/1/01
Jocelyn Napiza	ESL Teacher		1/1/01
Aurea Cepera	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
Jon Green	Network Leader		1/1/01
Ray Godwin	Other <u>Social Worker</u>		1/1/01
	Other		1/1/01
	Other		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: 12x372 **School Name:** Urban Assembly School For Wildlife

Cluster: 1 **Network:** CFN 105

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.

Our school uses the Home Language Identification Survey and parent conversations to determine translation and interpretation needs of parents. We are also currently using a website called Teacherease where parents can access their child's data in Spanish. DOE Translation and Interpretation Services are used to translate memos via email submission in necessary languages.

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.

This school's written and oral interpretation needs include the following: (a) all parent communication translated in five languages (b) phone messages must be sent in using students' home language (c) simultaneous translation of at least two dominant languages during parent meetings and workshops.

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.

Letters to parents, monthly calendars, and all other written documents will be translated into the languages identified by the needs assessment. We will also utilize the translation and interpretation services of the DOE. Translated documents are translated in-house since the highest need for translation is Spanish. We make sure that parental notification is delivered in a timely fashion.

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.

An in-house interpretation of meetings and parent conferences are provided by the parent coordinator, speech therapists, teachers, and qualified school staff who can handle and deliver the interpretation needs. These services are provided during and after school hours.

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>.

The school will follow all mandated guidelines as prescribed in the Chancellors regulatio A-663. Parents and guardians of new students enrolling in the school will be provided with the Home Language Identification Survey and the video within the first 30 days. Bilingual families will receive translated materials during school meetings or conferences. The school website will provide information in each of the covered five languages with regard to the right of parents to translation services. Availability of translation services is posted in the guidance department as well as in the main entrance of the school. Spanish translations of school memos and articulations will be provided by Spanish speaking school staff when DOE services cannot provide it in a timely manner.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #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: UA school for Wildlife Conserv	DBN: 12x372
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 55	
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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 1	

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: Urban Assembly School For Wildlife Conservation has an extensive supplemental program for all students in grades 6-11, ELLs included. All ELLs in middle school and high school receive supplemental Title III enrichment ELA/ESL instruction twice a week for 60 minutes from an ESL teacher who team teaches with an ELA teacher. Student scores on the ELA and NYSESLAT exams indicate that our ELL students need support to increase their achievement. This will help accelerate student achievement and development in academic achievement. Our program stretches between November and May. There are two programs, the Title III afterschool enrichment program and the Saturday literacy enrichment program. The ESL and ELA teachers teach 6-8 on Mondays and Wednesdays, 4-5, and grades 9-11 on Tuesdays and Fridays from 4-5. The Saturday program is scheduled to occur for 6 Saturdays a semester, 3 days of which are dedicated to middle school and 3 which are dedicated to High school. 6 days are held between November and January, the other 6 are held between the months of April to early June. Expected outcomes are to achieve higher levels on the NYSESLAT and within content areas. Students also have access to technology such as smartboard, computers, e-books and other interactive materials to support them in building vocabulary, achieve reading fluency, and improve reading comprehension across curriculum content.

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: ESL and ELA teachers meet with the Principal every Thursday from 7-8, beginning in October and ending in May, for a study group around the needs of ELL students. These include the use of the following books: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLs and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Whenever necessary school-related information will be disseminated to parents of ELL students in English and/or in their native language through letters, website posting, and school flyers. Every effort is made to involve the parents in the education of their children through involvement in School Leadership Team, with the ESL coordinator, Parent Association meetings, and in-school workshops. A series of parent workshops will be conducted throughout the course of the year in school by our ESL coordinator, bilingual teachers, and the social worker on topics such as homework help, emotional and social issues that ELLs encounter at home, and other topics that would help parents assist their children's learning and maintain a good relationship with them. These workshops are conducted on the 2 Tuesday of every month between October and April from 5-6, and include the topics of literacy for ELLS, supporting an ELL child, graduation and promotional criteria for ELLS, and preparing the ELL child for state assessments, exposure to resources for ELL parenting and students, college application process and financial aid process assistance.

Additional efforts have been made to connect parents with ESL classes through PHIPPS Community Development, one of the school's partners. PHIPPS came to one of the parents' meetings and described all of their programs available to parents and signed up a number for their various classes. Translation is provided by school staff who speak Spanish at parent-teacher conferences. For other languages, DOE translation services are used as needed. We are committed to the use of the online system of Teacherease schoolwide. This allows parents 24 hour access to their children's grades, assignments, assignment completion and assessment information, as well as a direct line to all the teachers and admin via email. Because most of our ELL students are native Spanish speakers, this system allows for an automatic translation into Spanish of all information.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$ 10,439.52	For a total of 160 hours in afterschool, and 48 hours for Saturday Academy. Afterschool Title III ELA/ESL enrichment program, including 2 teachers x 25 weeks by 8 hours a week is 160 hours x 50.19, totalling 8,030.40 Title III Saturday literacy enrichment program 1

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		teacher for 12 Saturdays by 4 hours each day x 50.19, totalling 2,409.12.
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. 	\$ 760.48	Books on Tape, Bilingual Dictionaries, consumable classroom supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 11,200	