



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PERFORMANCE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X385

PRINCIPAL: FRANK HERNANDEZ

EMAIL: FHERNANDEZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
Frank Hernandez	*Principal or Designee	
Daniel Vargas	*UFT Chapter Leader or Designee	
Jamaira Paramo	*PA/PTA President or Designated Co-President	
Betty Jenkins	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Scott Elson	Member / Assistant Principal	
Jac O'Casey	Member / Teacher/Chairperson	
Vellanire Barran	Member / Teacher	
Hope Rodriguez	Member / Parent/Secretary	
Ana Marrero	Member / Title I Representative	
Ernest Suarez	Member / Parent	
Taena Torres	Member / Parent	
Gregory A. Delts	Member / Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

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

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

Major Recommendation

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

When conducting informal monitoring, school leaders should utilize agreed-upon, researched-based criteria. Written developmental feedback with next steps should be used to help teachers improve their instructional practice. Pedagogical practices that have proven effective in other similar schools should be investigated and integrated into the instructional program (School Leadership, Page 3).

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013, in order to improve teacher instructional practice, school leaders will incorporate Charlotte Danielson's Framework for Teaching through consistent frequent formative classroom observations, providing teachers with focused, specific, and timely feedback and align professional development to support improved practice in the following identified competencies: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction.

Instructional strategies/activities to enhance school leadership practices and decisions

- 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.
- **Curriculum & Instruction:**
 - Effective lessons must incorporate evidence of one or all of the identified teacher development competencies that support the implementation of the Common Core standards: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction.
- **Professional Development:**
 - Provide professional development on a new instructional framework that supports authentic literacy and college and career readiness.
 - Individualized professional development plans for each teacher with delineated steps for progress and movement across the Danielson Framework will be provided to teachers using ARIS Learn.
 - Instructional leads and consultants will facilitate professional development, lab sites, and inter-visitations to support teachers' professional development.
 - Professional development sessions for teachers using the CCLS Library will integrate specific components of the Danielson Framework for Teaching (2011 Revised Edition) as a means for improving instructional practices and improving learning outcomes for all students.

- Participate in the Network’s clinics on Planning and Preparation for teachers
- **Supervision:**
 - The Principal and Assistant Principals will co-develop a formative assessment observation schedule and low-inference observation tool in order to conduct six to eight (6 to 8) rounds of informal observations across the 2012-2013 school year.
 - The Principal and Assistant Principal will discuss student data and student work in order to establish targeted next step instructional goals. These conversations will serve as the basis of formative observations and provide opportunities for targeted feedback.
 - Teachers will be provided opportunities to self-assess based on selected domains and specific competencies within the domains vis-à-vis post-observation conferences and timely written feedback provided by the Principal and Assistant Principals.

In order to evaluate the effectiveness of this goal, teachers will use ARIS Learn to support individualized professional development focused on Danielson’s priority competencies. Each teacher will complete a self-assessment and a post self-evaluation on the progress made throughout the year. Mid-year conversations will take place between teachers and administration to discuss trends and next steps as well as a plan to support their growth and development.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 - Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *ARRA RTTT Citywide Instructional Expectations will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work by annotating student pieces, looking for the students strengths and weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the common core learning standards. Working together with the teacher develop strategies to advance the students writing skills.*
- *Title 1 SWP will be utilized for per session funding for teachers and administrators to participate in professional development on looking at Teacher Effectiveness.*
- *Title III LEP will be utilized for per session funding for teachers and administrators to participate in professional development on looking at the needs of the ELL student such differentiating instruction, scaffolding techniques and language acquisition.*

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.
School leaders should review classroom practice and provide differentiated professional development (PD) based on individual teacher needs. The school leaders should monitor planning and classroom practice to ensure that all teachers are consistently using data to make appropriate accommodations and instructional modifications to meet the differentiated academic needs of all students, including students with disabilities and English language learners (Teaching and Learning, Page 2).

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.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, teachers in Pre-K-5 classrooms will implement four Common core-aligned units of study: two in mathematics and two aligned to the literacy standards in English Language Arts. Teachers will engage students in one literacy and mathematics CCLS aligned unit in the Fall 2012 and one literacy and mathematics unit in the Spring 2013.

Instructional strategies/activities support the development of a standards based curriculum.

- 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.
- **Curriculum & Instruction:**
 - Modify the literacy curriculum on each grade level (one in the fall and one in the spring) to incorporate CCLS instructional units.
 - Modify mathematics curriculum calendar on each grade level (one in the fall and one in the spring) to incorporate CCLS instructional units that focus on constructing arguments through mathematical problem solving.
 - Through teacher teams, teachers will design tasks that are common core aligned.
- **Professional Development:**
 - Provide continued professional development in the understanding of the Common Core Learning Standards during grade conferences and professional development days.
 - Provide professional development on unpacking the common core aligned units of study in literacy and mathematics.
 - Utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/or selection of literacy and mathematics performance based assessments.

- **Supervision:**

- The Assistant Principals will maintain the collected CCLS-aligned units, lessons, and rubrics following the analysis of CCLS Math and ELA aligned tasks in an organized binder. This binder will be housed in their respective offices and one additional copy will be shared with the Principal.
- The Principal, Assistant Principal, Common Core instructional leads, and our network instructional support specialists will help Pre K – 5 teachers modify CCLS aligned tasks in ELA and Mathematics, as well as rubrics that are aligned to the Common Core standards while differentiating instruction for all students, including English Language Learners and Special Education students.
- The Principal and Assistant Principal will conduct at least one informal observation during the implementation of the CCLS instructional unit to ensure the mini-lessons and student work is CCLS-aligned.

In order to evaluate the effectiveness of this goal, teachers will meet to examine Common Core aligned student work and determine the implications for teaching and learning. Performance tasks will include multiple entry points to support all learners including students with disabilities and English Language Learners.

Budget and resource alignment

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

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Fair Student Funding** is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.
- **ARRA RTTT Citywide Instructional Expectations** will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work.
- **Title 1 Priority Funds** will be utilized as follows:
1 Assistant Principal for Professional Development in inquiry work
Teacher Per Session for professional development
Paraprofessional per session for professional development and student support

- Students will read independent at their independent reading level for a minimum of 20 minutes. Students will read with a purpose, applying the skills taught in the mini-lesson and complete reading logs at the end of their independent reading.
- Students will have book baggies with “just-right” books.
- Daily word study for 30 – 45 minutes will build students’ phonics and phonemic awareness base.
- Daily read alouds, independent reading opportunities and daily reading homework assignments will be utilized.
- Well planned instructional lessons in shared reading will be delivered daily.
- Teachers will use technology to engage all learners during literacy instruction.

- **Professional Development:**

- A literacy consultant will be contracted to support literacy instruction in all PreK-5 classrooms including Bilingual and Special Education classes.
- Teachers will participate in monthly network meetings to support Looking at Student Work, running records, aligning lessons to students needs

Teachers will participate in the following professional development:

- Accurately administering running records
- Analyzing the MSV (meaning, syntax, and visual) miscues
- Using running record assessment data to inform instruction in guided reading, reading workshop, word study and small group.
- Understanding the characteristics of text at each level.

- **Assessment:**

- Reading level assessments will be administered 4X a year with feedback to students and parents/guardians.
- Assessment results will be uploaded to Teacher’s College Assessment Pro.

- **School Systems/Processes:**

- All students in grade 2 will participate in the Extended Day program. In May 2013, all first graders will receive instruction during Extended Day.
- Service providers including SETSS, ESL, and speech teachers will push-in to the classroom to provide additional support to students.

- **Parents:**

- Parents will be provided with workshops to better understand text features and characteristics at each independent reading level.
- Parents will be provided with strategies to support literacy at home.
- ARIS parent link to monitor student performance and progress.

Mathematics

- **Curriculum & Instruction:**

- Teachers will use the workshop model, the CCLS as well as the Standards for Mathematics Practice to support all learners.
- Teachers will use My Math as well as supplemental material to instruct students in mathematics.
- Mathematics workshop will consist of: Pre-K 45 minutes; Kindergarten 60 minutes; 1st & 2nd 75 minutes; and 3rd – 5th 90 minutes.
- Teachers will plan and conduct one guided math group daily to provide remediation and enrichment to students. Notes will be kept and analyzed to monitor students’ performance and progress.
- Students will work independently, partnerships or in small groups for a minimum of 20 minutes.
- Teachers will differentiate instruction as well as incorporate games in their daily mathematics instruction.
- Daily math routines and energizers will build students’ mathematics fluency and automaticity in addition and multiplication.
- RtI in mathematics will take place to support students in select 2nd – 5th grade classes.
- Teachers will use technology to engage all learners during mathematics instruction.

- **Professional Development:**

- An independent mathematics consultant will be contracted to support mathematics instruction in all PreK-5 classrooms including Bilingual and Special Education classes.
- The network mathematics specialist will work with designated teachers to enhance instructional practice.

Teachers will participate in the following professional development:

- Developing units of study.
- Analyzing student work.
- Guided mathematics.
- Using data to make meaningful instructional decisions.
- Using ACUITY and ARIS to support all learners.
- Mathematics Exemplars.

- **Assessment:**

- Acuity periodic assessments will be administered 3X a year with feedback to students and parents/guardians to 3rd – 5th grade students.
- Students in 3rd – 5th grade will be assessed every 6 weeks to measure students mathematics performance and progress.
- Students in Pre-K – 2 will participate in teacher-made assessments.

- **School Systems/Processes:**

- All 2nd – 5th graders will participate in Extended Day. In May 2013, all first graders will receive instruction during Extended Day.
- Two 5th grade classes will be departmentalized (ELA/SS and Math/Science).
- Mid to high level 2 students will participate in an Enrichment CCLS aligned after school program in enhance students performance and progress levels.
- Saturday Academy will commence in January 2013 for remediation.
- Rtl in mathematics will be provided to students in select 2nd – 5th grade classes.
- Service providers including SETSS, ESL, and speech teachers will push-in to the classroom to provide additional support to students.

- **Parents:**

- Parents will be provided with workshops to better understand the CCLS and the Standards for Mathematical Practice.
- Parents will be provided with workshops to better understand text features and characteristics at each independent reading level.
- Parents will be provided with strategies to support literacy at home.
- ARIS parent link to monitor student performance and progress.

In order to evaluate the effectiveness of this goal, periodic assessment data, running records and unit assessment data will be collected and analyzed to determine patterns, trends and outliers. Instructional and curricular shifts as well as school processes will be modified to meet performance and progress benchmarks in literacy and mathematics.

Budget and resource alignment

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

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Fair Student Funding** is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.
- **ARRA RTTT Data Specialist Funds** will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.
- **ARRA RTTT Citywide Instructional Expectations** will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work.
- **Contract For Excellence Funds (75%) and Title 1 (25%)** will be utilize to pay for salary of an additional ESL teachers to provide services to identified ELL students. The other 25 % will be utilized for supplies for our ELL students.
- **Title 1 Priority Funds** will be utilized as follows:
After School and Saturday Academy for 1st – 5th graders
1 Assistant Principal for Professional Development in inquiry work
1 Grade 3 teacher for Direct Student Instruction, 1 Library Teacher ,1 Computer Lab Teacher, 2 School Aides, 1 Pre-K Family Worker
Teacher Per Session for professional development
- **Title III**
Teacher Per session for direct student instruction before or after school and professional development.

- The PPT will meet bi-weekly in order to discuss initial referrals as well as monitor the progress of students with IEP's.
- Recommended students will receive at-risk services for the duration of 6 weeks to monitor students' performance and progress.
- PPT members will use the Pre-Referral Intervention Manual to develop a common language and provide meaningful feedback to teachers.
- **ASTOR Services for Children and Families:**
 - PS 385 will develop a partnership with ASTOR to support social and emotional health.
 - A schoolwide initiative will take place to screen all Pre-K to 5 students to determine eligibility for additional testing to support students' social and emotional development.
 - ASTOR services will be extended to entire families to ensure the communities developmental health.
 - Given the need, a satellite clinic will be established in our school to provide on-site monitoring of students social and emotional needs.

In order to evaluate the effectiveness of this goal, teachers must actively collect and analyze students formative and summative assessment data. We anticipate the impact of social and emotional learning to lead to a decrease in the number of special education referrals.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ***Fair Student Funding** is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.*
- ***ARRA RTTT Data Specialist Funds** will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.*
- ***Title 1 SWP** will be utilized to hire a Guidance Counselor.*

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
The 2011-2012 School Progress Report indicated the School Environment grade was a “C.” Among the indicators measured in the school environment was attendance rate. The attendance rate for the 2011-2012 school year was 91%, indicating the schools attendance is in the overall lowest half of peer horizon schools and the overall lowest quarter of schools citywide. The low attendance rate equated to 2 out of a possible 5 points on the school progress report for environment.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the whole school attendance rate will improve by at least 2% as measured in the school’s annual attendance rate.

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.

The following strategies will be implemented:

- An attendance team will be formed to address attendance related issues.
- Attendance will be monitored daily and an attendance incentive program will be implemented.
- An attendance policy will be developed and disseminated to teachers and parents.
- Teachers will instruct the students on the value of attending school every day.
- Parents will be contacted by phone, mail, and/or home visits.
- Letters will be sent home to parents indicating the number of days the child is absent or late.
- Students will receive attendance awards during each marking period.
- Students with 100% attendance will be highlighted on a bulletin board outside the main office.
- Letters of encouragement for students who are showing improvement will be sent home.
- Parents/guardians of students with perfect attendance will receive special recognition during an awards breakfast to celebrate this great feat.

- Family workers will conduct home visits to support student attendance and provide assistance to families via community based organizations.

Budget and resource alignment

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

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

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Fair Student Funding** is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.
- **ARRA RTTT Data Specialist Funds** will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.
- **Title 1 Priority Parent Involvement Funds** will be utilized as to increase parent participation and involvement.

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	<p>Academic Intervention Services in English Language Arts are provided to students in the following programs or using the following strategies:</p> <p>Extended Day Response to Intervention (Push-in out of classroom teacher) Small group instruction by the classroom teacher</p> <p>Students are selected according performance level as well as AYP subgroups (English Language Learners, Special Education, Lowest Third, Lowest Third Black and Latino Males) All instruction is common core aligned and multiple entry points allow all students opportunities to learn and grow.</p>	<ul style="list-style-type: none"> * Small group instruction * One-to-one * Tutoring 	<ul style="list-style-type: none"> * Extended Day twice a week (50 minutes each day) * During the school day for 35 minutes * Daily throughout the Reading & Writing Workshop
Mathematics	<p>Academic Intervention Services in Mathematics are provided to students in the following programs or using the following strategies::</p> <p>Extended Day Response to Intervention (Push-in out of classroom teacher) Small group instruction by the classroom teacher</p> <p>Students are selected according</p>	<ul style="list-style-type: none"> * Small group instruction * One-to-one * Tutoring 	<ul style="list-style-type: none"> * Extended Day twice a week (50 minutes each day) * During the school day for 35 minutes * Daily throughout the Reading & Writing Workshop

	<p>performance level as well as AYP subgroups (English Language Learners, Special Education, Lowest Third, Lowest Third Black and Latino Males)</p> <p>All instruction is common core aligned and multiple entry points allow all students opportunities to learn and grow.</p>		
Science	<p>Academic Intervention Services in Science are provided to students using the following strategies: Small group instruction by the classroom teacher. Science instruction is also integrated into our literacy curriculum.</p>	* Small group instruction	<p>* During the Science Workshop * During the Reading Workshop</p>
Social Studies	<p>Academic Intervention Services in Social Studies are provided to students using the following strategies: Small group instruction by the classroom teacher. Social Studies instruction is also integrated into our literacy curriculum.</p>	* Small group instruction	<p>* During the Social Studies Workshop * During the Reading Workshop</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Prior to evaluation, students identified during our Pupil Personnel Team (PPT) meetings receive six-week At-Risk services in Speech, Counseling, and/or SETSS (Special Education Teacher Support Services). After the six-week period, students are re-evaluated to determine the need for further evaluation or the renewal of At-Risk services.</p>	<p>* Small group instruction * One-to-one</p>	* During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Our school is a hard to staff school so we use many ways to attract Highly Qualified teachers. We have partnered with Lehman College to recruit highly effective teachers. We have also established a Hiring team, which is composed of teachers, administrators and counselors. The team then interviews the aspiring teacher and if the team deems it necessary they request the aspiring teacher to conduct a demonstration lesson in a classroom as he/she is observed. A post-observation conversation is conducted to debrief the lesson and recommendations are provided.

** The Principal and Assistant Principal visit teacher Recruitment Fairs to interview teachers from across the boroughs.*

** Job-embedded professional development is the vehicle by which we will use to ensure that the current staff is Highly Qualified as defined by NCLB. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in Literacy and Mathematics. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, analyze and utilize data to inform instruction based on the new Common Core Learning Standards. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, teacher teams will discuss implications for teaching and learning by developing an action plan for student improvement.*

**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 Maria Quail	District 07	Borough Bronx	School Number 385
School Name Performance School			

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

Principal Lourdes Estrella	Assistant Principal Gil M. Feliciano
Coach -	Coach -
ESL Teacher Amy Mascunana	Guidance Counselor Elizabeth Sanchez
Teacher/Subject Area Sandra Rivera/Kindergarten	Parent Veronica Gerena
Teacher/Subject Area Lilia Kalika	Parent Coordinator Carmen Colon
Related Service Provider Cynthia Melendez	Other -
Network Leader -	Other -

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

D. School Demographics

Total number of students in school	599	Total Number of ELLs	148	ELLs as share of total student population (%)	24.71%
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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. 

The initial process of the identification of those students who may possibly be ELLs starts on the student's registration day. This school year we had another extremely successful registration process. Before the onset of parents, we formed a committee at the school in August made up of the Assistant Principal, Parent Coordinator, Pupil Secretary, Parent Coordinator and Attendance Family Worker. We discussed strategies which enabled us to ensure a smooth registration process for all involved. We also devised a tool which we included on every new student cum record folder. This tool listed every document which was necessary for the parents to complete including the very important Home Language Identification Survey (HLIS). All students who are newly enrolled in the New York City School System are required to complete a Home Language Identification Survey. This survey is provided to the families as part of their registration packet. Assistance is provided by school personnel to families in completing the HLIS form as well as any other registration material. The survey is used to identify students who may have limited English proficiency. If the survey indicates that a language other than English is used in the home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration. The LAB-R is used to determine initial placement.

Families of students who were identified as an English Language Learners were invited to participate in the parent orientation session which was held within ten (10) days of the beginning of the school year. At this orientation meeting the families were introduced to the school principal, assistant principal in charge of the ELL programs, ESL teachers and parent coordinator. During these sessions, parents were informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs were explained in detail. Families were also shown the New York City Department of Education Orientation Video for Parents of English Language Learners. At the conclusion of the orientation session families were individually assisted in completing their Parent Survey Letters and Program Selection Forms. This orientation session was held in both English and Spanish.

In accordance with parent survey letters for program choice, the school provides five (5) transitional bilingual education classes and a freestanding ESL program which provides push-in and pull-out services.

The school has many forms of checks and balances which ensure 100% family participation in entitlement letter, parent survey and program selection form distribution and collection. The first is by the creation of a master list of all of our ELL students in the entire school and updating this master list on a regular basis especially at the end and beginning of each academic school year. Using this list, we ensure that parents are distributed all necessary forms. Once collected a roster is updated with this information and the actual signed forms and letters are kept, organized by grade in a binder in the assistant principal's office. Any missing forms/letters are immediately identified and families are contacted by classroom teacher, ESL teacher, parent coordinator and/or assistant principal until the form/letter is received and placed on file.

Based on this year's program choices and informal conversations with families it is clear that the school's transitional bilingual program and ESL program continue to meet the needs of our families at this time.

This past October 2011, we were audited by members from the Department of Education as well as from the Company Ernst and Young. The members on the panel looked at our record keeping, specifically pertaining to the ELL identification process and placement, mandated documentation such as parent selection forms, entitlement, nonentitlement and placement letters, communication with parents and their involvement in choosing the best program for their children. We were able to provide them with all necessary documentation and therefore received a very favorable review.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	148	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	21
SIFE	5	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	66	5	0	14	0	0	0	0	0	80
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	0	14	21	0	7	0	0	0	68
Total	113	5	14	35	0	7	0	0	0	148

Number of ELLs in a TBE program who are in alternate placement: 0

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	17	15	7	6	14	21	0	0	0	0	0	0	0	80
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	17	15	7	6	14	21	0	80						

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>N/A</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>N/A</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0

Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	8	7	6	6	14	10	0	0	0	0	0	0	0	51
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	1	1	0	1	0	0	0	0	0	0	0	0	3
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	2	1	3	2	0	0	0	0	0	0	0	0	12
TOTAL	13	10	9	9	17	10	0	68						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

P.S. 385 Provides Transitional Bilingual Education in Kindergarten, 1st /2nd , 3rd, 4th and 5th grades and a Free-Standing ESL program for students in Kindergarten, first, second, third, fourth and fifth grades. ELL students in both the TBE and Free-Standing ESL Program are grouped heterogeneously. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the NYSESLAT and LAB-R in accordance with New York State guidelines. Students at the Beginning level receive 360 minutes of ESL instruction per week, at the Intermediate level receive 360 minutes of ESL instruction per week and at the Advanced level receive 180 minutes of ESL instruction per week.

Both models (Transitional and ESL) used at our school are driven by the State Education Standards and by the New York City Performance Standards. Literacy is emphasized across a curriculum that is structured on the Department of Education's Comprehensive Instructional Approach in Literacy and Mathematics. The curriculum initiatives in the areas of science, social studies and technology are interdisciplinary in nature. Teachers use nationally validated curricula to promote attainment of the New York City and State learning Standards.

Students develop their reading, writing, listening and speaking skills in English through a variety of ESL methodologies that may include Total Physical Response (TPR), chanting and rhyming, pictorial representations to optimize students' understanding of newly introduced concepts. Teachers have also differentiated instruction by grouping as per LAB-R and Spring 2011 NYSESLAT results. They also use informal assessments, conferring and teacher observations in order to monitor student progress. The Transitional Bilingual Education classrooms contain well-organized classroom libraries, print-rich environments and multiple visual support systems. The combination of new immigrant students and the increase in the percentage of students scoring at the beginning level necessitated the school to be part of a new pilot program entitled The Estrellita Program sponsored by the NYC Department of Education's ELL Department.

ELL students in the Transitional Bilingual Education program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model. The Kindergarten and 1st grade model we are following is an 80%-20% Transitional Bilingual Education model where students receive their instruction in Spanish 80% of the time. Second and Third grade Transitional Bilingual Education students will receive Spanish instruction 50% of the time and fourth and fifth grade students will participate in a Transitional Bilingual Education program which teachers in Spanish 20% of the time.

Students in the Transitional Bilingual Education program receive explicit Native Language Arts (NLA) instruction using

A. Programming and Scheduling Information

Balanced Literacy during the literacy block in grades K and 1 and 50% of the time in grades 3 and 4 followed by 20% in grades 4 and 5. Content area instruction in math, science and social studies in the Transitional Bilingual program is delivered in the Native Language in grades K 100% of the time followed by 50% of the time in grades 2 and 3 and 20% in grades 4 and 5.

Our Free-Standing ESL program services 83 students in grades K-5 using a combination of push-in and pull-out program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. On-going, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffolded instruction is achieved through intervention strategies and the use of leveled, trade, native language, high-interest and guided reading books.

A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffolded instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia through the audio support of books on tape, educational internet programs such as; Starfalls, chants and songs. Students are also engaged in lessons which provide them with modeling, hands-on activities, note-taking, read-alouds with Accountable Talk which also support Listening and Speaking skills. The following computer sites such as Funbrain, Superteachers.com and Manythings.org are used on a daily basis to reinforce the development of reading, writing and comprehension skills. NYSESLAT Samplers are downloaded from NYC DOE website in order administer Pre and Post tests. The results are analyzed to address the students' strengths and weaknesses across all modalities and data is used to target the development of listening, reading, writing and speaking skills.

Students in our Free-Standing ESL program are serviced by two ESL certified teachers. One ESL teacher has five groups in her schedule. ELLs in Group 1 are kindergarten students and grouped according to their proficiency level achieved at LAB-R administered in Fall 2011. They are Beginners. The ESL teacher utilizes a Push in/Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 2 is a combination of ELL students in Grades 1 and kindergarten. They are all at the Advanced level. The grouping of these students is based on the analysis of NYSESLAT modalities and LAB-R results. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELLs in Group 3 are second grade students. They are all at the Advanced proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 4 is a combination of ELL students in Grades 1 and 2. The majority of these students are at the Beginning level. One student is at the Intermediate proficiency level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5 are second grade students. The majority of these students are at the Intermediate proficiency level. Two students are at the Beginning level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

The second ESL teacher has five groups in her schedule. Group 1 is a combination of ELL students in Grades 3 and 5. They are all at the Beginning proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 2 are third grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 3 are third grade students and are at the Intermediate proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 4 are fourth grade students. They are all at the Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5A are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5B are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

A. Programming and Scheduling Information

Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming and pre-reading questions which are then answered and discussed. Explicit ESL instruction is delivered through Guided Reading following the Teachers College workshop model. Vocabulary is supported through the use of picture libraries, computer images and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas and then maintained through written usage and active use of word walls. Libraries are leveled and available to the student throughout the day. Students are transitioned to writing through Teacher's College Writing Workshop Model. Writing instruction is scaffolded through modeling, exemplars, shared writing experiences, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and interactive writing are additional models for the writing process. Rubrics are used to guide students and to develop their metacognitive skills.

We implement flexible grouping based on the results of the LAB-R and NYSESLAT in each modality (Listening, Speaking, Reading and Writing). Materials used in the Free-Standing ESL program include but are not limited to 'On Our Way to English' published by Rigby, leveled libraries, leveled guided reading books, dictionaries, reference books, internet-based texts, books on tape and computer programs. Instruction is provided using small groups using glossaries, native language dictionaries reference books and peers. ESL and classroom congruence is achieved through ongoing collaboration and articulation between classroom teachers and ESL providers. ESL teachers receive training in balanced literacy through Teacher's College Workshops, BETAC trainings, and ELL meetings provided by our network leaders. Common branch and Bilingual Teachers with ELL students in their classes will receive preliminary training on analyzing their student's Spring 2011 NYSESLAT results. Understanding the results will provide the teachers with a basis for understanding the importance of infusing ESL methodologies into all subject areas with a special focus on pictorial representations to enhance student understanding of newly taught concepts.

This school year we have a solid block of 90 minutes (Monday – Friday) where the focus of uninterrupted instruction is on literacy. Teachers with a common branch license and bilingual license are provided with common preparation 5 times a week. This is a time when they may come together to plan and articulate together. We have also instituted 40 minutes of daily independent reading in every classroom. We also included our students in our extensive beginning of the year assessment program which included individualized Teacher's College benchmark running records.

Our ELL students are incorporated in every part of our intervention program in our school. They benefit from reduced class size as well as participate in the school's extensive 37.5 minute extended day program two times per week. We have also hired additional staff members at the school as cluster teachers. Depending on whether the class is a transitional bilingual teacher or a common branch teacher the language of small group instruction may be in English or Spanish.

Differentiated instruction for all ELL subgroups is based on students' individual learning needs and styles. This instruction is also data driven. ELL students whether they are ultimately exempt temporarily from taking the New York State ELA Exam, are administered interim assessments such as; ACUITY which allow us to identify their strengths and weaknesses and to build their stamina, reading comprehension and confidence.

SIFE students have been acclimated back into our school and supported through academic Intervention Support and participation in our intensive Title III after school program. We provide the same support to our students who have been in our country for less than three (3) years. At this time, we are servicing 35 ELL students who have been receiving ESL services between 4 and 6 years. NYSESLAT data has been collected and used to determine instruction and resources needed for these individual students. Our long-terms ELL students receive mandated number of ESL units based on their NYSESLAT level with strict adherence to NYS CR Part 154. Push-in and pull-out models with flexible grouping are used. The results of NYSESLAT across all modalities are thoroughly analyzed and the data is used to drive the instruction. To support our long-terms ELL students, our certified ESL teachers use a wide variety of research based strategies to scaffold the development of reading, writing, listening and speaking skills. The identified ELL students are serviced in groups of maximum of 10 students. The duration of the lessons can range from 45 minutes 4 times a week to 8 times a week, depending on the students' NYSESLAT level. To prepare the students for a specific task they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, introducing key vocabulary with extensive visual support, pictures and TPR, predicting, consistent use of graphic organizers such as Anticipation guide, KWL and Talking Drawing strategy. During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar words and structures. After reading/writing/ listening, students are provided with specific steps and activities such as check list, completing KWL, using notes to complete writing assignments, confirming predictions. Post reading/writing/ listening activities include: responding to the reading

A. Programming and Scheduling Information

selection by writing letters to the characters, critique recommendation using details to support the students' point of view. Increased visual support is provided through the use of realia, pictures, and TPR approach.

Our ELL students with disabilities who receive ESL services are grouped heterogeneously with ELL students from general education classes. The ESL teachers always have a copy of the students' current Individualized Educational Plan (IEP) in order to address the students' specific needs. The ESL teachers provide rigorous explicit scaffolded instruction to ELL students with disabilities whose IEP recommends ESL with strict adherence to NYS CR Part 154. The students receive mandated number of ESL units based on their NYSESLAT level. The identified ELL students are serviced in groups of maximum of 10 students. Push-in and pull-out models with flexible grouping are used. Bilingual dictionaries and glossaries are provided for additional support. Modified mini-lessons, graphic organizers are used to increase reading comprehension and enhance writing skills. Increased visual support is provided through the use of realia, pictures, audio-cassettes, and stories on tape, audio CDs and other electronic media such as Starfall, Storyline On Line.

This school year, we will continue to use resources with our ELL students such as; The Empire State NYSESLAT ESL/ELL and NYSESLAT Finish Line. Since we purchased and installed over 49 licenses from a software company called Imagine Learning which allows us to track the progress of 49 ELL students, we will continue to use this program in our newly renovated computer lab as well as in our bilingual classrooms.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

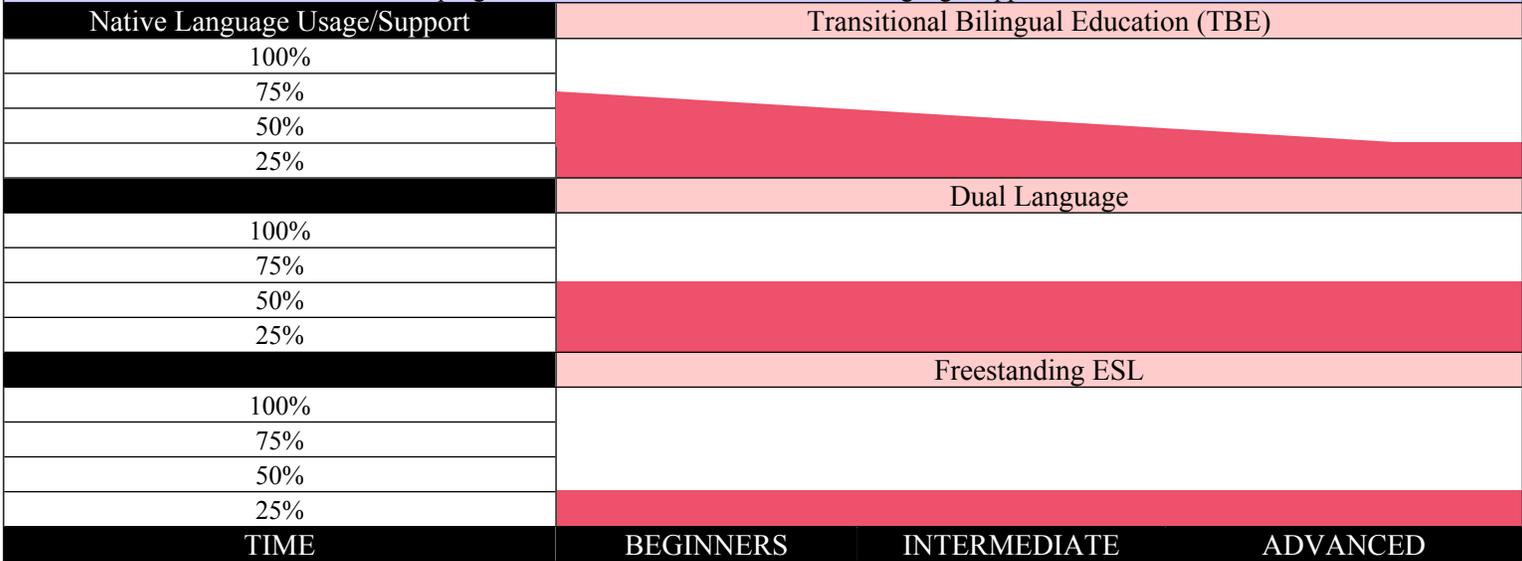
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

The school has seen a slight decrease in its overall ELL population since its inception in 2008. For the 2008-2009 school year, 173 students were administered the NYSESLAT and for the 2010-2011 school year, 145 students were administered the NYSESLAT. This can be attributed to the focus on a more thorough and correct ELL identification process undertaken by the school. However, the slight decrease in overall population size has not largely changed the number of children serviced in Transitional Bilingual Education (TBE) or Freestanding English as a Second Language (ESL). New laws requiring that all students—regardless of special needs—receive ESL services have kept the group size the same.

The resulting decrease has created interesting trends in the NYSESLAT data. Instead of just analyzing the NYSESLAT data for the past spring, the school analyzed data for all years available to us. Our initial findings have been very interesting. The school has seen an increase in the percentage of beginners in reading and writing from 25% in 2008 to 29% in 2011. This trend can be most likely be attributed to the influx of new immigrant students arriving from the Dominican Republic, who are participating in TBE, and West Africa, who are participating in ESL. However, the school has also seen an increase in its students' proficiency in reading and writing from 10% in 2008 to 14% in 2011. Last year the school focused on its literacy block, which most likely attributed to this increase in proficiency. The school will continue its focus on literacy this year, as well as a new school wide initiative that focuses on writing specifically.

Looking at our NYSESLAT data in such a manner allows us to make stronger, data-driven decisions because we are looking not only at year-to-year changes, but long terms trends that are steadily emerging. These data points help us make more informed decisions when purchasing materials, beginning enrichment programs, assigning AIS teachers and making other school-wide administrative decisions.

This school year we will consistently administer periodic assessments to all of our students including ELL students beginning in the fall in order to monitor student progress. We will examine student data reports in order to make teachers aware of their results as well as the importance of their analysis and transparency to provide data driven instruction.

An analysis of the ELL student data indicates the need for an after school program to help fill in the gaps in student learning based on NYSESLAT data. The program will serve approximately 50 students in grades 2-5. The program will begin during the last week in January 2012 and conclude in May 2012. Students will attend 2 days a week on Wednesday and Thursday from 3:30 to 5:30 pm.

Five licensed teachers in Bilingual Common Branches or ESL will be responsible for the instructional program. One supervisor will oversee the implementation of this program as well as provide professional development activities. Teachers will utilize classroom libraries in both English and Spanish as the basis for instruction. The teachers will also utilized The Getting Ready for English Language Proficiency Assessment in Grades 2, 3, 4 and 5 as well as the Empire State NYSESLAT/ESL/ELL program that covers the four modalities of Speaking, Listening, Reading and Writing.

Classroom libraries in both English and Spanish will be needed to support the language development component as the student utilize the stores to retell, discuss, respond to, and generate idea for writing. Instructional materials and teacher guides to support the program will need to be purchased.

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)?

N/A

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.

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In September 2011 teachers of TBE as well as one of the assistant principals attended a three day professional development training offered by the creators of the program to familiarize themselves with all the components of the Estrellita program. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

Professional development is offered to all teachers of ELL students. They learn strategies to differentiate instruction to meet the academic needs of ELLs. Teachers learn scaffolding techniques to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition for students of various proficiency levels and groups: SIFE, long-term ELLs, beginners, intermediate and advanced students. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

This year we will provide the mandated 7.5 hour ESL training to our new staff members. Our ultimate goal is to make sure that every classroom teacher and cluster/ AIS teacher receives this training by the end of 2011-2012 academic year.

To ensure that our ELL students receive high quality instruction, a professional development was offered in September 2011 to help teachers familiarize themselves with Charlotte Danielson's Framework for Teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction. The school administration provided this training.

Our professional development will continue to offer strategies that promote learning environments that respect our students' individual needs and learning styles. Through ongoing assessments, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators will assist the staff with the implementation of the new Common Core Learning Standards and effectively align the curriculum in grades K-5.

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?

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

Parent involvement will be an integral part to plan for 2011-2012 school year. The Parent Coordinator will work closely with the principal and Parent Teacher Association. To address the academic needs of our students. Parents are notified about upcoming workshops by letters sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student parent orientation was offered on October 7, 2011 to introduce the parents to different programs available to ELL students. The ELL supervisor, Mr. Feliciano, and the ESL teachers, Ms. Kalika and Ms. Mascunana, conducted this workshop. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. In addition, on October 26, 2011, parents participated in the workshop to familiarize them with Common Core Learning Standards conducted by the school administrators. It provided the parents with a powerful opportunity to learn how Common Core Learning Standards relate to students' everyday learning and academic success. Parent Teacher Association will meet with the principal on a regular basis to develop specific workshops to address students' social, emotional and academic needs in order to help them achieve their full potential. The Parent Coordinator is also responsible for ordering any necessary translation and interpretation 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)	15	12	8	6	12	9	0	0	0	0	0	0	0	62
Intermediate(I)	5	8	4	3	9	11	0	0	0	0	0	0	0	40
Advanced (A)	11	5	4	5	10	11	0	0	0	0	0	0	0	46
Total	31	25	16	14	31	31	0	0	0	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	1	0	1	3	0	0	0	0	0	0	0
	I	0	2	2	1	4	6	0	0	0	0	0	0	0
	A	0	11	9	6	15	10	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	18	8	1	0	27
5	13	10	1	0	24
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	19	0	8	0	2	0	0	0	29
5	13	0	14	0	1	0	0	0	28
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13	0	11	0	15	0	3	0	42
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	3	14	13	2	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

In analyzing the NYSESLAT data we looked beyond the LAP worksheet provided to us. Instead of just analyzing the NYSESLAT data for the past spring we began to look at trends across the grades from the past four years. Our initial findings have been very interesting. We have found several students scoring at a beginning level in kindergarten, reaching an intermediate level in 1st grade then falling back down to a beginning level in the 2nd grade. In some other cases we have found some students remain at a beginning level for three consistent years. In other cases we have found students in need of academic intervention for the writing or reading portion of the NYSESLAT. Looking at this data in such a manner is allowing us to make more informed decisions when purchasing materials, beginning enrichment programs, assigning AIS teachers and making other school-wide administrative decisions which impact student learning and development.

This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

Finally, this school year we will continue to consistently administer periodic assessments to all of our students including ELL students beginning in the fall in order to monitor student progress. We will exhibit student data reports in the school in order to make teachers aware not only of the importance of these periodic assessments, but of the importance of their analysis and transparency.

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.

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: **07X385** School Name: **385**

Cluster: **109** Network: **CFN**

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

Part A: Needs Assessment Findings

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

We rely on a variety of data in order to assess our schools' written and oral interpretation needs. First and foremost the staff's personal interactions with the students and families provides us with valuable cultural and linguistic information necessary to ensure that they receive appropriate and timely information in a language they can understand. Secondly, we rely on the information we receive from such forms given out during registration such as Home Language Identification Survey. Thirdly, we also run the Home Language Aggregation Report on ATS several times a year in order to keep track of the different languages spoken by the families at our school. Again, the purpose of these measures is to provide our families with appropriate and timely information in languages they can understand.

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.

According to our most recent Home Language Aggregation Report from ATS, we have ten (10) different languages represented at our school (See Table the first column is the language spoken at home followed by the # of families at our school who speak that language). These summaries have been reported to our school community via our latest Comprehensive Education Plan for the 2011-2012 school year.

Afrikaans	3	Soninke	15
Arabic	4	Spanish	202
Bengali	4	Twi	3
English	360	Mandingo	8

Ga 1 Hausa 1

Part B: Strategies and Activities

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

We have just ended our third (3rd) month of school and the school's Executive Principal and her team have written 23 Parent Letters in English which 306 families speak according to the Home Language Aggregation Report and they have all been translated into Spanish which is the 2nd most prevalent language spoken in the students' homes according to the report. Another example of written translation services provided at the school have been our students' report cards being made available to parents in both English and Spanish.

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.

Two examples of oral interpretation services we provided at our school were to our newly registered ELL families whom we gave the opportunity to participate in the ELL parent orientation video session where they listened to the ELL programs available to them at our school in a number of languages such as; Spanish, Arabic and Bengali. Our families have also been invited to participate in five (5) parent workshops thus far where the Executive Principal, Parent Coordinator and Invited Guest Speakers have provided our parents with oral presentations on a variety of topics in both English and Spanish.

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>.

According to Section VII of Chancellor's Regulations A-663 every school is to provide interpretation services to each parent whose primary language is a covered language (meaning one of nine most common primary languages other than English as identified by the DOE) and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. This document includes their rights regarding translation and interpretation services. Our school has provided this document to all our families in all the languages listed in the table above during the month of Parent-Teacher Conferences.

Our Parent Coordinator's Office and PTA office is immediately to the left upon entry to our school. On their bulletin board you will find posted notification in the school's most prominent covered languages indicating to parents the availability of interpretation services.

We have ensured that our school's safety plan contains procedures for ensuring that parents in need of language access services in order to reach the school's administrative offices can do so during an emergency.

Since we do not have more than 10% of the children at our school who speak a primary language that is neither English nor a covered DOE language, Section D from Section VII of Chancellor's Regulations A-663 does not apply to us at this time.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Performance School	DBN: 07X385
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 385X will use Title III funds to improve English Language Proficiency, support native language development, and to promote proficiency in mathematics. To support second language acquisition, explicit, intensive, and focused instruction will be delivered via small group and individualized instruction. Materials and activities include, but are not limited to pictures, graphic organizers, charts, flash cards, games, songs, listening centers, classroom library, dictionary, thesaurus for ELLs, math manipulatives, as well as computer software programs.

Three licensed teachers in Bilingual Common Branches and two ESL will service approximately 75 students from grades K to 5. The language of instruction will be in English with native language support as needed. Participants will attend an After School Enrichment Program three hours a week on Tuesdays and Thursdays as well as Saturday Academy for four hours. Students will be selected based on their NYSESLAT proficiency test results. All beginners and intermediate students will receive direct instruction in letter recognition and phonics/phonemic awareness using Imagine It! Advanced students will receive direct instruction in reading fluency and comprehension using various strategies, such as bridging, reciprocal teaching, semantic maps, etc. Guided reading with English and Spanish classroom libraries will be used to support reading comprehension as well as language development components including retelling, discussion, responding to, and generating ideas for stories. Teachers will also use a web based mathematics program, Help Math, in addition to My Math, to help build students' conceptual understanding as well as learn key mathematics terms and concepts. Where appropriate, ELL teachers will team teach in classes they support to promote students' reading, writing, speaking, and listening proficiency.

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: Professional development is an essential component of enhancing the quality of ELL instruction. After school or school day professional learning series will provide teachers the opportunity to learn best practices to support the academic and language needs of English Language Learners. Professional learning series will focus on development of language objectives, methods for scaffolding instruction, CR Part 154 compliance, providing multiple entry points via translanguaging strategies, strategic grouping and differentiation, modality assessment using varied methods and sources, curriculum design and thematic integration, and providing genre specific strategies to enhance reading and writing skills. Teachers will meet for two hours, twice a month. These professional learning

Part C: Professional Development

opportunities will be facilitated by the Network, school leaders, and/or other ELL teachers. ELL teachers will also attend Network and/or Citywide professional development. In addition, we will use the following professional literature to enhance our pedagogy: Scaffolding ELL instruction by Jane Echevarria.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs will be offered afterschool opportunities to engage in meetings to discuss and learn about New York State Assessments, e.g., ELA, Math and NYSESLAT and how to support their child's English acquisition. The goal of such meetings will be to provide parents with an enhanced understanding of test formats, time and overall academic demands on their child that the test will elicit. Meetings will take place every other month beginning in October, last approximately one hour and facilitated by our ELL teachers Ms. Kalika and Ms. Mascunana. Parental communication for such meetings will be in the form of letters sent home to parents with their children as well as via phone by Parent Coordinator: Lisa Pineda. Moreover, parents will also be provided with information regarding the tools and strategies that may be used at home to help their child with his/her acquisition of English. For example, parental awareness on computer software for ELLs as well as Help Math (Math learning program), which the school has purchased such web-based programs to assist student understanding of English and its application in the form of speaking, reading, writing and listening tasks as well as for their understanding of Mathematical concepts and vocabulary. Such programs are available to children twenty-four hours, seven-days a week and parental awareness will be communicated during such before mentioned meetings. Workshops will take place the third Wednesday of each month and start at 9:00 a.m. until 10:00 a.m. Moreover, parents will be informed about the accommodations provided to ELLs for testing as well as inform them of their parental rights to ensure awareness of all testing regulations. Parent workshops will be provided in Spanish and English. Other languages in need of translation services, we will translate documents using Google Translate for such parents.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

