



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: EAST FORDHAM ACADEMY FOR THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X459

PRINCIPAL: TANICIA WILLIAMS

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SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tancia Williams	*Principal or Designee	
Meghan Harkins	*UFT Chapter Leader/IEP Teacher	
Vacancy	*PA/PTA President or Designated Co-President	
Maria Ventura	DC 37 Representative/Family Worker	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maria Pita	Member/Parent	
Beartriz Chavez	Member/Parent	
Veronica Licea	Member/Parent	
Cadjina Daniels	Member/Science Teacher	
Shelia Damato	Member/Social Studies Teacher	
Maria Torres	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Comprehensive needs assessment

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

Parent survey overall participation was very low

Parent survey overall participation was very low and this resulted in a lack of input from the parents on educational decisions in the school community. After looking at the school's data, we were able to see a correlation between low survey participation and student outcomes on New York State exams. We have developed (and continue to develop) opportunities for parents to strengthen their relationship with the school through workshops and meetings that address topics ranging from ARIS and student academic expectations to the arts and field trips for students and parents. We are intending to use these activities to build bridges between parents and members of the school community in order to improve educational outcomes for students as demonstrated by improved scores on New York State exams. The Learning Environment Survey participation should increase to over 75% this year with the intended instructional activities and strategies outreach.

2011-2012 Learning environment survey participation- parents 17%

The city average was 52%

Instructional strategies/activities

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

- ✚ The parent coordinator will work with school-based staff and parents to improve attendance at PTA meetings through outreach and PBIS incentives
- ✚ Teachers will support the parent coordinator by documenting outreach to parents and including the parent coordinator in parent meetings where appropriate
- ✚ Teachers will document interventions and contact with parents regarding student academic progress and performance and parent coordinator will reach out to parents of students who are not demonstrating progress
- ✚ The parent coordinator will provide timely notice and information to parents regarding events in the school community

Strategies to increase parental involvement

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 11 through 15 in this CEP.

- Create workshops and events for parents/guardians geared to improving their child(ren)'s achievement level, e.g., literacy and math workshops
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Parent Coordinator and designated staff members will assist with providing the parents/guardians resources for workshops such as books, learning materials and curriculum maps, practice tests, etc.
- Recruit new members to participate on the School Leadership Team and PTA
- Utilize the school messenger system to inform parents of events, important news, and school closures at the school
- Monthly newsletter and calendar will be mailed home to families and distributed to students
- Guidance counselor and parent coordinator will host open house sessions for incoming students
- High School information workshops will be provided to parents by the guidance counselor and parent coordinator

- Publish meeting notices and school information on the eChalk school website
- Parent breakfast meetings with the administration three times a year
- Invite parents to curriculum night at the start of the school year
- Encourage parental participation in school operations, volunteering in the school, or serving on school committees through Learning Leaders

Budget and resources alignment

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

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

 X Tax Levy X Title I X Title IIA Title III X Grants Other

If other is selected 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).

- ❖ Parent Coordinator Workshops
- ❖ Guidance Counselor Services

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2013, EFAA will improve in the School Environment ratings in academic expectations, safety and respect, communication and engagement.**

Comprehensive needs assessment

- Only 17% of the parents completed and returned the Learning Environment Survey
- 88% of the teachers completed the Learning Environment Survey
- Communication has consistently scored the lowest of all categories on the Learning Environment Survey. 2009-2010 Communication Scored 7.1, 2010-2011 Communication Scored 6.7 out of 10, Communication Scored 6.7, 2011 - 2012
- Teachers scored academic expectations at 6.8
- The overall Progress Report grade decreased from an A to a C
- Teachers rated communication and high academic expectations for students poorly on last year's Learning Environment Survey
- Teachers and staff members did not consistently express their concerns and questions to administration which resulted in low survey scores for the school
- Create opportunities for teachers and administration to express their concerns and make changes to improve outcomes.

Instructional strategies/activities

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

- Create a School Environment team
- UFT Consultation Committee will address concerns and issues
- Teachers will participate in a school created Learning Environment Survey focusing on the teacher section in November and February
- Monthly meetings with new teachers and the administration
- Monthly meeting with the Dean and Assistant Principals focusing on strategies
- Increase positive communication with teachers
- Monthly teacher recognition events
- Positive letters to file
- Respond to teacher concerns/issues in a timely manner
- Steps for including teachers in the decision making process
- Teachers will meet weekly by departments to review and revise the curriculum with Common Core Learning Standards.
- Teachers will discuss student data by grade level then discuss how to plan and set goals for students underperforming
- Schedule inter visitations for teachers in order to ensure collaboration between staff members at varying stages of their careers
- Plan and execute professional development sessions that rely on the strengths of a variety of teaching staff- such as lesson planning, questioning, co-teaching, collaboration, co-planning

Strategies to increase parental involvement

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 11 through 15 in this CEP.

- Parents will receive a contact form that requests an e mail address
- Parents will continue to receive monthly calendars and weekly notices in English and Spanish informing them of school activities
- EFAA will continuously update the eChalk website
- Parents will be provided materials and training to help their children improve their achievement level

- Staff develop time in the school schedule for teachers to communicate with each other, such as Common Planning and Teacher Teams
- Reflect on the educational process with school administration in order to ensure that teachers' voices are heard and changes in curriculum can be implemented

Budget and resources 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 I _____ Title IIA Title III _____ Grants _____ Other

If other is selected 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).

 ❖ Parent Coordinator Workshops will be funded by Title 1 funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, EFAA will deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations. In literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will experience an opportunities to engage in mathematical study which requires fluency, application, and conceptual understanding.

Comprehensive needs assessment

After looking at the results of our school's student performance on the ELA, Mathematics, and NYSESLAT state exams on the ARIS database, we have taken the initiative of aligning various end-of-unit assessments to the Common Core State Standards using a performance task. In order to further prepare our students to meet the rigor of the Common Core State Standards, we intend for the performance task to address students' deficiencies in literacy to aid the transition into the new held standards.

Instructional strategies/activities

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

- We will engage all students in 8 Common Core-aligned units of study (two in math, two in ELA, two in social studies, and two in science) aligned to strategically selected standards as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of complex text and its uses.
- We will engage all students in at least 2 common core units of study in Mathematics aligned to strategically selected standards as demonstrated by authentic student work, a shift in planning units of study that reflects the major work of the grade as indicated by the CIE.
- Teachers will engage in Common Planning using the NYCDOE Common Core Library, EngageNY resources and available professional development offered at the Network and City level
- The school community will submit 1 ELA task and 1 mathematics task to the DOE for evaluation of alignment to the CCLS
- Data from assessments, including Acuity, will be used to group students in classes and determine instructional priorities in preparation for the new state assessments aligned to the CCLS
- Students will use the i-Ready computer program to improve their skills and prepare for the rigor of the Common Core.
- Teachers will use CCLS to plan lessons and units in all subject areas

Strategies to increase parental involvement

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 11 through 15 in this CEP.

- The parent coordinator will provide parents with workshops on the CCSS and changes in the DOE instructional expectations
- Teachers will provide parents with a syllabus for each unit to ensure that parents understand what is expected of students regarding homework and classwork
- Students will be provided with Saturday Academy and the ELL academy afterschool program, both aligned to the CCSS

Budget and resources alignment

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

X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected 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).
- ❖ Parent coordinator workshops will be funded by Title 1 funding
- ❖ Guidance Counselor Services will be funded by Title 1 funding

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	iReady - Computer Based Program Scantron Performance Series ACUITY Assessments SETSS Services ESL Reading Smart Performance Tasks	Small group instruction Individual instruction Lunch clinics	<ul style="list-style-type: none"> • Qualified teachers will provide academic intervention support during several Saturdays before New York State ELA exam to help students prepare and strengthen areas of academic weakness. • ESL certified teachers will provide after school services to newcomer ELLs who are at a beginner proficiency level in English as per NYSESLAT or LAB-R test results to support their development of the four modalities of English language development. • Extended Day • During the regular school
Mathematics	Insight - Computer Based Program ACUITY Assessments Destiny Math Performance Tasks	Small group instruction Individual instruction Lunch clinics	<ul style="list-style-type: none"> • Qualified teachers will provide academic intervention support during several Saturdays before New York State Math exam to help students prepare and strengthen areas of academic weakness. • Extended Day • During the regular school
Science	Insight - Computer Based Visuals Project Based Learning Science Fair	Small group instruction Individual instruction Lunch clinics	<ul style="list-style-type: none"> • Qualified teachers will provide academic intervention support during several Saturdays before

	Robotics Performance Tasks		New York State Science exam to help students prepare and strengthen areas of academic weakness. <ul style="list-style-type: none"> • Extended Day • Saturday • After school • During the regular school day
Social Studies	The Social Studies teachers will integrate literacy and social studies in their planning and delivery of instruction using social studies content to engage in comprehension of informational texts Document Based Questions Project Based Learning Visuals Performance Tasks	Small group instruction Individual Instruction Lunch clinics	<ul style="list-style-type: none"> • During the regular school day • Saturday • Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Many of the services often provided by social workers are being delivered by school counselors. However, school social workers will see students individually or in groups as needed. Students in need of health related services will be referred to the Morris Heights Clinic located in the school. Anger Management Group PBIS Study Skills	Positive Behavior Intervention and Support assistance for self-contained special education class with behavior challenges- including short and long term reinforcements/rewards for the whole class and behavior contracts with individual students During the regular school day	<ul style="list-style-type: none"> • During the regular school day • After school services

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.

- Administrative staff attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling teachers
- Professional Developments and workshops are offered to staff
- Teacher support from coaches, grade leaders, assistant principal and principal
- Curriculum planning during the summer and school year to ensure teacher knowledge for the content, curriculum, CCLS and Performance tasks
- Teacher inter-visitations to support novice staff
- The school secretary works with the staff to ensure all required documentation and assessment deadlines are met
- Staff referrals of highly qualified teachers
- The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

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

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 Ben Waxman	District 10	Borough Bronx	School Number 459
School Name East Fordham Academy for the Arts			

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

Principal Tania Williams	Assistant Principal Angel Fani
Coach Dorothy Nettey-Addo	Coach Alice Bajana-Vega
ESL Teacher Stacy Falberg	Guidance Counselor Lisa Ramirez-Pagan
Teacher/Subject Area Atonya Marshall/ESL/Humanities	Parent Lillian Johnson
Teacher/Subject Area Ramona Castellanos/Mathematics	Parent Coordinator Nancy Ortiz
Related Service Provider	Other Meghan Harkins/IEP Teacher
Network Leader Ben Waxman	Other Rosemary Caban/ELL Network Sup

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	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	11
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	332	Total Number of ELLs	96	ELLs as share of total student population (%)	28.92%
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Part II: ELL Identification Process

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

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

1. Upon initial enrollment of any first time entrant into the New York City Public School System, our Pupil Accounting Secretary contacts Alice Bajana-Vega, the ELL Coordinator, who holds a permanent Bilingual Extension Certificate in Spanish to administer the Home Language Identification Survey and conduct an oral interview in English and in the native language (with the assistance of an interpreter when necessary) with the parent and child enrolling in the school. Any one response to questions #1-4 and two responses to questions #5-8 that include a language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English and consequently the ELL Coordinator flags the student as eligible for the LAB-R exam in English and in Spanish if the student's native language. The LAB-R and Spanish LAB is then administered by the ELL Coordinator to those students eligible for testing within their first ten days of school. In the event that the ELL Coordinator is unavailable for the administering of the HLIS, oral interview, or LAB-R, the IEP Teacher, Meghan Harkins, who holds a Common Branch Special Education license, as well as our ESL certified teachers, Stacy Falberg, Atonya Marshall, and Peter Nunez, are in the process of being trained to facilitate this process. The LAB-R and Spanish LAB are hand-scored at the school by the ELL Coordinator to determine the student's level of English proficiency using the LAB-R cut scores as per Assessment Memorandum No. 2 and Spanish Language proficiency. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level) the student is classified as an ELL. They will be tested annually using the NYSESLAT to assess their proficiency in English. The ELL Coordinator uses various resources to cross reference and ensure that all students eligible for NYSESLAT testing, including the RLER and BESIS participation reports from ATS, hand-scored LAB-R results for new admits, and students identified as ELLs on ARIS, are tested. The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading, and Writing sections of the NYSESLAT in the allotted window. Our ESL certified teachers, Stacy Falberg, Atonya Marshall, and Peter Nunez, as well as the ELL Coordinator collaborate to schedule individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the student will continue to receive services and be tested annually with the NYSESLAT until they score at a proficient level.

2. Parents are immediately contacted and asked to come in to the school for an orientation if the child is classified as an English Language Learner as per the LAB-R. Initially, an entitlement letter is sent to the parent indicating that the child is an English Language Learner. The letter provides a date and time for an orientation that the parent must attend in which information about the three program choices will be given. Parents are also contacted by the Parent Coordinator, Nancy Ortiz, to confirm receipt of letter and attendance. If the parent is not available at the set time, all is done to accommodate them with a time convenient for them. At the orientation, parents are presented with the video provided by the Office of English Language Learners explaining the structure and goals of the three bilingual programs offered for students who are ELLs. Our ELL Coordinator answers questions that parents may have regarding the programs and provides parents with the Program Selection Form and Survey, describing what the importance of the form is and what happens if the form is not returned. To assist parents in selecting the right program for their children, they are given information regarding the results of the LAB-R, including the proficiency level in English as per the results, and the results of the Spanish LAB if the student's home language is Spanish. This process is completed within the first 10 days of enrollment of the student. The process is

ongoing throughout the year as new admits are processed.

3. To ensure that forms are returned, our ELL Coordinator or Parent Coordinator outreach to parents through phone calls or through written correspondence. Initially an entitlement letter, or non-entitlement letter is sent home to the parent with the student. Two copies are sent so that the student may return a signed copy to the school to verify parent's receipt of the letter. If the letter is not returned, the Parent Coordinator will contact the parent, and resend if necessary as well as confirm attendance to parent orientation in regards to the three program choices. At the orientation, the ELL Coordinator or Parent Coordinator provides parents the Parent Survey and Program Selection Form at the end to complete. Upon completion, the ELL Coordinator or Parent Coordinator collects the form, makes a copy to keep on file, and places original in the student's Cumulative Record. If the parent does not attend the orientation, all efforts are made to outreach to parent to reschedule the orientation. If unsuccessful, a pamphlet will be sent home with the description of the programs along with the Parent Survey and Selection Form for the parent to complete and return. Systems are being put in place to secure Parent Survey and Program Selection forms from ELLs that were admitted to our school from another NYC public school and whose cumulative records do not include these documents. The Parent Coordinator will outreach to the schools where the students came from to ask if the documents are on file and to send them to our school. A BESIS history screenshot will also be printed for each individual student highlighting the program that they participated in prior to being admitted to our school to show that we honor program fidelity and parental choice.

4. Identified English Language Learners are placed in a program according to the parental choice made on the Parent Survey and Program Selection form. Currently, our school offers a Transitional Bilingual Program and Freestanding ESL. If a parent has chosen Dual Language as their number one program choice, they are contacted by the ELL Coordinator through telephone calls or written correspondence in their native language (an interpreter is used when required) to provide them with a list of schools in New York City that offer Dual Language and assist parents in finding placement for their child. If the parent chooses to not change their child to another school that has their program of preference, the ELL Coordinator will explain to the parent that the child will be placed in the program they chose as their second choice.

5. According to the most recent Parent Surveys and Program Selection Forms, a total of (insert number) parents have chosen the Transitional Bilingual Education program as their number 1 choice. A total of 2 parents have indicated Dual Language as their number 1 choice and no parents have indicated ESL as their number 1 choice. The decline in students registering in our school for Transitional Bilingual Education has considerably declined, however. Our school is committed to providing choices for parents. Currently, we are in discussion with our Network Support Organization, CEI-PEA, and our Network ELL Support Specialist, Rosemary Caban, to shift towards offering a Dual Language Program in our school to provide parents the opportunity to have their children in a program that fosters bilingualism and biculturalism. We will continue to provide the freestanding ESL program and Transitional Bilingual Education as needed.

6. Our school currently offers Transitional Bilingual Education and freestanding ESL. These are aligned to parent requests as the majority of parents of new admits choose Transitional Bilingual Education as their number 1 program choice and students who are coming from other schools are coming from freestanding ESL programs as per their BESIS history on ATS. In order to provide parents with more choices, we are considering planning for and implementing in the future a Dual Language program as some parents have expressed interest in this program in their Parent Survey and Program Selection Form. We have begun discussing this possibility with Network Support Organization personnel, Ms. Williams, school principal, and current ESL and bilingual teachers to assess the readiness and interest of the school staff. The Parent Coordinator will send out a Dual Language Interest Survey to parents to assess their interest in the program as well. If the decision is made to proceed, we will apply for a Dual Language planning grant, contact schools within the district and outside of the district that have successfully implemented Dual Language programs to set up visitations and discussions with key personnel, attend professional development sessions for Dual Language planning and instruction, and create a timeline for implementing the program.

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):

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%)									26					26
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							14	22	13					49
Push-In							5	2	14					21
Total	0	0	0	0	0	0	19	24	53	0	0	0	0	96

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	15
SIFE	11	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26	8	0	0	0	0	0	0	0	26
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	2	5	24	1	5	23	0	5	70
Total	49	10	5	24	1	5	23	0	5	96

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							0	0	26					26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	26	0	0	0	0	26							

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: __	Asian: __	Hispanic/Latino: __
Native American: __	White (Non-Hispanic/Latino): __	Other: __

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	24	27					68
Chinese														0
Russian														0
Bengali							1	0	0					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	19	24	27	0	0	0	0	70

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Currently, there is a Transitional Bilingual Education class in the 8th grade. Due to a decline in student enrollment of students who required or had parents request a Transitional Bilingual program in the 6th and 7th grade, TBE classes in those grades were closed. However, the number of students in those grades requiring TBE is closely monitored to ensure that if we have the minimum of 15 students for TBE in 6th and 7th grade that a class would be opened. There is one self-contained freestanding ESL class in each grade for general education students whose parents chose ESL as their program choice. Push-in ESL services are provided for English Language Learners who are in a Special Education setting or Collaborative Team Teaching setting. The ESL teachers, Stacy Falberg and Atonya Marshall, who provide push-in ESL services throughout the content areas, collaborate with the content area teachers to ensure that the ESL services provided are aligned to the current curriculum.

b. Students participating in a Transitional Bilingual Education program are grouped according to their grade level. The class is comprised of students with heterogenous proficiency levels in English as well as Native Language. Students participating in a freestanding ESL program are also grouped heterogeneously in a self-contained class. English language Learners who also have an I.E.P. are placed in a class according to their I.E.P. and receive push-in services. All classes travel together as group.

2. In the TBE program, students receive the mandated number of minutes in ESL as well as Native Language support as per NYS CR Part 154 requirements. Students who are at a beginning and intermediate proficiency level in English receive a total of 306 minutes weekly (an average of 61 minutes daily) of Native Language Arts instruction with Luisa Vasquez, who holds a certification in Spanish. Students at the beginning level are instructed in Spanish in Mathematics and Science for a total of 14 periods a week (an average of 142 minutes daily) by Ramona Castellanos, who holds a Mathematics content license with a Bilingual Extension.. Physical Education, Advisory, and Music, and a NYSESLAT preparatory period are taught in English for a total of 5 periods weekly (an average of 43 minutes daily). In addition, they receive 10 periods of ESL taught through Humanities weekly (an average of 96 minutes daily). Students at the intermediate level are instructed in Spanish in Mathematics for a total of 6 periods a week (an average of 61 minutes daily) and Science for a total of 4 periods weekly (an average of 38 minutes daily). Three periods of Mathematics are taught in English weekly (an average of 28 minutes daily) and one period of Science is taught in English weekly (an average of 9 minutes daily). Physical Education, Advisory, and Music, and a NYSESLAT preparatory period are taught in English for a total of 5 periods weekly (an average of 43 minutes daily). In addition, they receive 10 periods of ESL taught through Humanities weekly (an average of 96 minutes daily). Students at the advanced level receive 5 periods of Native language weekly (an average of 50 minutes per day). They are instructed in Spanish in Mathematics for one period daily (an average of 50 minutes daily). Science, Physical Education, Music, Mathematics, and Advisory instruction is provided in English for a total of 17 periods (an average of 160 minutes daily). In addition they receive 4 periods of ESL weekly (an average of 38 minutes daily) and 6 periods of ESL (an average of 56 minutes daily).

In the freestanding ESL program, students who are in a self-contained class receive all instruction in English. Students who are at beginning and intermediate proficiency levels receive a total of 8 ESL periods weekly (a total of 376 minutes). Students who are at the advanced proficiency level receive 4 periods of ESL instruction weekly (a total of 188 minutes). ELLs in a self-contained special education class or CTT class are currently only receiving approximately half of their mandated meetings as per CR Part 154. We are aware of the challenge that we are facing and are revising the schedule and making the programmatic changes needed in order to allow

A. Programming and Scheduling Information

our ESL certified teachers to fully service these students. In addition, we are in the process of interviewing for a vacancy at our school with the goal of hiring an ESL licensed teacher to also provide ESL push-in services to those students who are not being fully served.

3. Throughout our school, each homeroom class moves as a group from class to class. Students in the Transitional Bilingual class receive the mandated units of NLA, ESL, and content area instruction in both English and in Spanish according to their English proficiency level as determined by the LAB-R or NYSESLAT and as mandated as per CR-Part 154 regulations (see 2a). Our school has adopted the Workshop model to provide students with the support needed to master skills and content. In the Workshop model, the teachers first teach the students a skill or strategy they need to master by modeling it for the students, then through guided practice provide the students support by practicing what was taught together, then provide the students with an opportunity to practice independently, and finally share and reflect on their learning. ESL strategies are used when students are learning the content areas of Mathematics, Humanities (Social Studies/ELA), Science, Music, and Physical Education in English, including QTEL strategies. These strategies include but are not limited to scaffolding, using visual aids, anticipatory guides, collaborative group work, and Total Physical Response. All other instruction is provided in English, including Art, Advisory, Music, and Physical Education. Our Science and Mathematics teachers makes the content taught comprehensible by using side by side English and Spanish Science textbooks. She also uses various strategies to maximize student learning through the use of visual aids, music, TPR, graphic organizers and guided practice. Technology is integrated on a daily basis with the use of Smart Boards with built-in sound systems, and Smart Response systems to collect data on student learning. Our school uses Glencoe Math Connects textbooks to support Mathematics instruction and Glenco Science textbooks. Our Humanities curriculum uses Social Studies content as a vehicle for learning ELA strategies and skills. The Humanities curriculum is fully aligned to CCLS and uses materials from the Common Core Library to support it. Our TBE classes have social studies texts in both English and Spanish to provide Native Language support during instruction.

Various forms of assessments are used throughout the year to measure progress in the Native Language in the TBE class. Fountas & Pinnell Benchmark Assessment in Spanish and DRA 2 in Spanish are used as a diagnostic to determine each student's independent reading level. These are administered a minimum of three times a year to measure growth in literacy. Students are also given standards-based assessments and performance tasks throughout each unit to monitor progress. Teachers conference with students to further assess their academic strengths and weaknesses and to provide targeted instruction to help students meet the standards. Summative assessments are given at the end of each unit to determine standards that are being met or not met in both the Native Language and English. These assessments are aligned to the standards and are unified across grades and departments to ensure that students in all classes, including the TBE class are being held to the same standards. As our school incorporates Destination Reading into the classrooms, students in the TBE class will also be able to use the program in Spanish to further assist them with their literacy development and to assess them on their progress.

Our Freestanding ESL program is offered through one ESL certified teacher. She services three classes consisting of ELLs with mixed proficiency levels and our self-contained Special Education class which has eight ELLs. Currently, she provides push-in ESL support in all subject areas for a total 2 units for students at the beginning and intermediate level in English proficiency and 1 unit for students at the advanced level. Content is made comprehensible through the use of small group instruction, re-teaching, graphic organizers, TPR, visual and audio aides, and scaffolding. The goal is to not only to help our ELLs reach proficiency in English, but also to support them in achieving academic excellence.

All staff members in our school are responsible for servicing ELLs. All teachers are required to use strategies and ESL methodologies that enable our ELLs to be successful academically. Staff members use technology on a daily basis to enhance learning using SmartBoards. Visual Aids are always used in lessons. Spanish books are available in each classroom to support the Native Language. Small group work and scaffolding are used in each lesson to help students understand the content. Teachers conference with students one on one on a weekly basis. This helps students meet their goals and gives them extra support in areas where they need it most.

INSTRUCTION FOR ELL SUBGROUPS

At East Fordham Academy for the Arts, it is important that we meet the educational needs of all students. Through the collaboration of the Administration and staff, we have established plans for the different subgroups throughout our school to ensure that they are successful academically.

Currently, we have one identified 11 SIFE students in our school. Aside from receiving ESL services and instruction as per CR Part 154, SIFE students are provided with Academic Intervention Services in which they receive small group instruction targeted at improving ELA, NLA (for SIFE students in TBE program) and Mathematics skills. Our plan for any SIFE student is to also include them in our after school Title III program which will support ESL instruction in the content areas and in Saturday Academy in which students

A. Programming and Scheduling Information

will be provided with support in literacy and writing skills.

Our instructional program newcomers is to afford them with as many opportunities as possible so that they can increase their proficiency in English as well as to improve their academic language. Aside from providing them with the mandated ESL periods, we include these students in our Title III program which will use Attanasio's English Now! program to build English reading and writing skills. We will also include them in all after school and Saturday academic programs which will focus on building literacy and Mathematics skills.

The instructional plan for ELLs who have been serviced for 4-6 years of providing them with extra periods of ESL instruction which will help them build their listening, reading, writing and speaking skills and prepare them for the NYSESLAT by using Contentel Press's Empire NYSESLAT grade appropriate materials. These students will also be given the opportunity to enroll in Saturday Academy and Title III after school program. Our Special Education ELLs in this category also receive services as per their IEPs. and CR Part 154 mandates.

To ensure that Long Term ELLs reach proficiency in the NYSESLAT, these students are also included in Saturday Academy and Title III after school program. In addition, these students also receive extra NYSESLAT preparation periods.

Throughout the year, students are assessed in various ways so that we can properly identify our target ELL populations and their needs. At the beginning of the school year, students receive baseline assessments in all subject areas so that teachers can determine their strengths and weaknesses. NYSESLAT modality reports are also analyzed so that teachers are aware of their proficiency levels in English and can provide extra support in the areas where they are weakest. Our school uses Benchmark 2 Assessments to identify students' reading and fluency levels. The Performance Series Assessment will also be used as a universal screener to determine students' reading levels as per our RTI action plan. Reading tracker is also being used to measure students' progress in reading throughout the school year. In Spanish, Benchmark 2 Assessment is used as well as DRA in Spanish.

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

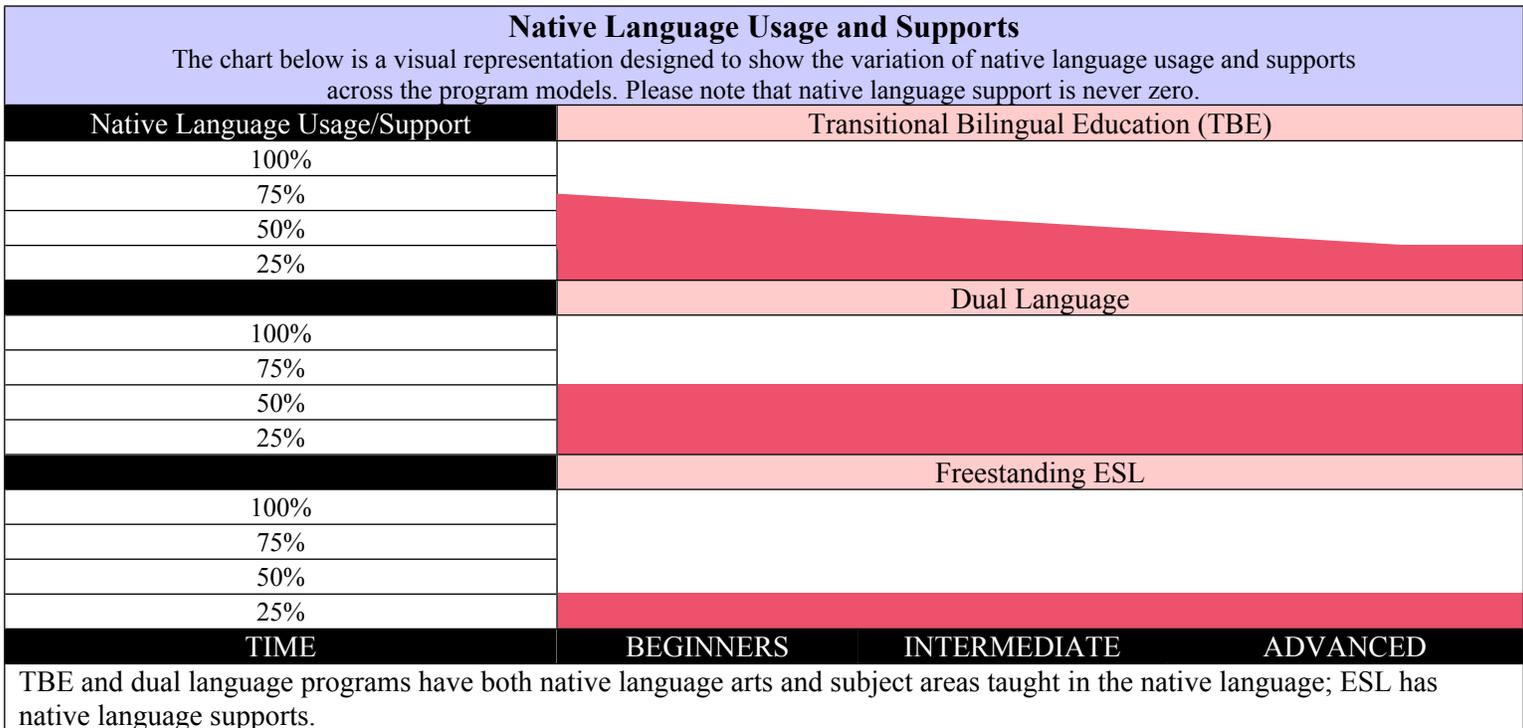
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:	Spanish			
Science:	Spanish			

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

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

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



B. Programming and Scheduling Information--Continued

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

TARGETED INTERVENTION PROGRAMS

Intervention services are provided school-wide for students regardless of whether they are ELLs or not. Extended Day is embedded throughout the day to allow teachers the adequate time to develop comprehensive lessons and build content knowledge. Program has been Teachers conference with students on a daily basis to check their progress and gain new insight as to what additional support can be given to them. In addition, Academic Intervention Services are being provided to ELLs who are underperforming and who may have been identified as SIFE.

TRANSITIONAL SUPPORT FOR FORMER ELLs

ELLs who have reached proficiency on the NYSESLAT within the past two years are still given instructional and language support. These ELLs have also been grouped in the homeroom consisting of current ELLs so that they benefit from the support that our ESL teacher provides when she pushes in to the class. We plan to also include these students in any supplemental program created from Title III funds. All testing accommodations for ELLs are also given to students falling within this category.

CONSIDERATIONS FOR THE 2012-2013 SCHOOL YEAR

Currently, we are looking at ways to expand in improve our programs for ELLs for the upcoming school year. As our school grows, we look to expand our program choices and possibly offer a Dual Language program based on assessment of staff and parental interest and readiness. During the hiring process of new staff members, we will be considering giving priority to qualified applicants who possess dual certification in a content area as well as either a bilingual or ESL extension. This will provide us with more flexibility in regards to programming and in providing more services for our ELLs.

To support our newcomers gain basic and academic English vocabulary and advance them towards their goal of gaining proficiency in English, our school will use Destination Reading to help them individually master literacy skills in their native language and English that they need reinforcement in. Our plan is to utilize the program during AIS periods. Students will have the opportunity to individually work with the program at their own pace. Data will be collected to monitor the students' progress through the use of Destination Reading reports and teacher observation of the students.

For our ELLs who have been serviced between 4-6 years, our school will be using Destination Reading during designated AIS periods and during centers in the literacy block. The goal is to also have students gain academic language and knowledge through the use of this program as well as improve on their reading and comprehension skills.

AFTER SCHOOL AND SUPPLEMENTAL SERVICES PROVIDED TO ELLs

Our school has a large ELL population and we are committed to providing them the support and services that they need in order to succeed. All ELLs are given the opportunity to participate in the many after school activities and supplemental programs our school offers to provide remediation, support, and enrichment. Using Title III funds, our school will implement a program for ELLs who are at a beginner proficiency level in the NYSESLAT or LAB-R. Using English Now! from Attanasio and Associates to assist these students in learning basic English skills in listening, speaking, reading, and writing. All ELLs are invited to participate in our Saturday Academy

program, which provides instruction in test taking strategies and content area knowledge and reinforcement. Our school also has a Robotics team in which all students, including ELLs are invited to participate through a sign-up process. The Robotics after-school program incorporates the use of Science, Technology, Mathematics, and Engineering to provide integration of the content areas as well as ELA in an enriching and fun manner. Additionally, ELLs are also invited to participate in Flag Football for Boys and our Cheerleading/Dance Team for Girls to help them develop their social and athletic skills. Academic Intervention Services will also be provided during the day for our ELLs who did not meet standards on the New York State ELA exam in 2011. Students targeted for these services are those who scored a Level 1 on the New York State ELA exam. They will be pulled out for a minimum of two periods weekly by our ELL Coordinator. We are planning on using RIGOR to provide the support needed for these students to move these students academically by targeting the specific skills and strategies they are weak in as per the item skills analysis of the ELA exam and student work and achievement on standards-based classroom assessments.

INSTRUCTIONAL MATERIALS

East Fordham Academy for the Arts follows a Balanced Literacy Approach. During the Humanities periods, teachers use the Balanced Literacy model using Common Core State Standards to guide the curriculum. Leveled Libraries were purchased from Core Curriculum for each classroom including the content area classrooms. Spanish books are also available in each classroom library to provide ELLs with Native Language support. For the Transitional Bilingual Classroom, Spanish Literature and Content Area libraries were purchased from Attanassio & Associates to support classroom instruction. For our ESL classrooms, books are available in the Native Language as well to provide them with Native Language support. Bilingual glossaries are also available in all classrooms to provide students with direct translations of words. Spanish-English dictionaries are also available in our TBE classroom as well as our ESL classrooms.

In Mathematics and Science, Glencoe textbooks are used to guide the curriculum and are used as support materials. Textbooks are available in the content area classrooms in both English and Spanish to provide ELLs with Native Language support. This includes in our TBE classroom as well as our ESL Mathematics and Science classrooms. Bilingual glossaries and Spanish-English dictionaries are also made available to provide students in the TBE and ESL programs Native Language support in the content areas.

All classroom materials are grade and age appropriate. Textbooks used in all content area classes are according to the grade level students are being instructed in. Our classroom libraries provide an array of books that support the instructional and independent reading levels of the students as well as their personal interests. In our TBE and ESL classes, low-level high interest books are being purchased for the classroom libraries to support students who are not reading on grade level. NYSESLAT preparation materials used for the TBE and ESL classes correlate with the grade the students are in and will be tested on. All other test preparation materials used for in-class support and after-school programs are also grade appropriate. In AIS, RIGOR will be used to support our ELLs who are not meeting standards. RIGOR also uses high-interest low-level reading books to support students in vocabulary development, reading fluency and comprehension.

Technology is used in every classroom throughout our school. On a daily basis, teachers use SmartBoards and projectors to provide students with visual and audio aids as well as provide them with interactive activities. These are particularly useful for ESL periods. Smart Response systems have also been purchased and will be utilized by ELLs to instantly assess their understanding of content taught as well as to provide them with a stress free environment where they can respond anonymously to questions posed by the teacher. Classes will also have scheduled periods when they can use the shared computer lab and library so that they can publish work and or conduct research.

ACTIVITIES FOR NEWLY ENROLLED ELLs

Prior to the beginning of the school year, all students and parents were invited to the school for an orientation in which there were activities for both the parents and the students to get to know the staff as well as the procedures and mission of the school. ELL students were included as well as their parents and translation services were provided for them. A Curriculum Night was held in early October so that parents can get informed about what their children are learning and will be learning in the upcoming months. Translation services were provided for parents of ELLs who needed them. Our Title III program will also provide newcomers the opportunity to build on their English reading, writing, listening, and speaking skills through the use of English Now!

LANGUAGE ELECTIVES

Currently, our school does not provide language electives for any student. Due to budgeting challenges, our school has not been

able to hire a teacher that can provide these services to students. As we are interviewing candidates for a vacancy, we are also considering a candidate that may have a Dual certification in ESL and a Foreign Language so that we may be able to utilize them in the future to not only provide ESL services, but also a language elective for our students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners and academic and social challenges that they may face in the classroom. The ELL Coordinator and one of our ESL teachers have attended QTEL institutes so that they may be able to turnkey and model for other staff members. The ELL Coordinator will initially hold a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2011-2012 school year, we are projecting to hold a professional development session monthly for all staff members, including teachers (Humanities, Mathematics, Science, Music, Physical Education, Special Education), paraprofessionals, administration, and out of classroom support personnel (guidance counselor, parent coordinator, SBST personnel, secretary, school aides) hosted by the ELL Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching and working with ELLs. Topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- QTEL Strategies
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Network Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

In order to provide staff with the support they need in order to help ELLs transition from Middle School to High School, the ELL Coordinator is part of the Senior Advisory Committee which includes Nancy Ortiz, Parent Coordinator, Sheila Damato, 8th Grade Humanities CTT Teacher, and Tancia Williams, Principal to plan activities and parent meetings to support students in preparing for graduation and high school. The committee works in conjunction with the Guidance Counselor to provide assistance with high school articulation and preparation of portfolios and auditions for specialized high schools. The Guidance Counselor provides in classroom support to assist students with the high school application process, and provides students the opportunity to sign up for one on one meetings to discuss high school options. Teachers who are advisors of eighth grade students are also given support to provide high school articulation to students in their advisory groups through an advisory curriculum provided by the Guidance Counselor, Lisa Ramirez-Pagan. Advisors were also provided with high school directories to use as a guide to help students choose the right high school based on their interests and goals. In addition, all staff members receive information in regards to deadlines for high school admissions, open houses, and parent meetings.

As per Jose P., all staff must receive a minimum of 7.5 hours of ELL training. In order to meet these requirements, the ELL Coordinator will hold monthly professional development sessions in order to meet these requirements. These sessions will be held during Teacher Team meeting times, professional development days, or after-school professional development sessions. The following is a list of the planned professional development sessions:

- ELL Identification Process (November: 1hr)
- Collaborative Group Work for ELLs (December: 1.5 hrs)
- QTEL Strategies for Success (January: 2 hrs)
- Using Technology to Engage ELLs (February: 2 hrs)
- Differentiating Instruction for ELLs Across the Content Areas (March: 1.5 hrs)
- Understanding the NYSESLAT (April: 1 hr)

All staff members will be required to attend these sessions. Records of agendas for these professional development sessions as well as attendance records and materials used during presentations will be retained in a binder by the ELL Coordinator.

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?

At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Coordinator, Parent Coordinator, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our Parent Association. Translation Services will be provided at all of our workshops.

In order to assess the needs of the parents, our Parent Coordinator, Nancy Ortiz, communicates and outreaches to parents on a daily basis to assess parents on what services they need from the school. The Parent Coordinator is the liaison between school staff and the parents. For the Adult ESL program that will be implemented, she provided parents with a survey to assess what days of the week and times would work best for them so that the majority of parents can be accommodated. Records of attendance and topics of workshops are kept in the Parent Coordinator's Binder. By looking at the records from previous years and reflecting on the success of the workshop offerings, we are able to determine what workshops most interest parents and align those to the current workshop offerings.

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)							3	2	22					27
Intermediate(I)							7	5	19					31
Advanced (A)							9	17	12					38
Total	0	0	0	0	0	0	19	24	53	0	0	0	0	96

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	9				
	I							3	5	13				
	A							10	11	19				
	P							5	8	11				
READING/ WRITING	B							3	2	22				
	I							7	3	19				
	A							7	14	10				
	P							2	5	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	4	1	0	18
7	12	10	1	0	23
8	31	9	0	0	40
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	0	12	0	2	0	1	0	18
7	1	2	12	2	4	1	1	1	24
8	14	0	25	3	7	0	0	0	49
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14	6	12	6	16	2	2		58
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	9	7	2				
Chinese Reading Test								

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

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

To assess the early literacy skills of our ELLs, our school uses the Fountas & Pinnell Benchmark Assessment 2 in English and in Spanish (for TBE class) as well as the DRA 2 Spanish assessment (TBE) as a diagnostic to determine each student's independent reading level. The data shows that the majority of our ELLs, primarily those in the TBE class are below grade level in reading, in many cases 2 or more grades below level. To address this, our school is creating a Native Language Curriculum that is aligned to the themes and units covered in the Humanities curriculum, but that also addresses vocabulary, reading fluency, and comprehension to strengthen the literacy skills in the Native Language. Additional instructional materials, such as RIGOR for AIS, will be purchased and used to help students raise their reading levels.

The majority of our students that are at a Beginner level are in our Transitional Bilingual class. The data also shows that most students struggle with proficiency in the reading and writing area of the NYSESLAT. Due to these results, we have determined that in the Transitional Bilingual class, students will focus on developing all of the modalities to gain proficiency while for those students who are in the freestanding ESL program will receive more support in reading and writing. Progress reports from Destination Reading will be analyzed by all staff to plan on how to deliver instruction and to create flexible groups according to the modalities.

By further looking at the NYSESLAT data, it is evident that the majority of students in the ESL program in 6th and 7th grade are at the advanced proficiency level. In the 8th grade, the largest percentage of students are at the beginner proficiency level, most of these students being in the TBE class, with the next largest percentage at the intermediate proficiency level. The smallest percentage of students in grade 8 are at the advanced proficiency level. The majority of the students who are at an advanced level are from the ESL program. The reason for the disparity between the data of 6th and 7th NYSESLAT results and 8th grade NYSESLAT results is the fact that the majority of newcomer ELLs are in our TBE class and that there is a larger population of ELLs in our Self-Contained Special Education class. Looking at the data from the previous year, we have also determined that the students in the TBE class had fewer students making proficiency gains than those students participating in an ESL program. However, this is also a result of all of the ELLs in the TBE class being newcomers, as opposed to those students in the ESL program where many have been here for 4 years or more. This data is being closely analyzed and used to make instructional decisions and purchase materials by the ESL teachers, ELL Coordinator, Instructional Coach, and Administration. ESL teachers are aware of the proficiency levels and implications and use this information to create instructional groups, provide activities to address the four modalities, and choose appropriate material to differentiate instruction.

Our test data also shows that the majority of our ELLs scored a level 1 or 2 on the Science exam regardless of the language the test was taken in. This indicates that ELLs need more support in learning the content as opposed to the language. It is due to this that our school has adopted a Humanities program to expose students to academic content area language through the use of English Language Arts skills and strategies. Materials that focus on these two areas are being chosen for all instruction, including content area libraries from Attanassio & Associates. Santillana Español Spanish Literacy program has also been purchased to that students in the Transitional Bilingual classes receive additional support in their NL.

Currently our school is not using ELL Periodic Assessments. We opted not to use them this year as we are using multiple data sources aligned to standards to assess our ELLs and did not want to overwhelm our ELLs with additional assessments. However, this means that the administration is placing more responsibility and accountability on classroom teachers and support staff to create assessments that are standards based and that address the four modalities, primarily those in which the students are most struggling with such as reading and writing.

Native Language assessments, specifically for students in the TBE class, provide valuable information that provides insights into why our ELLs are struggling to meet standards in the NYS ELA exam and the NYSESLAT. The various native language assessments

results, including the ELE results, running records, and formative and summative assessments created by classroom teachers show that the majority of students are not proficient in Literacy in their native language, and that they lack basic Math skills when they first enter our school. Various studies and research shows that in order for students to be successful in a second language, they must have strong literacy skills in their native language. The administration and school personnel that work with these students are aware of the data and the performance level of the students in their own Native Language. As a response, we are working on strengthening instruction in NLA, and purchasing supplemental materials that will assist students in gaining proficiency in their Native Language so that they may transfer those skills to the L2. Although native language assessments are not conducted for students participating in the ESL program, classroom resources are provide in the Native Language when possible to provide support in the Native Language. This includes independent reading books in the native language, bilingual glossaries, and textbooks in both English and Spanish.

The success of our ELL programs will be evaluated not only on the ability to get students to gain proficiency in English, but also in the ability to get students to score at grade level and above on State exams and on school-based assessments. The results from the NYS ELA, Mathematics, and Science (where applicable) will be used to determine if our programs are successful in moving students academically and help them meet state standards. The NYSESLAT will also be used to determine if our programs are successful at getting students to make progress in English proficiency from year to year. Portfolios for each student in each subject area will also be reviewed to see the growth of each individual student throughout the school year. Learning walks are also being conducted in order to assess classroom environment, instruction, and student engagement. These learning walks are done by the administration, ELL Coordinator, Instructional Coach, and Special Education Liaison with feedback reported to the teachers with commendations and recommendations.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: EAST FORDHAM ACADEMY FOR THE A **School DBN:**
10X459

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
TANICIA WILLIAMS	Principal		10/14/11
ANGEL FANI	Assistant Principal		10/14/11
NANCY ORTIZ	Parent Coordinator		10/14/11
STACY FALBERG	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01

School Name: EAST FORDHAM ACADEMY FOR THE A
10X459

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
DOROTHY NETTEY-ADDO	Coach		10/14/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
ALICE BAJANA-VEGA	Other <u>ELL</u> <u>COORDINATOR</u>		10/14/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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: East Fordham Academy for the A	DBN: 10X459
Cluster Leader:	Network Leader: Ben Waxman
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 97
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: An analysis of the data from the 2011 NYSESLAT shows that many of the students are not meeting proficiency or making considerable gains in English Proficiency. The students who are making the least gain in English Proficiency are students in our Transitional Bilingual Education program. One of the contributing factors in the lack of progression of these students from one level of proficiency to the next is that all of the students in the TBE class are newcomers. In the TBE class, 73% of the students are at a beginner level in English. Of the students in the TBE class who have been tested for two consecutive years with the NYSESLAT, 57% did not make progress by moving from one proficiency level to the next. Therefore, our Title III after school program will focus on serving our newcomers ELL subgroup by providing them with the foundation of listening, speaking, reading, and writing in English. Our data also shows that our ELLs are not meeting standards in the New York State English Language Arts exam. The results of the 2011 NYS ELA exam indicate that 58% of our current ELLs scored at a Level 1 while 23% scored at a Level 2. Only 2% of our current ELLs met standards on the 2011 NYS ELA exam. To provide our ELLs with additional support in ELA, we will hire an ESL licensed teacher to provide instruction in ELA during our Saturday Academy program.

All newcomers who are at a beginning level in English proficiency as per their LAB-R or NYSESLAT results from grades 6 through 8 will be invited to participate in the Title III after school program. This program will run for a minimum of 6 weeks, twice a week for 2 hours each session (4 hours weekly). Two ESL licensed teachers will use the Attanasio & Associates program English Now! to promote the development of the four modalities of English Language development. All instruction will be conducted in English using ESL methodology and strategies. In addition, NYSESLAT preparation materials from Continental Press will also be used during these sessions to help these students prepare for the areas of the NYSESLAT in which they struggle with the most as per the NYSESLAT data. SMART Boards with built-in sound systems will also be used to provide students with multisensory experiences during instruction to engage them in the learning of the English language.

Every year our school offers a Saturday Academy program to provide students with additional instructional support and test sophistication in English Language Arts and Mathematics. This year, to address the needs of our ELLs, a licensed ESL teacher will be hired to service the ELL population by providing instruction that is intellectually challenging with high-level support. The program will begin in February and will run through April. Each session will be 5 hours long. Grade specific Common Core Clinics from Coach publishing will be used to provide students with the academic rigor needed to be successful with the new Common Core Learning Standards. In addition, bilingual glossaries will be purchased for our ELL students to use during the program and during the NYS ELA exam as per the allowed testing modifications for English Language Learners. Students will also be given the opportunity to focus on reading skills and strategies that they are having difficulty with by using Destination Reading to reinforce them on an individual basis.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners and academic and social challenges that they may face in the classroom. The ELL Coordinator and one of our ESL teachers have attended QTEL institutes so that they may be able to turnkey and model for other staff members. The ELL Coordinator will initially hold a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2011-2012 school year, we are projecting to hold a professional development session monthly for all staff members, including teachers (Humanities, Mathematics, Science, Music, Physical Education, Special Education), paraprofessionals, administration, and out of classroom support personnel (guidance counselor, parent coordinator, SBST personnel, secretary, school aides) hosted by the ELL Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching and working with ELLs. Topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- QTEL Strategies
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Network Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

In order to provide staff with the support they need in order to help ELLs transition from Middle School to High School, the ELL Coordinator is part of the Senior Advisory Committee which includes Nancy Ortiz, Parent Coordinator, Sheila Damato, 8th Grade Humanities CTT Teacher, and Tania Williams, Principal to plan activities and parent meetings to support students in preparing for graduation and high school. The committee works in conjunction with the Guidance Counselor to provide assistance with high school articulation and preparation of portfolios and auditions for specialized high schools. The Guidance Counselor provides in classroom support to assist students with the high school application process, and provides students the opportunity to sign up for one on one meetings to discuss high school options. Teachers who are advisors of eighth grade students are also given support to provide high school articulation to students in their advisory groups through an advisory curriculum provided by the Guidance Counselor, Lisa Ramirez-Pagan. Advisors were also provided with high school directories to use as a guide to help students choose the right high school based on their interests and goals. In addition, all staff members receive information in regards to deadlines for high school admissions, open houses, and parent meetings.

As per Jose P., all staff must receive a minimum of 7.5 hours of ELL training. In order to meet these requirements, the ELL Coordinator will hold monthly professional development sessions in order

Part C: Professional Development

to meet these requirements. These sessions will be held during Teacher Team meeting times, professional development days, or after-school professional development sessions. The following is a list of the planned professional development sessions:

- ELL Identification Process (November: 1hr)
- Collaborative Group Work for ELLs (December: 1.5 hrs)
- QTEL Strategies for Success (January: 2 hrs)
- Using Technology to Engage ELLs (February: 2 hrs)
- Differentiating Instruction for ELLs Across the Content Areas (March: 1.5 hrs)
- Understanding the NYSESLAT (April: 1 hr)

All staff members will be required to attend these sessions. Records of agendas for these professional development sessions as well as attendance records and materials used during presentations will be retained in a binder by the ELL Coordinator.

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: At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful

- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Coordinator, Parent Coordinator, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our Parent Association. Translation Services will be provided at all of our workshops.

An Adult ESL program to assist parents in becoming proficient in English.

In order to assess the needs of the parents, our Parent Coordinator, Nancy Ortiz, communicates and outreaches to parents on a daily basis through phone calls or correspondence to assess what services parents need from the school. The Parent Coordinator is the liaison between school staff and the

Part D: Parental Engagement Activities

parents. For the Adult ESL program that will be implemented, she provided parents with a survey to assess what days of the week and times would work best for them so that the majority of parents can be accommodated. The Adult ESL program will be facilitated by our ELL Coordinator, Alice Bajana-Vega who holds a bilingual certification. Records of attendance and topics of workshops are kept in the Parent Coordinator's Binder. By looking at the records from previous years and reflecting on the success of the workshop offerings, we are able to determine what workshops most interest parents and align those to the current workshop offerings.

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		

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: East Fordham Academy for the A	DBN: 10X459
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 69 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

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:

According to the results from the data of the 2012 New York State Testing Program, our English Language Learners are not meeting accountability measures and making progress based on the targets set by New York State. In English Language Arts, only 2% of our English Language Learners met proficiency (scored 3 or higher) compared to the 23% of students in general education that met proficiency. In Mathematics, 20% of English Language Learners met proficiency in comparison to 46% of the general education population. NYSESLAT data also shows that ELLs missed AMAO 1 by 6.85% and AMAO 2 by .64%. In order to help English Language Learners meet proficiency in ELA and Mathematics and make gains on the NYSESLAT, our school will implement a Saturday program for ELLs in which we will target deficiencies in skills needed to obtain proficiency and/or make progress on the New York State exams.

English Language Learners in grades 6-8 will participate in a Saturday program beginning in February for 6 weeks total, 3 hours each week. Instruction will focus on intense intervention in ELA and Mathematics through the integration of technology. In Mathematics, Smart Board Notebook software will be used to create interactive lessons to help students understand abstract Mathematical concepts. In ELA, My Access will be used as supplemental material to increase students' reading comprehension and writing skills. Students will rotate in 60 minute blocks of instruction in these core areas. Students will also receive a 60 minute block of explicit ESL instruction in which they will focus on developing the four modalities of language acquisition (listening, speaking, reading, and writing) using Empire NYSESLAT from Continental Press. To ensure that scaffolds and strategies for ELLs are being implemented, our ESL teachers and content area teachers will be collaborating through 1 hour co-planning sessions each Saturday. Total Physical Response (TPR) and scaffolding techniques will be used to increase academic language skills in English. The TPR approach is supported by scientifically based research that indicates that language is best supported by multi-sensory activities. Technology will be integrated through the use of Lenovo Ideapad netbooks, SmartBoards, and Smart Response systems to gather data. The program will include extensive writing activities using balanced literacy approaches and My Access to improve student reading and comprehension skills in English.

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: It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners and academic and social challenges that they may face in the classroom. The Assistant Principal and ESL teachers have attended QTEL institutes and

Part C: Professional Development

SIOP training so that they may be able to turnkey and model for other staff members.

Throughout the 2012-2013 school year, we are projecting to hold a professional development session monthly for all staff members, including teachers (ELA, Mathematics, Science, Music, Physical Education, Special Education), paraprofessionals, administration, and out of classroom support personnel (guidance counselor, parent coordinator, SBST personnel, secretary, school aides) hosted by the Assistant Principal or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching and working with ELLs. Topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- QTEL Strategies
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Network Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

As per Jose P., all staff must receive a minimum of 7.5 hours of ELL training. In order to meet these requirements, the ELL Liaison will hold monthly professional development sessions in order to meet these requirements. These sessions will be held during Teacher Team meeting times, professional development days, or after-school professional development sessions. The following is a list of the planned professional development sessions:

ELL Identification Process (November: 1hr)

Collaborative Group Work for ELLs (December: 1.5 hrs)

QTEL Strategies for Success (January: 2 hrs)

Using Technology to Engage ELLs (February: 2 hrs)

Differentiating Instruction for ELLs Across the Content Areas (March: 1.5 hrs)

Understanding the NYSESLAT (April: 1 hr)

Part C: Professional Development

All staff members will be required to attend these sessions. Records of agendas for these professional development sessions as well as attendance records and materials used during presentations will be retained in a binder by the ELL Liaison.

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: At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Liaison, Parent Coordinator, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our Parent Association. Translation Services will be provided at all of our workshops.

An Adult ESL program to assist parents in becoming proficient in English.

In order to assess the needs of the parents, our Parent Coordinator, Iris Torres, communicates and outreaches to parents on a daily basis through phone calls or correspondence to assess what services parents need from the school. The Parent Coordinator is the liaison between school staff and the parents. For the Adult ESL program that will be implemented, she will provide parents with information for the program and a survey to assess interest in the program and level of English proficiency. The

Part D: Parental Engagement Activities

Adult ESL program will be facilitated by one of our ESL licensed teachers. Records of attendance and topics of workshops are kept in the Parent Coordinator's Binder. By looking at the records from previous years and reflecting on the success of the workshop offerings, we are able to determine what workshops most interest parents and align those to the current workshop offerings.

Part E: Budget

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

Allocation Amount: \$

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Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		