



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** ROBERTO CLEMENTE  
**DBN (i.e. 01M001):** 19K013  
**Principal:** Ms. SABRINA FLEMING  
**Principal Email:** [SFLEMIN@SCHOOLS.NYC.GOV](mailto:SFLEMIN@SCHOOLS.NYC.GOV)  
**Superintendent:** Ms. JOYCE STALLINGS-HARTE  
**Network Leader:** Ms. JOANNE BRUCELLA

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ms. Sabrina Fleming	*Principal or Designee	
Ms. Yalixa Rodriguez	*UFT Chapter Leader or Designee	
Ms. Yovanny Martinez	*PA/PTA President or Designated Co-President	
Ms. Latonya Buckner-Huggan	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Blanca Calixto	Member/ Parent	
Ms. Daisy Thompson	Member/ Parent	
Ms. Michelle Henry	Member/ Parent	
Mr. Gilberto Rodriguez	Member/ Parent	
Ms. Monica Archer	Member/ Staff	
Ms. Lucian Black	Member/ Staff	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 19K013

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	494	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	20	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.6%	% Attendance Rate		% Attendance Rate	89.9%
% Free Lunch	91.4%	% Reduced Lunch		% Reduced Lunch	4.0%
% Limited English Proficient	8.4%	% Students with Disabilities		% Students with Disabilities	11.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American		% Black or African American	69.3%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander		% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	3.2%	% Multi-Racial		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.34	# of Assistant Principals		# of Assistant Principals	2
# of Deans	N/A	# of Counselors/Social Workers		# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		% Teaching Out of Certification	21.5%
% Teaching with Fewer Than 3 Years of Experience	5.3%	Average Teacher Absences		Average Teacher Absences	4.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	20.3%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	15.0%
Science Performance at levels 3 & 4 (4th Grade)	88.2%	Science Performance at levels 3 & 4 (8th Grade)		Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition		Recognition	
In Good Standing		Local Assistance Plan		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District		Focus School Identified by a Focus District	X
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
The following Goals in the 2012-2013 SCEP were implemented successfully. -By June 2013, all teachers will be trained to implement the Teachers College Units of study using the Workshop Model for Reading as a strategy to improve the reading skills of all students in order to increase the overall student performance in ELA by at least 4 reading levels in grades K-2 and 3 reading levels in grades 3-5 as measured by the Mondo Reading Assessment - By June 2013, 100% of our staff including our special needs teachers will have attended professional development to train them in implementing best practices measured by Charlotte Danielson's Rubric. Each teacher will receive at least four pieces of formative feedback using a research based rubric - By June 2012, we will have a 5% increase in parent involvement as measured by our attendance sheets at PTA Meetings, Attendance Ceremonies and other school-wide evening events				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
Although we have made a great decrease in referrals and student infractions the following goal is still an areas we can improve in: - By June 2013, we will provide all students with social and emotional support by participating in our Scholar Dollar PBIS Initiative to improve their social emotional health as measured by a decrease in student infractions				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
We needed more parent support to follow through to show greater consistency with consequences				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
Most of our goals were met enabling us to move from a "C" to a "B" on our Progress Report				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			X	Yes
<b>If all the goals were not accomplished, provide an explanation.</b>				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			X	Yes
				No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Teachers may be a little hesitant about participating in some workshops because they are constantly pulled away from direct instruction and are being measure on their students' progress.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
This year, we have had an influx of English Language Learners who are mainly in our lower grades. Our goal is by June 2014, our beginners will make a 5% increase in the area of Listening and Speaking as evidenced by New York State English as a Second Language Aptitude Test (NYSESLAT) Scores.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
We will communicate through Conversations, Professional Development Sessions, Grade Conferences, School Leadership Team Meeting, Email, Daily Bulletin and Staff Community News.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
Improve the literacy skills of all students to enable them to be College and Career Ready.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
Getting all constituents to work collaboratively to provide the best instruction and support for all of our students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
One unique characteristic for our school is moving away from a traditional basal reading program to Teachers College Reading and Writing CCLS Units of Study that follow a balance literacy approach, where students learn to be				

independent reader, writers and critical thinkers who take ownership of their learning.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Our school believes in providing support for everyone in the building. Our Network provides support for all staff members as needed. We partnered with Teachers College where they provide hands on professional development and support for our teachers and students. We also have structures that allow Academic Intervention during the day for our hold over and level two (2) students. Then we have an afterschool program for K-5 that provides additional support for our students who are levels two (2) and three (3) first and then any level one (1) and two (2) students. We have small group extended day for students to provide additional targeted instruction for our students. In addition to our Inquiry Teams we have vertical and horizontal Literacy and Math Teams that meet weekly to plan, analyze and study student work products to plan next steps. We partnered with Community Based Organization's like, Institute for community Living (ICL) to provide on-site workshops for parents and mental health and counseling services for students, We the Kids provide community service opportunities as well as College Tours for our students to become College and Career Ready, Foodbank provide "Cookshop" where students have the opportunity to create healthy meals in their classrooms. Through the program, parents have the opportunity to learn how to create and provide cost effective healthy meals for their children.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

After reviewing the Quality Review Page five (5) we need to, *“Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work.” (2.2)*

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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### Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>2.2 School leader’s vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader’s use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### Annual Goal #1

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

By June 2014, administrators will provide Professional Development opportunities for teachers to align assessment practices that include on-going checks for understanding to ensure student progress in writing as measured by embedded rubrics, observations, Professional Development Agendas and student work products.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. School Leaders Create a Professional Development Plan for teachers that includes training on checking for understanding and providing effective feedback

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Administrators and Coaches

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administrators and Coaches will provide a Professional Development Plan will be created to support teachers in checking for understanding and providing effective feedback

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Observations will be used to assess the effectiveness of the teachers feedback and their implementation of checking for understanding throughout their lessons

### Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

After reviewing the recommendations from the Quality Review on page five (5) the school needs to, *"Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work."* (2.2)

<b>Review Type:</b> Quality Review	<b>Year:</b> 2012-2013	<b>Page Number:</b> 5	<b>HEDI Rating:</b> Developing
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### **Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

### **Annual Goal #2**

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

By June 2014, in order to increase student performance in reading, all teachers will be trained in the Teachers College Workshop Model for Reading, as evidenced by observations in Advance, Professional Development Agendas and Sign in Sheets.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implement Teachers College Common Core Learning Standards (CCLS) Units of Study Coverage will be provided for Teachers to assess using Teachers College Assessments
2. Twenty-five days of per diem substitute coverage for teachers to attend professional development
3. Project Push After-School Program for K-2 and Project Succeed After-school Program 3-5 will be created to support additional support for students

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, Literacy Coach, Teachers College Staff Developers and Teachers
2. Administrators, Literacy Coach, Teachers and Substitute Teachers
3. Teachers and administrators

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Use bi-monthly benchmarks to identify students strengths as well as areas for improvement
2. Use bi-monthly benchmarks to assess and analyze student progress and plan next steps
3. Quarterly Assessment data will be analyzed to identify strengths and areas of weakness

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. November 2013-June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Provide coverage for teachers to attend professional development on the Implementation of Teachers College Common Core Learning Standards (CCLS) Units of Study. Professional Development sessions with Teachers College (See Galaxy)
2. Provide coverage for teachers to assess using Teachers College Assessments
3. After-school program created to provide additional support to address students' areas of weakness

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
After reviewing the recommendations from the Quality Review on page five (5) the school needs to, <i>"Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work."</i> (2.2)									
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing		

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
<b>X</b>	<b>4.2 Instructional practices and strategies</b>				<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>			
	<b>4.4 Classroom environment and culture</b>					<b>4.5 Use of data, instructional practices and student learning</b>			

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, 100% of our staff including our special needs teachers will have attended professional development to train them in implementing best practices measured by Charlotte Danielson's Rubric.									

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
<ol style="list-style-type: none"> <li>Teachers will attend professional development provide by our Teachers College Staff Developers, Literacy Coach and Administrators</li> <li>Teachers will participate in inter-visitations with peer schools to observe and research based practices.</li> <li>Use Charlotte Danielson's Framework for Teaching to enhance the Professional Practice of our staff through professional development and a minimum of four short frequent cycle observations conducted by administrators to help evaluate our teaching and learning environment and to support special needs teachers</li> </ol>									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
<ol style="list-style-type: none"> <li>Teachers College Staff Developers, Literacy Coach and Administrators</li> <li>Literacy Coach, Teachers and Administrators</li> <li>Network, Advance Coach and Administrators</li> </ol>									
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>									
<ol style="list-style-type: none"> <li>Monthly review of attendance sheets and in class observations will be used to see there is proper implementation of strategies modeled in lab-sites</li> <li>Teachers will attend Inter-Visitations with other schools and completed a best practice implementation sheet identifying the strategy that will be implemented</li> </ol>									

3. Observation feedback will be reviewed by administrators and individual Coach support will be provided

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June2014
2. September 2013-June2014
3. September 2013-June2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Substitute teachers will be hired to cover classes while the classroom teachers attend lab-sites and professional development sessions at Teachers College (See Galaxy)
2. Substitute teachers will be hired to cover classes while the classroom teachers attend inter-visitations with peer schools to observe and research based practices (See Galaxy)
3. Administrators will create a schedule for teachers to be observed

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

After reviewing the Quality Review, we need to, *"Maintain a culture of trust and positive attitudes that support the academic and personal growth of students and adults."* 1.4

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

By June 2014, we will provide all students with social and emotional support by implementing a school-wide Positive Behavior Intervention Support Initiative to improve their social and emotional health, as measured by a 5% decrease in student infractions as evidenced by dean referrals and logs.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Using school-wide monthly character education themes to develop an awareness of various traits of positive behavior i.e., Citizenship, confidence, perseverance... Vendor Positive Behavior Intervention Support
- Book of the Month
- Students will have an opportunity to be recognized for modeling character traits during bi-monthly assemblies
- Positive Behavior Intervention Support Committee will plan behavior intervention strategies for students

**B. Key personnel and other resources used to implement each strategy/activity**

- All staff will participate
- All staff will participate
- All staff will participate and provide recommendations for Scholar Dollars
- Teachers and administrators

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Bi-Monthly, we will look at school data in OORS and school referral with the dean to see if there is a decrease and revise our plan if necessary
- Monthly, we will survey to see how successful the theme was implemented
- Monthly, check to see if more students are receiving recommendations for Scholar Dollars
- Monthly, we will review student data and referrals

**D. Timeline for implementation and completion including start and end dates**

- December 2013-June 2014
- November 2013-June 2014
- September 2013-June 2014
- December 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Teachers will provide lessons around the monthly themes (Book of the Month)
- Special assemblies where students are recognized for exhibiting the school-wide monthly character trait (See Galaxy)
- Students will have an opportunity to be recognized for modeling character traits during bi-monthly assemblies
- Positive Behavior Intervention Support Committee will plan behavior intervention strategies for students Seven teacher X one hour X thirteen sessions

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

After reviewing the Learning Environment, 35 Parents never attended a Parent Association/Parent Teacher Association (PA/PTA) meeting.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	N/A
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

By June 2014, in order to increase community awareness of Common Core Learning Standards Curriculum, we will have a 5% increase in parent involvement activities as evidenced by attendance sheets and agendas for Workshops and PTA Meetings.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide parent workshops for Common Core Learning Standards, bullying, how to support your child with homework...

**B. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator, administrators, teachers and Center for Integrated Teaching Consultant

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Check sign in sheets to see if there is an increase in parent participation

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Provide parent workshops for Common Core Learning Standards, bullying, how to support your child with homework...( Center for Integrated Teaching Consultant

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Parent involvement

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>The Academic Service Provider meets daily with small groups of students to give instruction using <i>Achieve 3000</i>, <i>TC Reading and Writing Workshop</i>. In the afterschool program, the students also receive instruction using <i>Waterford</i> and teacher made materials.</p> <p>Students practice reading strategies, Guided Reading is conducted, Read-Alouds are used to model strategies, Students Turn and Talk about Text, students identify a view point and develop an argument that defends their point of view.</p>	Small Group	During the day and after school
<b>Mathematics</b>	<p>The Academic Service Provider meets daily with small groups of students to give instruction using <i>Achieve 3000</i>, <i>GoMath</i>. In the afterschool program, the students also receive instruction using <i>Waterford</i> and teacher made materials.</p> <p>Math drills are given to assess number fluency...</p>	Small Group	During the day and after school
<b>Science</b>	Classroom teachers meet in small groups with students using core curriculum materials, teacher made materials and <i>Core Curriculum</i> to give instruction during the school day as needed to remedy the students' deficiencies in science.	Small Group	After School
<b>Social Studies</b>	Classroom teachers meet in small groups with students using core curriculum materials or teacher made materials to	Whole class, Small group & One-on-One	During the day

	<p>give instruction during the school day as needed to remedy the students' deficiencies in social studies.</p>		
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>Our Guidance Counselor meets daily with several grade level groups of students to give them instruction using various materials to address the social and emotional needs of our students.</p> <p>We share our psychologist who has a few mandated students.</p>	<p>Small Group and one-on-one</p>	<p>During the day</p>

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed\*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All of our teachers are highly qualified.
To assist in our recruitment process, we use the new teacher finder and attend hiring fairs to interview potential candidates.
To retain our current staff, we conduct on-going one-on-one goal setting conferences using Charlotte Danielson's Rubric to identify areas of improvement to support their professional needs. We provide additional support by observing, modeling and providing effective feedback with next steps to enhance their instructional growth. Teachers also participate in inter-visitations in-house and outside to view and share best practices. Our teachers participate in professional development sessions at Teachers College in the areas of Reading and Writing Workshop Model and have lab-sites at the school to practice implementing the strategies they have learned in the professional development workshops.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our teachers participate in professional development sessions provided by our Network, Consultants and Teachers College in the areas of Reading and Writing Workshop Model using Common Core Learning Standards aligned Units of Study and have lab-sites at the school to practice implementing the strategies they have learned in the professional development workshops.
Our math Coach meets weekly with our vertical math facilitators to analyze our math data, create and modify the math curricula using the city-wide expectations and create rigorous performance tasks to ensure our students receive a Common Core Learning Standards (CCLS) aligned math curriculum.
Our Literacy Coach Also meets weekly with our vertical literacy facilitators to create, revise and construct curriculum calendars that are Core Learning Standards (CCLS) aligned with the Teachers College Units of Study. Our professional development is driven from the results of our in-house survey on professional needs.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our school funds are combined to provide instructional, social and emotional, remediation and enrichment opportunities for our school community. Our funds allow us to provide Academic Intervention Services during the day for our level one and level two students. In the afternoon, our after-school program allows us to provide enrichment support for our level three and level four students and additional support for our level one and two students. We are able to address the social and emotional needs of our students with the support of an educational consultant through a Positive Behavior Intervention Support Program. Our teachers have the opportunity to enhance their pedagogy and learn best practices to provide a rigorous curriculum through Teachers College Reading and Writing Workshop Model.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
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curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our school works closely with our neighborhood daycare centers to provide inter-visitations for our incoming pre-school students. The children tour our school, meet their new teachers and parents share data about their children to help their children transition.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school has an assessment committee where the teachers review assessments and make assessment decisions. Through school surveys and observations we identify areas of needs for school community. The surveys are analyzed and the areas of high needs get addressed first. Our teachers use their vertical teams to study student assessment results and work data to revise and modify their lesson plans to address the needs of all of our students.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

**PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of our policy is to develop a parent involvement program that will ensure effective involvement of parents and our school community. 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 our 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:

- Provide materials and training on ARIS Parent Link to help parents work with their children to improve their achievement level in literacy and math;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide workshops to parent on the Common Core Learning Standards;
- Provide workshops on the New York State ELA and Math Assessments
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Collaborate with parents to develop school-wide plan on the School leadership Team (SLT).
- Hold an Annual Title I meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and their right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.
- Provide my child with a library card and other access to a variety of books and reading materials.
- Provide parents with translation services for all documents and conversations.
- Parents are a part of the decision making process through monthly School Leadership Meetings.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of children with disabilities.

- **Provide parents information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**

**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 our school.**

**In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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 School 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 and Title I Parent Committee.**
- **Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 like Common Core State Standards, The New Special Education Reform, ARIS Parent Link, Creating healthy meals for families, Homework Help for Your Children; What is the Progress Report? What is the Quality Review? Understanding the New Teacher Evaluation System;**
- **Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;**
- **Hold flexible PA Meetings in the morning and the evening;**
- **Translate all critical school documents and provide interpretation during meetings and events as needed;**

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

- **Hold annual Title I Parent Curriculum Conference;**

- **Host monthly educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **Encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;**
- **Have a Parent resource Station with materials for parents;**
- **Encourage more parents to become trained school volunteers;**
- **Develop and distributing a school newsletter and school Calendar;**

# **P.S. 13'S SCHOOL-PARENT COMPACT**

I. The Roberto Clemente School, P.S. 13 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that is compact outlines how the parents and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's and the NYC's high standards.

## **II. School Responsibilities**

### **P.S. 13 will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards as follows:**

Each student will participate in a comprehensive literacy and math schedule as mandated by New York State Department of Education. Students will be assigned to small groups that are differentiated according to student needs and interests.

- **Hold parent-teacher conferences twice a year, during which time this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student's report cards are distributed 3 times a year and student's promotion in doubt letters is sent home a minimum of twice a year. Interim letters explaining student performance and monthly goals, as well as reinforcement activities will be distributed to parents twice a year.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers met with parents in the beginning of the year at a Curriculum Tea where they meet their child's teacher and are informed about the school's academic, social and personal expectations. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails, letters and phone calls.

- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents were invited to sit in their children's classes during the Parent Week, participate in monthly assemblies, and attend perfect attendance student and parent award assemblies quarterly.

### **Public School 13 will:**

- **Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**

- Collaborate with parents to develop school-wide plan on the School Leadership Team (SLT).
- Hold an Annual Title I meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and their right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.
- Provide my child with a library card and other access to a variety of books and reading materials.
- Provide parents with translation services for all documents and conversations.
- Parents are a part of the decision making process through monthly School Leadership Meetings.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of with disabilities.
- Provide parents information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

### **III. Parent/Guardian Responsibilities:**

We, as parents, will support our children's learning in the following ways:

- Encouraging my child's learning experiences by making education a priority in our home by:
  - Have my child arrive on time to school prepared to learn and participate.
  - Monitor my child's attendance and notify the school when my child will be absent for a valid reason and provide the necessary documentation to the school.
  - Prompt a daily discussion with my child about his/her school activities.
  - Schedule homework time and review homework books to ensure my child has completed all of his assignments.
  - Provide an environment conducive for study and encouraging my child to read with me or independently every day.
  - Monitor the amount of television my child watch and the amount of time they spend playing video games.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Participate in school activities on a regular basis.
- Stay informed about my child's education and communicate with the school.
- Communicate positive values and traits, such as respect, hard work, responsibility, dedication, punctuality and perseverance.
  - Respect the cultural differences of others.
  - Help my child accept the consequences for negative behavior
  - Be aware of and follow the rules and regulations of the school.
  - Support the school's discipline policy.
  - Express high expectations and offer praise and encouragement for achievement and good effort.
  - Volunteer in my child's school where ever I am needed.
  - Complete and return all surveys when asked.
  - Be a part of the school's Leadership Team.

### **IV. Student Responsibilities:**

**Students will:**

- Attend school regularly and on time.
- Come prepared to work.
- Complete all homework and assignments to the best of my ability.

- Ask questions when I do not know something.
- Show respect to my teachers, friends and others.
- Wear my uniform every day.
- Agree to disagree.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>13</b>
School Name <b>Roberto Clemente</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ms. Sabrina Fleming</b>	Assistant Principal <b>Mrs. Martha Mancini</b>
Coach <b>Mrs. Monica Archer</b>	Coach <b>Ms. Nellie Rosario</b>
ESL Teacher <b>Ms. Ekaterina Snyder</b>	Guidance Counselor <b>Ms. Ora Sligh</b>
Teacher/Subject Area <b>Ms. Davis/ AIS</b>	Parent <b>Yovanny Martinez</b>
Teacher/Subject Area <b>Ms. Edwards SETTS</b>	Parent Coordinator <b>Mrs. Leonilda Castillo</b>
Related Service Provider <b>Joanne Brucella</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>496</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>10.08%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0									0
Dual Language										0
ESL	42		4	9		2				51
Total	42	0	4	9	0	2	0	0	0	51

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	4	6	3	4	7								33
Chinese		1				1								2
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	3	1	1	3								12
Haitian														0
French		2	1		1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	10	10	10	4	6	11	0	0	0	0	0	0	0	51

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	7	5	4	1		3								20

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	4	5		5	5								22
Advanced (A)		1	1	3	1	3								9
Total	10	10	10	4	6	11	0	0	0	0	0	0	0	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5		1		6
4	7	2			9
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	1	1	1				6
4	4	3	2						9
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		3				6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Our school uses TCRWP, running records, Performance Assessments, LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the LAB-R provide teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students' reading levels. We administer 2 ELA Performance Assessments to measure literacy standards, and have 5 assessment windows throughout the year in which we use TCRWP to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language. 9 of our students received a Beginners score, 18 received an Intermediate score and 8 are Advance. Most of our ELLs are below grade level in literacy, especially our ELL-SWDs. However, 13 of our students improved from the 2012 NYSESLAT to 2013 NYSESLAT, but 8 did not (7 out of the 8 are special needs). The ESL teacher and classroom teachers share their findings from different tools in order to provide appropriate instructions. ELLs whose literacy level is below grade level are put in small inquiry groups in which teachers provide instructions based on targeted literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the NYSESLAT Spring 2013 data, 9 out of 36 of ELLs at PS13 achieved an overall Beginners score, 18 achieved Intermediate and 8 Advance. From the 36 ELLs who took the NYSESLAT in 2013, 24 took the NYSESLAT in 2012. Out of the twenty-four (24) students, five (5) students went from scoring a beginning level on the 2012 NYSESLAT Test to scoring an Intermediate Level in the 2013 NYSESLAT Test and one of them is a SPED. Three (3) students went from scoring an Intermediate level on the 2012 NYSESLAT to scoring an Advance Level on the 2013 NYSESLAT. One (1) student made great strides, he went from a Beginning Level on the 2012 NYSESLAT to an Advance level on the 2013 NYSESLAT. Four (4) students remained at the Beginning Level. Two (2) students improved and two declined. One (1) of the students that improved is a SPED and one (1) of the students that declined is a SPED. Six (6) students remained at the Intermediate Level, one improved and five declined. Out of the five students one is a SPED. Three (3) students remained in the Advanced level, one (1) improved and two (2) declined. Two students went from the Advance Level in 2012 to the Intermediate Level in 2013.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. Since we are not provided with the RNMR report on the NYSESLAT 2013 result, which indicates the proficiency in each modality – reading, writing, listening and speaking, our school compares the raw score of each modality to the required score to achieve proficient in order to generate our data. The data pattern across the modalities indicates that listening is an area of weakness for our ELLs from K-5. There will be an initiative to strengthen academic listening skills of our ELLs in all content areas. Our instructions will require them to practice their interpreting and responding skills while listening to information presented verbally. The raw scores of the speaking sub-test indicate that the majority of the newcomers do not achieve proficient level in speaking. The data is presented to their classroom and subject teachers to ensure that teachers pay attention to these ELLs' speaking skills for social and academic purposes. In addition, ELLs will be engaged in a range of collaborative discussions and presentations, and academic speaking skills will be taught explicitly with ESL strategies (e.g. framed conversations). Our data pattern also reveals that most of our ELLs from K-5 are struggling to attain proficient level in the reading and writing modalities. As our school is following the TCWRP for teaching reading and writing, our ESL teachers differentiate the tasks to address the needs for ELLs. In each classroom, ELLs are differentiated according to their reading and writing levels, not their status as an ELL. Besides ELA, our ESL teachers implemented ESL strategies in content areas, such as social studies and science. They work with subject teachers to ensure ELLs are exposed to academic language, vocabulary, along with a range of complex reading materials appropriate for their grade levels. Our school emphasizes that our ELLs are learning the same content with non-ELLs, with appropriate differentiated independent reading and writing tasks.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

After examining the test results of the English Language Learners enrolled in the school's Freestanding English as a Second Language program the school noticed that the proficient students scored a 2 on the ELA, 2 on Math and one student scored a 4 on the standardized Math exams. The data shows that ELLs who scored beginning and intermediate on the Reading/Writing modalities of the

NYSESLAT underperformed on the state assessments. ELLs performing as advanced and/or proficient in the Reading/Writing modality scored a 2, suggesting that he/she would benefit from test sophistication lessons.

b) Members of the School Leadership Team, Inquiry Team and Instructional Cabinet has formed a committee to conduct a comprehensive needs assessment for the ELLs based on the results of the Periodic Assessment. The team will analyze the item-analysis report for each student, identify specific skills/areas of content knowledge and revisit the skill. Teachers will receive information concerning the skills to create differentiated assignment for those students. Additionally, the results of the ELL Periodic Assessment serves as a vehicle for determining which concepts should be taught again in the classroom.

c) Based on the data from the Periodic Assessment, teachers can determine literacy deficiencies, concept gains, academic strengths, and the student's potential score on the New York State assessments. Native language is used minimally, especially at elementary levels. There are teachers, paraprofessionals, office staff, parent coordinator, a guidance counselor, school aids in our school who can provide assistance to students who speak Spanish, French, and African as their native language when necessary. For newcomers who are literate in their native language, resources, such as bilingual dictionary, are provided to aid their learning. ELLs who prefer to take the State examinations (except ELA) in their native language will use both English and an alternative language edition of the test simultaneously. If there is no translated edition for the state examinations, our school will provide them with oral translation from suitable translators. For example, we hired DOE Arabic translators to administer the Standardized Math Test to our Arabic students must.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

1. At P.S.13 we have an RTI Team and our members are: Ms. Fleming (Principal), Ms. Allert (Speech Teacher) Ms. Archer (Literacy Coach) Ms. Brown (Special Education Assistant Principal), Ms. Davis (AIS Teacher), Ms. Edwards (SETTS Teacher) Ms. Graham (School Psychologist), Mrs. Mancini (ESL/AIS Assistant Principal), Ms. Rosario (Math Coach), Ms. Sligh (Guidance Counselor) Ms. Snyder (ESL Teacher) This RTI team was formed to conduct a comprehensive needs assessment for the ELLs and the SPEDS based on the results of the Periodic Assessment. After analyzing the data gathered from the performance tests, period assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RtI screening to assess whether their literacy skills and competences are meeting grade level benchmarks. For ELLs who are at risk, our ESL, classroom and subject teachers will collaborate to design instructions to strengthen the skills they need in English language acquisition. Differentiated materials are used to meet the needs for these ELLs, and are tools we use to assess their progress. In addition, some ELLs will receive AIS service (in literacy and/or mathematics) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate adequate progress in targeted skills and competencies, we will refer them to our special education team.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instructional decisions are made by both ESL, classroom and subject teachers collaboratively. Therefore, even if our ESL teacher is not pushing in or co-teaching in the class, the instructions and activities are incorporated with ESL strategies, such as using TPR, visual aids, and differentiated tasks. For ELLs who are literate in their native language, teachers provide them with bilingual dictionaries. However, academic vocabulary and language are still taught explicitly to facilitate their English language development.

7. 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?

At this point in time, the school does not have Dual Language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the ELL program is evaluated based on the academic and social success of the English Language Learners. Students gain confidence in their ability to communicate in English in formal and informal settings. The program is successful if the students have passed the NYSESLAT and/or showed significant gains on the exam. Additionally, success of the ELL program is determined by the standardized test scores of the students. The success of the ELLs is evident at the graduation ceremony when the honor student makes a speech about his/her first day in a new country. The goal of the school is to ensure that all students, including the ELLs, are college and career ready

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. At enrollment, all parents or guardians of new students to the DOE receive a Home Language Identification Survey in the appropriate home language. Our ESL teachers administer the survey to the parent in the appropriate home language. Interpretation is also provided when necessary. After reviewing all the home language surveys, the ESL teacher conducts an informal interview with the students. If a student speaks a language other than English and speaks little or no English, he/she is required to take the LAB-R test within 10 school days after initial enrollment. For Spanish-speaking students who are unable to answer any question in the LAB-R, a Spanish LAB is conducted by either Mrs. Mancini (Assistant Principal) or Ms. Rosario (Math Coach). After the ESL teacher obtains the LAB-R scores, an Entitlement Letter and ELL Parent Orientation Invitation are given to parents of new ELLs. The ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin, French and Arabic when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full details. An online orientation video, which is in parents' native language, is also viewed by the parents in their native language, which provides more information about their choices. For students who enroll after the orientation, their parents are invited to meet with our ESL teachers and the parent coordinator to know and discuss their options.
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.

After the ESL teacher obtains the LAB-R scores, an Entitlement Letter and ELL Parent Orientation Invitation are given to parents of new ELLs. The ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin, French and Arabic when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full details. An online orientation video, which is in parents' native language, is also viewed by the parents in their native language, which provides more information about their choices. For students who enroll after the orientation, their parents are invited to meet with our ESL teachers and the parent coordinator to know and discuss their options.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At Roberto Clemente Public School 13, there are many structures in place to ensure that parents understand all three program choices; Transitional Bilingual, Dual Language, and Freestanding ESL. Within ten days of enrollment, parents receive a letter in their native language inviting them to come to the school for a parent orientation. During this orientation, the parents view a video located on the Department of Education's website in their native language explaining the three programs available throughout New York City. Parents watch the video on the computer using headphones. After the video segment, parents are provided with literature in their native language regarding the three choices. They are required to complete the Parent Survey and Program Selection form in their native language. If the parents have any additional questions, in another language besides Spanish, then Ms. Snyder will contact staff members proficient in the appropriate language. Ms. Sligh, the guidance counselor speaks French. If the parents' native language is not available in house, then Ms. Snyder will contact the Department of Education's Translation Unit for an interpreter. If there are fifteen or more parents in one grade or two continuous grades requesting Dual Language, then the school must provide such class.
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.

Once newly enrolled students have been identified as an English Language Learner in need of services, the school will provide the appropriate instructional program within ten school days. The only program currently available at Public School 13K is Freestanding English as Second Language. The parents, who chose ESL) will receive a letter informing them of their child's score on the LAB-R exam and of their child's placement in the ESL program. The number of hours the student will receive in ESL depends on their English Language proficiency level as per their score on the LAB-R. As per CR Part 154, beginning and intermediate ELLs receive 360 minutes per week (8 periods, 45 minutes each) of ESL instruction. Advanced students receive 180 minutes per week, or 4 periods, of ESL instruction. The classroom teachers are informed of their ELLs and are provided with the schedule of when those students will receive services. Letters are sent home to parents in their native languages explaining that their child will receive instruction in English. Parents are encouraged to contact Ms. Snyder or Mrs. Mancini (Assistant Principal

supervises ESL) with any questions or concerns about the program. They receive additional literature in their language about the program and are given the Department of Education's website to access more information. The placement of newly identified ELLs depends on parents' preference and the number of ELLs with the same native language. If parents would like a Bilingual or Dual Language program model, one will be provided when there is a sufficient number of ELLs (15 or more students within two consecutive grades whose native language is the same). Parents can opt for another school that provides the program they desire or choose the ESL program our school is currently providing. If parent wants the dual language or bilingual program, and the school does not have sufficient numbers to open a program (15 students of the same home language and in the same grade or two contiguous grades) send their request to [ELL ProgramTransfers@schools.nyc.gov](mailto:ELL ProgramTransfers@schools.nyc.gov). An ESL teacher checks the parent selection forms periodically to keep up-to-date with parent choices.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

An ESL teacher obtains updated RLER ATS report regularly to determine the NYSESLAT eligibility of that year. A month before the NYSESLAT, parents of ELLs are given notification of the dates that their child is taking the NYSESLAT. This is to raise the awareness so parents will ensure their child take all four sub-tests of the NYSESLAT. ELLs in each subgroup (k, 1-2, 3-4, and 5) will be taking the same sub-test on the same time, and they only will take one sub-test per day. Our school also ensures to provide testing modifications for students who have an IEP or a 504 plan. If a student is absent during a sub-test, we will administer the test the next day when that student comes back. For students who are absent for a few days during the NYSESLAT testing period, we will contact their parents/ guardians to discuss this matter.

6. 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.) 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.   
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices had been Dual Language. In previous years there was a large Spanish speaking parent population and they were interested in their children learning English while becoming fluent and literate in their first language. However, for the past couple of school year, the parents have been mainly from Francophone Africa and the Middle East primarily Yemen. All of the new admits want their children enrolled in an English only program. The parents stress the importance of the children being able to get a job when they grow up. After reviewing Parent Surveys and Program Selection for the past few years, the majority prefers a Freestanding ESL Program, which is currently offered at our school. We check the Program Selection regularly, as there may be changes due to transferred ELLs and newly admitted ELLs.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?  
P.S.13 has a Freestanding ESL Program. This year because of our growing ELL population we decided the best way to service our students would be through a very structured Pull-Out ESL teaching model.
- b. The ELL groups are grouped by proficiency level and grades.

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)?

The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The Freestanding English as a Second Language teacher, Ms. Snyder pulls out all of her ELLs. Each group receives the mandated amount of instructional minutes. As per CR Part 154, ESL and ELA instructional minutes are explicitly delivered to the school's English Language Learners. The advanced students receive 180 minutes of ESL (four periods) with Ms. Snyder. Beginning and intermediate students receive 360 minutes (eight periods a week) of English as a Second Language instruction with Ms. Snyder. The goal of the ESL program is to provide students with sufficient English skills to grasp Common Core Standards which prepares them for college and a career. The program uses the current identified literacy approach in the building which offers developmental sequence of English instruction in the four language skills: listening, speaking, reading and writing. All ELLs regardless of their proficiency are provided with a minimum of 90 minutes or more of ELA instructions every day.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our classroom and ESL teachers, have been participating in Teachers College Reading and Writing Workshop Professional Development where they are learning strategies to scaffold their units of study for our special ed and ELL students. All of the units of studies are aligned with the CCLS. Our classroom and ESL teacher uses the balanced literacy approach that follows Teacher's College Workshop Model for all ELA instruction. Social studies and Science are also part of TC units of study and ESL instruction. Our ESL teacher collaborates with subject teachers to supplement ESL strategies in their science and social studies lessons. Contextual support is important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Academic language development is also planned within each lesson to ensure the exposure of academic language and vocabulary. Moreover, ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language goals. During the pull-out classes, Ms. Snyder our certified ESL teacher designs literacy lessons based on students' needs in their content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The English Language Learners in this school are enrolled in a Freestanding English as a Second Language. They are evaluated in English only. No instruction occurs in the children's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The evaluation of all four modalities of English language acquisition are measured through both formative (e.g. running records, anecdotal records, student's homework and classwork) and summative assessments (e.g. rubrics for mid- or final-assessment, Periodic Assessments, and Benchmark Assessment) throughout the year. Our ESL teachers interpret these assessments regularly and conduct conferences with ELLs to set learning goals and discuss their concerns. Classroom and cluster teachers are notified these goals so they can ensure their ELLs are working towards them. Our ESL teachers will conduct on-going conferences with

the ELLs and discuss their progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6) The school will differentiate instruction for each English Language Learner based on his/her category: SIFE, newcomer, 4-6 year ELL and long term ELL.

a) While we currently do not have any SIFE students in the school, in the event that students arrive under this category, the school has an educational and instructional plan to address their needs. Students will receive a variety of academic intervention services. The ESL teacher will create an individualized student needs assessment plan in collaboration with the AIS Team to focus on Literacy and Math skills. Students will be provided with the corresponding English language proficiency materials to help him/her succeed in the classroom. Additionally, the Parent Coordinator, the Guidance counselor and ICL (Institute for Community Living, a school based community organization) will help the student and his/her parent with this transition back into a formal school setting.

b) ELLs who have been in the country for less than three years and those who have recently arrived to the United States of America will receive instruction tailored to fit their academic and social needs. All teachers servicing ELLs will differentiate instruction according to the results of NYS standardized exams, LAB-R, NYSESLAT, and informal teacher observation and assessments. Using a buddy system, the teacher will identify a similar student in his/her class to assist them during the day. Students are encouraged to participate in the Saturday Academy and SES afterschool program. An informal assessment is provided to identify possible Academic Intervention programs. Each ELL will complete assignments in English at their own pace using computer programs such as Waterford, Destination Reading and Ticket to Read. All instruction focuses on the four modalities; listening, speaking, reading and writing.

c) Ms. Snyder and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ESL services. The group will scrutinize the results of the NYSESLAT, ELA and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts and skills that have not been grasped. Instruction and assignments in English will focus on the action plan. Students will be reevaluated every six weeks to track progress in these areas.

d) While we do not currently have any long-term ELLs, in case the school receives such students during the academic year, these students will participate in a targeted specific afterschool program. The afterschool program will focus on reading and writing through drama, computer, art, and science. Additionally, the school will employ the Waterford Early Reading Intervention Program, ReadyGen, Ticket to Read, and Go Math to support all of our ELL students.

e) The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services upon request from their parents/ guardians. For classes that an ESL teacher pushes in or co-teaches, that ESL teacher provides necessary supports for the former ELLs. As to testing, they will receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can also participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers meet with our ESL teachers regularly to discuss concerns and strategies for these students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Some of the research-based and standards-based instructional methods for English Language Learners are helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content areas and accelerate English Language development. The school's literacy curriculum, TC Reading and Writing Workshop, has a component for English Language Learners and the ESL teacher has attended several workshops. Waterford Early Reading a computer Intervention Program also has a program for SWDs and ELLS. These students are exposed to the content and concept many times using a myriad of instructional methods. The teacher uses visual aids, graphic organizers, repetition, simple language, scaffolded vocabulary and the audio concept of the literacy program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ELL-SWD students are pulled out with the other ESL students who are on the same grade and on the same proficiency level. There are seven ELL-SWDs students both the ELS teacher and the Classroom teacher adhere to the child's IEP goals. Since classroom, special education and our ESL teachers collaborate to design lessons, ELL-SWDs are provided

with additional modifications specific to their IEPs and identified needs. Meanwhile, our ESL, special education and regular education teachers meet regularly to discuss and implement ESL strategies to accelerate students' English language acquisition. Our ESL teachers also take part in IEP meetings in order to have a throughout understanding of the needs of ELL-SWDs.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

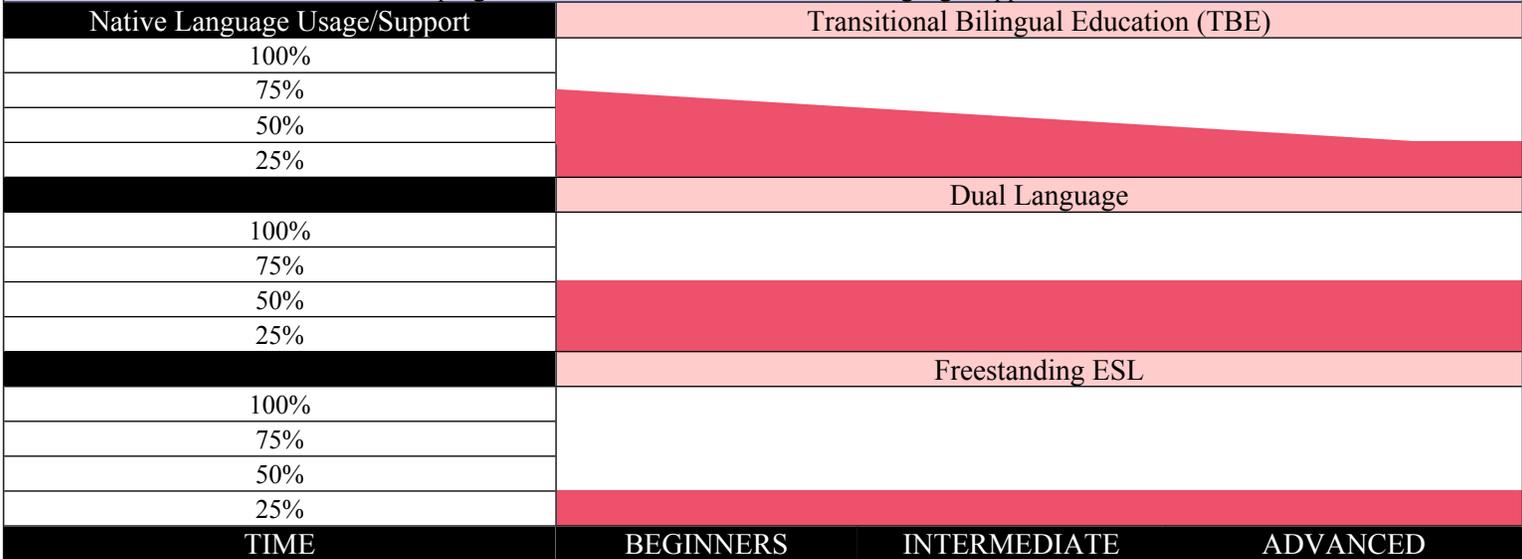
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Our school provides Academic Intervention Services which includes ELA, Math and Science using The Complete Waterford Early Literacy, Math and Science Program. Waterford is a sequential, research-based curriculum developed program for early grades, ELL and Special Education students. Waterford technology employs exciting graphics, music and game like components to keep students actively learning. Waterford is designed to increase reading, math, and science skills through fun activities, songs and stories. The program presents children with personalized instruction as it adapts to each child skill level and provides the activities that will help each child increase their learning. The software constantly monitors each student's mastery of skills and adapts instruction to meet individual needs. The program also allows teachers to easily monitor and modify each of their students' curriculum. Teachers can view and print students' progress reports to inform whole group or differentiated instruction. We also implement TC units of study which are aligned with the CCLS and students are exposed to a range of non-fictional reading and writing in the content areas (Science and Social Studies). Most of our ESL students with IEP's are in Integrated Co-Teaching classroom with two classroom teachers. Tier I ELA interventions is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000, Reday Gen Phonemic/Word Study are used to enhance students' English levels. Tier II ELA intervention is provided by academic intervention teacher Ms. Davis. For AIS students are pulled out in small groups or individually for 20-30 minutes a day to work on their fluency, decoding and coding and comprehension skills using The Waterford Early Reading Literacy, Math and Science program. For ELLs with IEPs, tier III intervention is provided by special education teachers in small pull-out groups.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The NYSESLAT results from the past two years show improvement within our ELL population. For example, there has been a higher percentage of ELLs who attained intermediate and advance level on the 2013 NYSESLAT. We use several programs to support our ESL students. The main program used in our school is Teachers College Reading and Writing workshop. Last year was the first time we implemented the program and we definitely have seen improvement in reading and writing with our ESL students. Since the lessons are designed to align with the CCLS, students are exposed to a range of non-fictional reading in their content areas. Thus, besides ELA, they are learning literacy through content area subjects. Lessons are designed to boost the use of academic language of ELLs, and to ensure that ELLs learn strategies to tackle complex reading materials at their grade level. The ESL teacher and classroom teacher collaborate around units, making language goals together for each reading and writing unit of study. Students are expected to do the work in all units in English, with the support of one to one work and small group instruction to help scaffold the language acquisition. Another program we use to support our ELL student is The Waterford Early Reading, Math and Science Program. This program is specifically for ELL students and children with special needs. Our school uses TCRWP, running records, Performance Assessments, LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the LAB-R provide teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students' reading levels. We administer 2 ELA Performance Assessments to measure literacy standards, and have 5 assessment windows throughout the year in which we use TCRWP to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language.

11. What new programs or improvements will be considered for the upcoming school year?

In the past we have used both the push-in and pull-out model. However, this year because of our growing ELL population we are going to implement more of a pull-out model to support our ELLs English development. For this upcoming year we are providing more TC workshops for our Certified ESL teacher so that she can continue planning and collaborating with the classroom teacher.

12. What programs/services for ELLs will be discontinued and why?

The program we discontinued this year is Story Town. The reason we discontinued Story Town is because it was not rigorous enough, nor was it aligned to the CCLS.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are provided with the same opportunities of all other students at PS13. They are encouraged to join all afterschool academic and extracurricular activities. At PS13 there are various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETSS and/or speech therapy.

Programs such as Achieve 3000, Words Their Way and The Waterford Earling Reading Program ,are used to enhance students' English levels. ELLs are provided with academic afterschool programs that focus on math and ELA. Extracurricular activities that the school provides are basketball, band, martial arts, and art. No programs or services have been discontinued for ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

There are various Instructional materials used to support our ELLs. For examples, Words their Way, NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, iPads, Kindles and various leveled novels in Spanish and English for independent reading.. Students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000 and The Waterford Early Reading Program offers an ELL resource kit to teach the skills needed by students acquiring English as a Second Language. Various pictures, songs, stories, games and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instructional materials. Students have access to Google Translator, Smartboard, laptops. Students have access to glossaries, dictionaries, native language dictionaries, writing resources guides, visual aids and graphic organizer. Leveled novels in Spanish and English for independent reading are provided for the students. As well as, Spanish "Go Math" books.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P.S.13 Currently provides Freestanding ESL Program, and native language support is provided when necessary either by a staff member or another student who speaks the language or through the use of a computer. Students are also provided with native language dictionaries, leveled books in Spanish for independent reading as well as Spanish Go Math books.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes, required services support and resources correspond to ELLs' ages and grade levels. ELLs are grouped according to age/grade level. Instruction during service supports is always modified to meet the ELL's language needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At P.S.13 we provide a welcoming environment for all of our newly enrolled ELL students and their families. Our parent coordinator, ESL teacher and Assistant Principal reaches out to our new ELL students and families by inviting them on a school tour. During this tour we express to them that they are welcomed and that they are an integral part of our community. We explain to both the students and their families all of the programs we have to offer during the school day and afterschool. We provide the parents information about the adult program housed in our building, which offers ESL and GED classes. We also inform them of the parent workshops we will be offering throughout the year. We take the same approach with new students that arrive throughout the year.

18. What language electives are offered to ELLs?

At this point in time, there are no language electives offered to English Language Learners.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) Our ESL teacher and any teacher working with our ELLs attend various ESL workshops at Columbia Teacher's College and various professional development offered by the Office of English Language Learners. Our certified ESL Teacher Ms. Snyder and the Assistant Principal Mrs. Mancini attend most of the ESL workshops. They attend workshops and later turn-key the prevalent information to the teachers who have ELLs in their classrooms. The information is turnkeyed during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners. Some of the workshops they attending for 2012-2013 SY were: Enacting CCLS Practices to Support Achievement for ELLs in Math, Coteaching for ELLs, Testing Scoring and Administering of the LAT, Reaching our ELLs: Aligning NYS ESL Standards and CCLS, SIOP & CALLA Approaches, Achieve 3000's Post Level Set Test, Follow-up to Achieve 3000. Professional Development for 2013-2014 SY: Learning Waterford, Waterford Creating Classes, Danielson 2013 Rubric, LAP Technical Session, Language and Literacy for ELL's; Creating Systematic Change for Academic Achievement, Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators, Reading and Writing Non-fiction for ELLs Institute: Scaffold for Success, Writing Curriculum Calendars, Ways to Make Every Aspect of Workshop Teaching Responsive to the needs of our Students, Nuts & Bolts of Writing Workshop: Exploring, and TC Readers Workshop.

2) We have been consistently provided professional development for the whole staff on the Common Core Learning Standard since SY 2010. We provide them with Common Core Learning Standards PD during our monthly staff development meetings, grade meetings and inquiry team meetings.

3) Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the Common Core Standards and infusing the curriculum with rigor, the teachers are preparing the English Language Learners for college and career readiness. The Assistant Principal and the Guidance Counselor provide workshop for the parents explaining the New Common Core Standards. The Guidance Counselor also provide middle school tours for all of our students. The Guidance Counselor and Parent Coordinator assists the students and the parents with the interview process, and student portfolio for the middle school application and acceptance process.

4) As per Jose P. non-ELL teachers and ELL teachers receive 7.5 hours of ELL training. Teachers will receive professional development by the network's ELL liaison and from the certified ESL teacher. Teachers will discuss research-based and standards-based techniques and methodologies and then design lessons to effectively instruct English Language Learners. These teachers will meet twice a week for differentiated professional development.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  - 1) Public School 13 has an active PTA and a Bilingual Parent Coordinator. All information is sent home to parents in English and the parents' home language. When parents come in for a meeting there will be an interpreter available. The Bilingual Parent Coordinator promotes parent engagement and addresses parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents. Workshops will be conducted to increase parents' understanding of Common Core Learning Standards, assessments, and the reading and math curriculum. We provide parents with a monthly newsletter in English and home languages with upcoming activities to increase parental involvement. A Back to School workshop is held before the start of the school year to encourage parents to get involved in their children's education. Curriculum Tea Meeting was held at the end of September to introduce parents to their children's teacher and to familiarize themselves with the teachers expectations as well as provide feedback to our staff. Parents participate in Computer classes, ESL adult classes, Cooking, Parenting, holiday potlucks and dinners, raffles, Bring your son to school Day, ARIS training, Math Night, Multicultural Night, and other bonding activities.
  - 2) The school's SES, supplemental educational service, offers home tutoring and in house instruction. The parents of the ELLs prefer the home tutoring aspect of the program. Additionally the school houses a Community Based Organization called Institute for Community Living (ICL). ICL provides programs regarding arts and craft, child awareness, health and nutrition, and family support classes. Parents are provided with opportunities to share common experiences, gain emotional support, and problem-solving skills. Parents can also become certified in CPR.
  - 3) The Parent Coordinator, and the Parent Teacher Association conduct need assessments for parents via parent surveys. The parents' survey will provide a comprehensive list of workshop topics to be addressed throughout the year. Parents address concerns and issues to the parent coordinator and to the ESL teacher, Ms. Snyder.
  - 4) Based on the needs of the parents, the Parent Coordinator implements workshops, classes, and translation services for parents. The school provided ESL classes for the parents once a week from 9 a.m. to 11 a.m. based on the needs of the parents. Additionally, after parents expressed interest in taking computer classes, the school offered computer classes for parents after school while their children were attending afterschool. The parents receive training in ARIS to examine the test scores of their children.

## E. 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.

## Part VI: LAP Assurances

**School Name: Roberto Clemente**

**School DBN: 19K13**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Fleming	Principal		11/13/13
Martha Mancini	Assistant Principal		11/13/13
Leonilda Castillo	Parent Coordinator		11/13/13
Ekaterina Snyder	ESL Teacher		11/13/13
Yovanny Martinez	Parent		11/13/13
Michelle Davis	Teacher/Subject Area		11/13/13
Pamela Edwards	Teacher/Subject Area		11/13/13
Monica Archer	Coach		11/13/13
Nellie Rosario	Coach		11/13/13
Ora Sligh	Guidance Counselor		11/13/13
Joanne Brucella	Network Leader		11/13/13
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 19K013 School Name: Roberto Clemente Public School

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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

The school employs a variety of data and methodologies to assess the written translation and oral interpretation needs of the parents in the school community. Staff members are surveyed on their written and oral skills in languages other than English. The home languages of the students and parents are identified during the registration process via the Home Language Identification Survey and the interview process where parents are given the Parents' Preferred Language form and they indicate what language they preferred to be communicated in. Based on the Home Language Identification Survey we have 33 parents speak Spanish, 12 parents speak Arabic, 2 parents speak French, 2 parents speak Mandarin Chinese and 1 parents speaks Fulnani All written correspondence is sent home with students in the parents' native language (If indicated in the Parents' Preferred Language Form). The parent coordinator, Ms. Castillo; the certified ESL teacher, Ms. Snyder; and office staff members responsible for parent letters translate documents using Google translator or the DOE's Translation and Interpretation Unit . The school networks with bilingual members of the community in addition to trained professionals from the Department of Education's Translation and Interpretation Unit to assist with interpreting for parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Information regarding the school's written translation and oral interpretation needs was presented to the school community at the School Leadership Team meetings, the instructional cabinet meetings, grade level meetings, staff conferences and the Parent Teacher Association monthly meetings. Data indicates a need for Arabic interpreters from the Department of Education's Translation and Interpretation Unit. The school also discovered that we have twenty-two Spanish speaking staff members; five people on staff speak French - two of whom also speak Haitian Creole; one staff member speaks Urdu; one teacher speaks Italian; one staff member speaks a Nigerian dialect; and one teacher speaks a French dialect from St. Lucia. The major findings suggest that in house interpretation is not an option for the newly arrived students from Arabic speaking countries.

## Part B: Strategies and Activities

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

The school will provide written translation services for families in the following languages; Arabic, Haitian Creole, French, Mandarin Chinese and Spanish. All written correspondence sent home to parents are translated in their native languages using Google translator. Staff members assist with translation for the languages available in-house. Letters, memos, brochures, flyers and newsletters are sent home in the native languages of the families as well as in English. Parents have requested both languages to help them practice reading English and translating words themselves.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services in French, Haitian Creole, and Spanish are provided in-house by staff members fluent in those languages. The parent coordinator, Ms. Castillo, is fluent in Spanish, and is able to interpret for the Spanish speaking parents. Literature is provided to parents in their native language and English. If the Arabic or Mandarin speaking parents have questions or concerns about the literature, then the parents come to the school to talk to Ms. Snyder, the ESL teacher. The Arabic-speaking fathers have been in the United States of America as prominent business owners in the community for several years and are proficient in English. They prefer to communicate in English without an interpreter from the Department of Education's Translation and Interpretation Unit. In the event that the school receives new students from an Arabic or Chinese speaking country with monolingual parents, then the school will contact the Translation and Interpretation Unit. The Arabic - speaking business owners have offered to help translate and interpret for other families if needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Chancellor's Regulations A-663, the school must ensure that non English speaking parents have equal access and opportunity to participate fully in their child's education. All correspondence is sent home to parents in their native language and English. In-house interpretation is available in all languages except Arabic and Mandarin-Chinese(Since we no longer have an teacher that speaks Mandarin) our . The Arabic speaking parents (fathers) have opted out of receiving assistance from the Department of Education's Translation and Interpretation Unit. The school continues to ask these parents if they need an interpreter before each meeting and they continue to inform us that it is not necessary. The school has clear procedures for determining the home language of each student. Upon registration, parents complete the Home Language Identification Survey, indicating their native language. If the student speaks another language besides English at home, then Ms. Snyder, the ESL teacher administers the LAB-R exam. Even though the student passes the exam, indicating that he/she is fluent in English, the school still sends correspondence home in the parent's native language. The school ensures that parents are provided with both written and interpretation services in their native language.

## 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: <a href="#">Roberto Clemente</a>	DBN: <a href="#">19K013</a>
Cluster Leader:	Network Leader: <a href="#">Ellen Padva</a>
This school is (check one): <input checked="" type="checkbox"/> Conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers:

## 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: **Forty-one ELL students in P.S. 13K will participate in the afterschool ESL Program, which will be instructed by our Certified ESL Teacher Ms. Snyder and Ms. Colon a certified Bilingual Teacher. There will be two classes approximately 20 to 21 students in each class. One class will consist of the lower grades K, 1 and 2. The second class will consist of the upper grades 3, 4 and 5. The program will begin on January 17, 2013 thru April 26, 2013. Thursdays and Fridays for two hours from 2:50p.m.-4:50p.m. The Title III program will consist of 25 Sessions.**

**We will use various forms of assessments to effectively group and increase the English Language proficiency of our ELL students. We will use Standardize test, teacher-made test, NYSESLAT results, Teachers College reading levels, Teachers College On Demand Writing and Dibbles (test- reading fluency).**

**The rationale of the instructional program is to enhance the proficiency in academic and social English. The programs will address the needs of beginners, intermediate and advanced ELLs in grades k through five. All students will be exposed to academic rigor and all lessons will be aligned with the Common Core Learning Standards. Students will be instructed in the English Language and taught social skills through the use of a Multicultural Project Based Unit. The unit will integrate Social Studies, Math, Reading, Writing, Technology and Art. The unit will help students to understand how America began as a melting pot and has evolved into a beautiful multicultural mosaic. The students will gain exposure to world culture, customs and traditions represented in our city community. The program will include arts and crafts, journals, smart boards (to investigate history through videos), old photographs, artifacts and trips (to tenement museums, Statue of Liberty). The teachers will use story books/picture books, literacy materials that are content area based and media devices to improve their speaking skills. From the readings and discussions, students will be able to practice Listening and Speaking Skills as they discuss different cultural values, learn which countries their ancestors originally came from and locate them on a world map, read various expository texts to research and take notes on a country from their heritage. Then write at least three interview questions that will help them gain important information about their family background and interview a family member about their heritage. At the end of the unit they will create a display that will showcase all they have learned and present it to their families during Diversity Day. Diversity Day will be the culminating event where the families will share a dish from each other's country and celebrate what all Americans have in common and their differences. Students will also receive instruction to prepare them for the NYSESLAT. The NYSESLAT instruction will be differentiated according to each student's individual score. Certified ESL teacher Ms. Snyder and Ms. Colon certified bilingual teacher will create**

## Part B: Direct Instruction Supplemental Program Information

differentiated lessons that include the four modalities of English Language Learners and the various learning styles of all students. A supervisor will be on site but will not need to receive per session from the Title III funds. The school will use the allocated funds to pay for both of the teachers, purchase art supplies, journal notebooks and books (Coming to America: The story of Immigration, Everybody Eats Rice and Family Pictures), NYSESLAT Test Prep and class trips.

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: **The Certified ESL teacher, Ms. Snyder or Mrs. Mancini, AP, will provide onsite professional development to classroom teachers on best methodologies for instructing ELL students. Alice Cohen Director of ESL Student Services for CEI-PEA CFN 535 our CFN corresponds via email, phone conferences and meetings to share information about upcoming workshops given by our network or the Office of English Language Learners. The information is emailed to Mrs. Mancini A.P, Ms. Fleming Principal and Ms. Snyder certified ESL teacher. Ms. Mancini shares the workshop information with the teachers who have ELL students in their classrooms.**

**One workshop our teachers registered for this fall was the ELL Literacy Conference "Meeting the Challenges with Success: Strengthening Instructions for ELLS. Teachers will differentiate instruction in the classroom, improve engagement levels of ELLs and practice research-based techniques to drive instruction." Ms. Snyder our certified ESL teacher has attended several workshops this fall. On November 27, 2012 she attended Co- Teaching: How to have a successful push in ESL model. On October 1, 2012 she met with all of her teachers during their common preps and regular preps to turn-key and share materials from the workshop. She discussed the seven teaching strategies for classroom teachers of Ell students. She also attended a workshop on November 28, 2012: Enacting CCLS Practices to support Achievement for ELLS in Math, November 29, 2012- Reading and Writing non-fiction: Instructional Implications for ELLS.**

**On December 20, 2012 Ms. Snyder and Ms. Mancini AP will attend a workshop facilitated by Alice Cohen on Aligning NYS ESL Standards & CCLS; SIOP and CALLA Approaches. Ms. Snyder, Mrs. Mancini and the teachers who participate in these workshops will turn-key information to parents and staff once a month. Some of the topics to be discussed are differentiated instruction, ELLs and CCLS, Learning About the NYSESLAT, and Co-Teaching.**

**Ms. Snyder and Ms. Mancini will turn-key the information to the teachers on January 16, 2013, February 20, 2013, March 20, 2013 and April 17, 2013 from 2:50 to 4:50. The follow-up will be a discussion and reflection sheet for next steps. After every meeting the teachers will share strategies they have implemented that are working and next steps. The administration will observe the**

teachers to ensure they are using the strategies presented to them in workshops to increase the English Language proficiency of our ELL students. All Title III Professional development will be provided will be part of the teacher team meetings held on Wednesdays.

#### **Part D: Parental Engagement Activities**

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

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

**Begin description here: The parent coordinator, Ms. Castillo, works intensively and diligently with parents of English Language Learners. Research shows that involved parents equal engaged students. ESL classes will be provided to our non-English speaking parents by our certified ESL teacher. The classes will begin January 31, 2013 through April 4, 2013 from 2:40-4:40. Ms. Snyder will be paid from title 1 parent involvement funds. We will also offer a series of 10 computer classes on basic programming and navigation the Department of Education website to better assist their children given by our Technology/ Data specialist Mrs. Zwerling. All classes will be translated by Ms. Castillo (Spanish) and Ms. Sly (French). The PTA and Parent Coordinator will also help facilitate involvement in these workshops.**

Staff involved in delivering instruction to the ELLs enrolled in the title III program will collaborate with the parents coordinator, Institute for Community Living (ICL) housed in our building to spearhead beneficial parent workshops. Such workshops include homework strategies and Parent Healthy Living Workshop. November 15, 2012 5:00-6:00 Ms. Rosemarie Sultana-Cordero clinical coordinator for ICL facilitated the Healthy Living Workshop for all of our parents. Ms. Castillo interpreted for our non-English speaking parents. Topics for the workshops will be updated based on constant feedback and surveys received from parents. The school will send home notices, flyers and invitations in the native language of the parents about upcoming monthly workshops.

In addition, parents of ELLs involve in the After-School ESL program will be invited to attend Parent Workshops that address the specific needs of the children involved in the Title III program. There will be 2 workshops held throughout the 2012-2013 school year. Each workshop will be translated by Ms. Castillo (Spanish) and Ms. Sly (French). The PTA and Parent Coordinator will also help facilitate involvement in these workshops.

The tentative schedule and topics to be addressed in these Parent workshops are as followed:

**Feb 15: Reading Strategies – This workshop aims to emphasize the importance of reading outside the classroom. The Title III ESL teacher will discuss with parents the strategies they can use while reading with their children. The ESL teacher will show clips of reading lessons as to let parents know how**

**Part D: Parental Engagement Activities**

conversations are carried when ELLs read. The ESL teacher and parents will uncover useful questioning skills in reading.

**Mar 22: Getting Ready for NYSESLAT – This workshop aims to enhance the awareness of the upcoming NYSESLAT. The Title III ESL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ESL teacher will also provide materials and list resources for parents to use at home.**

**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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**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.
<b>TOTAL</b>		