



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 193 GIL HODGES
DBN (i.e. 01M001): 22K193
Principal: TAMI FLYNN, IA
Principal Email: TBACKOF@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA FARKAS
Network Leader: NANCY RAMOS

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
Tami Flynn	*Principal or Designee	
Christine Sam	*UFT Chapter Leader or Designee	
Kassandra Perry	*PA/PTA President or Designated Co-President	
Pam Fuschetto	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	
Deborah Sisane	Member/ Teacher	
Lisa Schatz	Member/ Teacher	
Elizabeth Donaldson	Member/ teacher	
John O' Shea	Member/ Parent	
Vinny Nemorin	Member/ Parent	
Stephanie Prucha	Member/ Teacher	
Ricaurte Silvera	Member/ Parent	
Stacia Walfall	Member/ Parent	
Shana Cherenfant	Member/ Parent	
Alexandra Janvier	Member/ Parent	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To see a 15% increase in the measured progress of our lowest third students to include but not limited to SWD and ELL in grades 3, 4 & 5 in mathematics; based on the 2012-2013 Standardized Test scores and 3rd grade baseline assessment.

Comprehensive Needs Assessment

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

- . As we reviewed the results of the NYS Mathematics Standardized test, we drilled down into the various cohorts to see if there was a trend. We found that last year (and in fact looking at the previous year we had the same concerns) our students who were ELLs, S.E. and Minority students were comprised in the lowest quartile of the overall test results. Our Progress Report indicated this as well since we made no special gains in these three cohorts and received no additional credit. Quantitatively & qualitatively, we discussed the results (with classroom teachers, SIT team, PPC team and ESL Push In /Pull out Teachers) of classroom tests and class work in individual classrooms and found that the classroom teachers identified these cohorts as our weakest students. As a result, we set these cohorts as our priority groups and set the goal of moving 15% of these students as measured from one year to the next using the CCLS on the standardized tests set for April 2014 and the new baseline assessments incorporated into MOSL.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. **We will use our extended day program as an academic intervention service. 5-8 students from each class (in grades 3, 4 & 5) have been identified as at-risk based on the results from last year's NYS Mathematics test and this year's formative and summative classroom data. We also utilized the results of beginning of the year math assessments to further identify children who are at-risk. The extended day program will provide 90 minutes of remediation per week. We will also host a Thursday/ Friday Academy that will focus on enrichment for our struggling students to start in December 2013 and continue through the NYS CCLS Math exam.**
- 2.

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

1. Math coach will help provide support and professional development for teachers as well as outsourced professional development and teacher study groups that meet monthly to facilitate and encourage best practices. Highly qualified Math teachers to provide remediation and enrichment during the Thursday/Friday Academy.

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

1. **We have introduced a new more rigorous math program that addresses the new CCLS in math; it is Math in Focus. It had been introduced to our first and second grade teachers (and students) two years ago and last year to our third and fourth grade teachers. The fifth grade teachers are currently being trained on Math in Focus and the entire school Kindergarten through grade 5 is now emerged in the Math in Focus curricula. We are using the baseline assessments and subsequent formative and summative assessments to gauge student progress.**
2. **Our math coach will provide professional development to all grades in our new math program, Math In Focus to ensure the fidelity of the program is met and continuous. She will also work with any new staff member who has not been previously exposed to Math in Focus.**

3.

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

4. **The timeline for these activities began in mid-September and will go on for the entire school year.**

5.

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

1. **Our teachers are also involved in direct professional development within our Network. Our teachers meet with other teachers on their grade from other schools and focus on the new program; its implementation, planning lessons, using materials, and of course assessing students.**

2. We will begin an after school program for our ELLs in January that will assist the children with their literacy skills that will reinforce their mathematical skills since many of the new CCLS in math requires the children to read, deconstruct problems, and then set forth strategies for solving problems.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We conduct several Parent Involvement evening meetings for parents. There are two that address this goal. One is designed to address the new CCLS in mathematics and the other addresses strategies parents can use at home to help prepare their child for the new standardized test. In addition, we conduct curriculum meetings for parents informing them of the new CCLS and what they can do to assist their child. We also conduct early morning workshops for parents that are hosted by our Parent Coordinator that address the new CCLS in mathematics. We have our Math Coach conduct these workshops for parents. We feel that these outreach workshops address the concerns of parents and helps to keep them intimately involved in their child's education.

Budget and Resource Alignment

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

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

The Title I funds are used to help pay for our Math Coach who is integral this year (as last and next year) as we adopt the new and more rigorous math program, Math in Focus. The Title III funds permit us to conduct an after school component that will address ELLs in our fourth and fifth grade classes. FSF money is used to fund our extended day program since staff is all included in the program as they provide the AIS to identified youngsters in the three cohorts.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Annual Goal #2: To see an increase in the measured progress of our lowest third primary grade students in reading literacy as measured by an increase in 15% of our students moving three reading levels (from September through May) as measured by DRA2.

Comprehensive Needs Assessment

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

We chose this goal based on several sources of data that are both quantifiable and qualitative assessments. We utilized the results of the beginning of the year reading assessment that identified our lowest third of primary students who are reading below grade level (anywhere from 4 months to almost two years). We also used the DRA2 results that were administered in June 2013 to help identify at-risk students. Finally, we purchased an Online program, IReady, that we administered to all of our students in grades 1-5; it is an assessment that identified students below reading level as well, and we repurchased the Instructional component for 250 children, in grades 1-5, who were identified as at-risk.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

As part of our RtI initiative, we want to address the 15% of our student body who are at risk. Within this group, we are drilling down to our primary grades, first and second grade, to identify students who are between 4 months and two years below grade level so that we may provide intervention services that will prevent further delays and possible special education evaluations (that may lead to more restrictive environments and services). We have purchased the IReady Online tool for every classroom and

have identified several children who will receive this direct instructional and diagnostic tool that will focus on comprehension skills that are weak for each individual child. We have the extended day program that meets twice a week for a total of 100 minutes whereby a group of not more than 5-8 students works with a teacher on various identified weaknesses in literacy based on the DRA 2 and the informal assessments made by the classroom teacher. Conversations between the classroom teacher and this provider occur frequently so that adjustments can be made in the type of instruction (i.e. informational text for several weeks followed by skill specific strategy sessions followed by reading in a particular fiction genre such as fables or memoirs, etc.). We also have a component whereby children who have been identified as weak in the area of phonics will receive direct intervention by the IEP teacher who is specially trained (in Foundations) twice a week in a group of 1:2 (for 50 minutes each day) using the Foundations program. These programs have begun to be implemented and some are to still be implemented due to budgetary constraints and will continue for the course of the school year. Progress monitoring will part of each intervention service and will be done anywhere from every two weeks to every four weeks depending on the frequency (meeting time of the students with their provider) for each program.

Teachers previewed the IReady Online tool and found it very effective. They had the ability to request which students would be given this in-class service. As teachers use the DRA2 (which was a joint decision made two years ago to have this diagnostic tool for the entire school so that we have continuity across all grades) to assess their students, they use this information to form reading groups, to provide additional intervention services, and progress monitor their students for a minimum of three times a year.

2.

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

1. All teachers grades K-5 are administering the DRA2 as part of the MOSL local measure. The results in combination with formative classroom assessments will help drive the instruction and create fluid groupings.

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

1. We will periodically assess the students to gauge progress and to adjust instruction accordingly. Students who are struggling in grades 3-5 will be invited to the Thursday/Friday Academy as an enrichment and remediation.

5. Timeline for implementation and completion including start and end dates

1. The timeline for these activities began in mid-September and will go on for the entire school year.

2.

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

1. **Our teachers are also involved in direct professional development within our Network. Our teachers in grades 3-5 will be working to incorporate Expeditionary Learning into their curricula starting in January 2014. We created a calendar change for December 20, 2013 to help launch Expeditionary Learning. The level of rigor and the various types of texts that the students will be exposed to will help foster gains in their readability levels as per the DRA2.**
2. **We will begin an after school program for our ELLs in January that will assist the children with their literacy skills that will reinforce their literary skills. We also adopted a new ESL curriculum named Reach from National Geographic that focuses on non-fiction reading. This with the visual supports and the variety of techniques that are incorporated such as chunking will help the language acquisition for our ESL population.**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We have several Parent Workshops that run throughout the course of the year. We have a specific literacy evening workshop that addresses ways to help their child become better readers. We have a second evening workshop that addresses the CCLS in literacy. We have weekly workshops coordinated by our Parent Coordinator that feature guest speakers such as our reading teacher and some classroom teachers who provide strategies o parents to help their child become more proficient readers. At all workshops, we make every effort to bring in personnel who can provide some translation (and babysitting) services so that our parents of ELLs can understand what they can do at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

15% of our English Language Learners will show progress In at least one of the four modalities according to the NYSESLAT exam.

Comprehensive Needs Assessment

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

- As we reviewed the results of the NYSESLAT exam, we drilled down into the various modalities to see if there was a trend. We found that last year (and in fact looking at the previous year we had the same concerns) our students who were ELLs, S.E. and Minority students were comprised in the lowest quartile of the overall test results. Our Progress Report indicated this as well since we made no special gains in these three cohorts and received no additional credit. Quantitatively & qualitatively, we discussed the results (with classroom teachers, SIT team, PPC team and ESL Push In /Pull out Teachers) of classroom tests and class work in individual classrooms and found that the classroom teachers identified these cohorts as our weakest students. As a result, we set these cohorts as our priority groups and set the goal of moving 15% of these students as measured from one year to the next using the NYSESLAT exam. We will continue to identify the needs of English Language Learners in all content areas and support all staff with providing professional development on ESL methodologies.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- The ESL teachers are using both Push In/Pull Out styles of instruction for our ELL learners. The ESL department reviewed and decided upon a curriculum from National Geographic entitled, Reach. The program predominately focuses on non-fiction reading and a blended methodology of direct instruction, independent practice and technology based learning. We will be offering a Title III after school program which will focus on reading and writing to support language acquisition.

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

- ESL teachers will host professional developments on language acquisition, ESL methodologies and appropriate scaffolding for ELL learners. The network will support the ESL teachers through P.D.'s, intervisitations and external professional developments.

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

- We will continually assess the students formatively as well as summatively to ascertain language and content acquisition. Reach has built in assessments per unit of study that helps to identify, target and address specific weaknesses that arise.

5. Timeline for implementation and completion including start and end dates

- The timeline for these activities began in mid-September and will go on for the entire school year.
-

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

- Our teachers are also involved in direct professional development within our Network. Our teachers in grades 3-5 will be working to incorporate Expeditionary Learning into their curricula starting in January 2014. We created a calendar change for December 20, 2013 to help launch Expeditionary Learning. The level of rigor and the various types of texts that the students will be exposed to will help foster gains in their readability levels as per the DRA2. ESL students in K-5 are also exposed to non-fiction units of study through Reach.
- We will begin an after school program for our ELLs in January that will assist the children with their literacy skills that will reinforce their literacy skills. We also adopted a new ESL curriculum named Reach from National Geographic that focuses on non-fiction reading. This with the visual supports and the variety of techniques that are incorporated such as chunking will help the language acquisition for our ESL population.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We have several Parent Workshops that run throughout the course of the year. We have a specific literacy evening workshop that addresses ways to help their child become better readers. We have a second evening workshop that addresses the CCLS in literacy. We have weekly workshops coordinated by our Parent Coordinator that feature guest speakers such as our reading teacher and some classroom teachers who provide strategies o parents to help their child become more proficient readers. At all workshops, we make every effort to bring in personnel who can provide some translation (and babysitting) services so that our parents of ELLs can understand what they can do at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups**
 -
- Key personnel and other resources used to implement each strategy/activity**
 -
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 -
- Timeline for implementation and completion including start and end dates**
 -
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**
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Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1) IReady Online Program 2) Reading Cluster 3) Foundations 4) Extended Day 5) ELL Reading 	<ol style="list-style-type: none"> 1) Child is on computer (250 students in the classrooms). 2) 1:3 and 1:5 3) 1:1 and 1:2 4) 1:1 and 1:5 5) Tutoring/Remediation 	<ol style="list-style-type: none"> 1) During the school day and extended day. 2) During the school day. 3) During Extended Day. 4) During Extended Day. 5) After School (Thursday & Friday).
Mathematics	<ol style="list-style-type: none"> 1) AIS Provider 2) Extended Day 	<ol style="list-style-type: none"> 1) 1:5 2) 1:1 and 1:5 	<ol style="list-style-type: none"> 1) During the school day. 2) Extended Day.
Science	<ol style="list-style-type: none"> 1) Additional and Repeated Readings 2) Science cluster 	Remediation Small group and hands on	During the school day
Social Studies	Repeated reading Small groups Interactive Writing	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1) Social Worker 2) Guidance Counselor and interns 3) Psychologist 	<ol style="list-style-type: none"> 1) Small Group and 1:1 2) Small group and 1:1 3) 1:1 	<ol style="list-style-type: none"> 1) During the school day. 2) During the school day. 3) During the school day

Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ol style="list-style-type: none"> 1) For S.E. & ESL teachers who are hired, they must be fully licensed in their subject area. Those on staff are HQ. 2) We provide many hours of professional development throughout the school year in various formats. We have monthly grade conferences and faculty conferences in addition to our weekly Inquiry Teacher Team meetings. Each staff member receives a minimum of 20 hours of professional development per year. We have implemented Grade Level common planning for all teachers to share best practices and implement grade level changes to curriculum. 3) We use our in-house experts; our Network Support Personnel; and outside agency speakers to address the professional development needs of staff. 4) We will be partnering with St. Francis College to foster an ongoing connection of highly qualified teachers.

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).
The staff meets weekly for Inquiry as well as grade level common planning. We have monthly faculty conferences where we are able to share our best practices. 3 hours per month is devoted to Danielson, City Wide Instructional expectations, Common Core Learning standards and incorporating rigorous curricula accessible for all students.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We will use budgetary funds to address the specific needs of students in temporary housing. We will continue to purchase books, clothes, school supplies, etc. to ensure that all needs are being met. We will continue to bring in programs that are age appropriate for our students on bullying, violence prevention and heighten awareness. The Pre-K program has allocated funds that they use to implement a variety of programs; to include, but not limited to Tada.

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 curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre-K teacher works closely with the Kindergarten teachers to ensure a smooth transition from Pre-K to kindergarten. The Pre-K teacher joins the weekly common planning meeting with the Kindergarten team so that there is horizontal and vertical coherence of student needs and curricula selections. We have parent involvement days for Kindergarten and Pre-K as well . We also incorporate a Pre-K Family Day where families are invited to be a part of the day's activities and tour our building and visit a Kindergarten class.

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.

The MOSL team at the beginning of the school year met to discuss and decide collectively with administration regarding the selection process for assessment criteria for the Local measure for the year. Teachers also meet each week during grade level common planning; they refine the curricula and assessment choices/selections based upon formative and summative data that is derived specifically from student work. The use of analyzing student work and discussing units of study then drives the instructional changes and informs future curricula choices as well as assessment decisions.

TA Schools Only

Use of Program Resources

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

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).

**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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 22	Borough Brooklyn	School Number 193
School Name Gil Hodges		

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 Tami Flynn	Assistant Principal Annabell Corales
Coach Lori Sblano/Math	Coach
ESL Teacher Larisa Beker	Guidance Counselor Patricia Pacheco
Teacher/Subject Area Bracha Zucker/ ESL	Parent Kassandra Perry
Teacher/Subject Area Cynthia McGinty/Science	Parent Coordinator Kathy Rosenfeld
Related Service Provider Lisa Minichello/Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	875	Total number of ELLs	124	ELLs as share of total student population (%)	14.17%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1													1
Pull-out	3	6	5	6	4	4								28
Total	4	6	5	6	4	4	0	29						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	102	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	102		11	22		10				124
Total	102	0	11	22	0	10	0	0	0	124

Number of ELLs who have an alternate placement paraprofessional: 2

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
TOTAL	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
TOTAL	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
TOTAL	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	6	7	5	5	4								36
Chinese														0
Russian	5	1	5	1	4									16
Bengali				2										2
Urdu	13	12	5	6	3	4								43
Arabic					1	1								2
Haitian		1	1	1	4	2								9
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian	1			1	1									3
Other	3	3	2	1	1	1								11
TOTAL	32	23	21	17	19	12	0	0	0	0	0	0	0	124

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)	17	6	3	3	4	3								36

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)	5	9	12	4	6	3								39
Advanced (A)	10	8	6	10	9	6								49
Total	32	23	21	17	19	12	0	0	0	0	0	0	0	124

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	8	7	3		18
4	9	5	1		15
5	7	5			12
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	12	2	9						23
4	8	1	6	1			1		17
5	8	1	3	1	1				14
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	2		2		4	1	3		12
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.

We use several baseline assessments at the beginning of the year. First, all of our students are given the DRA. Then during the school year we use F & P. We reassess with DRA in January and June (to prepare for the next year). Through frequent assessing we are able to progress monitor and make adjustments with instruction and academic intervention services. Our assessments, along with NYSESLAT and LAB-R prove each year that the comprehension and writing are the two areas that are in need of improvement. As a result, in the primary grades we have instituted and continue to use Foundations as a support phonics program. In addition, sight word vocabulary helps to develop each student's reading fluency abilities. Through the CCLS in writing we have seen that our children need structure in writing and familiarity with the rules of grammar, spelling, etc. is used to address these concerns. We have also instituted a new research plan in science whereby the children are taught the research process using our method of research ("Read, Close, Think, Write") to avoid issues of plagiarism; we have found huge success with this methodology. In addition, to address the verbal skills (and poise and knowledge) the children give an oral report as well. In studying the results of our ELLs we saw that having the students write a report and to give an oral presentation was something that needed to be addressed. We also give beginning of the year assessments in math. This drives instruction as far as setting up math groups for differentiation.

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

The data, LAB-R, reveals that all newly enrolled students in grades 1-5 are non-English speakers so ESL teachers will plan instruction focusing on four modalities while newly enrolled kindergarten students showed better verbal skills (speaking) and instruction will be focused on developing listening, reading, and writing skills. The data patterns on the NYSESLAT reveals that our ELLs in grades 1-5 need additional support in vocabulary development and their writing skills in content areas. As a result, vocabulary development is a goal to help our ELLs become proficient and improve their writing skills. The assessments that were given in addition to the NYSESLAT, which illustrated these trends, are backed up when we give our baseline assessments in September along with the DRA.

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](#))

2012-2013 NYSESLAT data is unavailable but based on the trend observed we are focused on improving the reading and writing skills of our ELLs. We purchased the program REACH from National Geographic designed to meet the CCLS and the 4 modalities that the NYSESLAT test measures. This program will acquire and expand language and scaffolds essential skills and strategies to move ELLs to independency.

4. For each program, answer the following:

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

All ELLs and former ELLs took state exams. Students who are still dominant in their native language are offered the tests in translated versions, when available, and are using bilingual glossaries. In Math, the majority of our ELLs scored at Level 1 (28 students at Level 1(4 students took the test in their native language), 18 students are at Level 2(2 students took it in their native language), 1 students at level 3 and 1 student at level 4. Many of these students took these tests for the first time and 13 of them had IEPs. Additionally, 12 of our 4th Grade ELLs took the NYS Science Assessment in Spring 2013. Three students scored at Level 4, four students at Level 3(1 student took it in their native language), two students scored at level 2, and 2 students scored at level 1. This shows that our students were able to use prior knowledge regardless of language abilities. Our school goal is to continue increase the ELA Proficiency of English Language Learners and former ELLs. Our students not participate in the ELL Periodic Assessment.

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](#).)

In order to provide ELLs with rigorous culturally responsive instruction, the RTI model is in place in PS 193. The school is using data to guide instruction for ELLs within the response to intervention (RTI) framework using all 3 Tiers. All ELLs are provided with Tier 1 instruction. If students demonstrate a need for "Double Dose of Instruction", based on performance assessments, class work and teacher observations, we provide targeted specific academic support. In place we have extended day, where these students are provided with small group instruction designed to match their learning needs. In addition, all ELL students will be invited to attend

an after- school Title 3 program in order to meet their needs and address the Common Core Learning Standards .

6. How do you make sure that a child's second language development is considered in instructional decisions?
In our school, children's second language development is considered in instructional decisions. Teachers are aware of their students' native language, LABR and NYSESLAT results and focus their lesson language objectives geared to meet their content area curriculum. At registration parent and child interviews are conducted. We gather information about previous schooling and language of instruction. Students are provided with bilingual glossaries, dictionaries and content area library books, as possible. Students are also grouped for instruction with other students who speak the same language, as appropriate.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured the same way with our ELLs as it is measured with our SWDs and our G & T children and with our general education population, on growth and progress. We look at our Annual Progress Report and we see if we addressed our ELL population by making significant progress to earn extra bonus points as compared to our Peer Schools and the city. We look at our Accountability and Overview Report and analyze the results we made with our ELLs and make sure that we make our AYP. We analyze the data so that we can make an individual plan of action for each student to address weaknesses and to plan methods and strategies to assist each child with learning per the Universal Design for Learning Framework. We analyze the results from all of the assessments we use to ensure getting the best possible understanding of each student and then setting an action plan that is created by the classroom teacher with input from other resources (such as the ESL pull-out teachers, principal, guidance counselor, psychologist, reading teacher, and math coach).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
The ELL identification process is conducted by trained pedagogues along with the PAS to ensure that all regulations are followed which is based on the review of the HLIS given out at registration to the parents in their preferred language by our staff members, Ms. Beker and Ms. Zucker(ESL Specialists) and our PAS, Ms. Realia. Then the informal interview is conducted by the ESL teachers. At this point, the HLIS is reviewed by the certified ESL teachers who determine if the child is eligible for the initial formal assessment (LAB-R). As per state law, under CR-Part 154, the LAB-R is administered by the licensed and certified ESL teachers within ten days of initial enrollment. The ESL certified teachers will have a check-off list of all newcomers that will include date of registration and date LAB -R is administered to ensure that the LAB-R is completed within ten days of registration. The students who have been identified as Spanish speaking ELLs, are administered the LAB-R in Spanish to determine their proficiency in Spanish. We have a bilingual trained pedagogue who administers the Spanish LAB-R. The following reports, "RDGSR" and "RLER" are used to identify students who are eligible to be served and tested annually (NYSESLAT). Based on the results of the NYSESLAT (using "RNMR" report) we determine the specific instructional plan for each ELL student. The NYSESLAT, all four parts, is given yearly to all ELLs following the testing guidelines. We use a double-checking system to make sure all students are tested. The ESL certified teachers, Ms. Beker and Ms. Zucker, and the testing coordinator, Ms. Sblano, create the lists and each check off to ensure that all ELLs take the 4-part exam. All students who are entitled to receive ESL services take the 4-part assessment as directed either in a pull-out/push-in situation or during class time(when given in our self contained ESL kindergarten).

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.
- A parent orientation meeting of newly enrolled ELLs is held at the beginning of each school year within ten days of admission and as new ELLs are admitted throughout the year. The invitation letters (parents' home language and DOE translation blurb) are sent to the parent of students, who are entitled to ESL services based on the recorded hand score of the LAB-R. We place the date and time of this ESL parent meeting on our yard-bulletin board as well. An orientation is conducted by the ESL teachers, Ms. Beker and Ms. Zucker, the assistant principal, Ms. Corales, parent coordinator, Ms. Rosenfeld, and the school social worker, Mr. Dunlop. The school schedules parent orientation sessions at times convenient for the parents (morning and in the afternoon). A presentation is made that explains all three programs available in NYC public schools. In addition four computers are set up so that parents may view the Orientation Video for Parents of Newly Enrolled English Language Learners presentation in their native language. Questions are answered by staff with assistance of translators when needed. We also have parent volunteers who help at this time as interpreters in various languages to assist with understanding the three choices. The parents are given the parent survey and program selection forms in English and in their native languages asking them to make a selection based on the information they have received. If parents were unable to attend all scheduled orientation meetings (am and pm) the parent coordinator, Kathy Rosenfeld, will contact these parents in order to schedule individual meetings where the programs are explained and the parents make their program selection. A record is kept on file in the main office in an ESL binder. Information that we received is available on the "ELPC" report in ATS.
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 [\[see tool kit\]](#).)
- After the LAB-R is administered and analyzed, all parents receive entitlement letters in English and in their native language informing them that their child has been placed in a self-contained or pull-out/push-in program for the entire school year. Parents of ELLs with continued entitlement based on the NYSESLAT scores are notified in writing and signed by the parent that their child will continue to receive ESL services throughout the school year, 2013-2014. The copies and signed receipts of placement and entitlement letters are kept in the main office in the ESL binder. The parents of ELLs who have attained proficiency as measured by LAB-R or NYSESLAT received non-entitlement letters. The copies are kept on file as well.
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.
- All placement letters are kept in the ESL binder in the main office under the supervision of our ESL specialists, Larisa Beker and Bracha Zucker. All parent choices are honored; for those who opt in to free standing ESL, their child is enrolled in the program in our school. If they have any concerns or questions regarding the ESL program, they may set up an appointment to confer with our ESL certified teachers. In our free standing ESL program, beginners and intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. We use LAB-R and NYSESLAT results and data analysis to group students.
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.
- The following steps are taken to administer all sections of the NYSESLAT test. Testing schedule is generated adhering to the testing dates. Letters are sent to the ELL parents prior to the upcoming test. As a school, we follow all guidelines and recommendations provided by the state in the order of Speaking, Listening, Reading, and Writing. The students are grouped accordingly to their testing modifications and grade level. Teachers are trained to administer the state test and everyone in the school building is aware that a test is in place.
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. 
- The trend is clearly for a free-standing ESL Program. We monitor the number of returned responses every year. The overwhelming choice by our ESL parents is a free standing ESL program that we provide. Out of 34 newly admitted ELLs this school year, 100% returned the program selection forms. All 34 parents selected the free standing ESL program.

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])?

We have self - contained and push-in/pull-out models. There is one self - contained ESL class taught by a certified ESL teacher; in kindergarten. The other ELLs are serviced with a push-in/pull-out model by two ESL certified teachers. The self-contained class travels together and is taught as a class using the workshop model; small groups; differentiated instruction. The ELLs who are pulled out are grouped homogenously based on the NYSESLAT scores (Beginner, Intermediate, and Advanced).

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 ELLs in a self-contained class receive the number of minutes as mandated. The ESL certified teacher creates a program that is approved by the principal to ensure that all other ELLs receive their mandated time of service over the course of the week; 360 minutes for beginners and intermediate and 180 minutes for advanced students. Instruction is aligned to classroom themes in Literacy, Math, Science, and Social Studies.

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.

All instruction is in English alligned to the city wide instructional expectations. . A multi-modality approach is always at the center of instruction. Smart Board technology (along with computers, overhead projectors, and cd players) are always used as part of instruction. Manipulatives are encouraged and used in math and science programs. In addition, we have several interactive software prgrams that the teachers use in consonance with instruction (i.e. Brain Pop, Reading A to Z, Writing A to Z) as well as with differentiated instruction. All ESL methodologies are employed by our fully certified and trained personnel. For newcomers, we use different online programs that help newly arrived ELLs to adapt into a learning and grade level enviornment. The instruction utilizes ESL strategies and methodologies to build comprehension, grammatical instruction in speaking and writing, TPR, pictures, bilingual dictionaries and glossaries, etc. to increase targeted academic vocabulary in content areas to meet the

demands of the common core leaning standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The Spanish LAB-R is administered to all entitled students with the Home Language Code "SP". For the NYSED standardized tests, we order copies in various languages and we make an effort to have a staff member (and if not in this school, we pull other schools who can "lend" us a certified instructor in a foreign language) proctor the exam for the child in his/her native language. If the test is not available, we provide oral translation of the test given by the proctor.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year, in order to ensure that ELLs are appropriately evaluated, the ESL teachers are implementing the program Reach by National Geographic school wide. This program is designed to appropriately evaluate ELLs in all 4 modalities of English acquisition after each unit. Besides for the Reach program, we use DRA pre/post assessment and standardized tests. The ESL teachers are frequently giving students informal reading and writing assessments. Teachers converse with the students using a checklist to monitor progress of the students' capabilities in speaking and speaking modalities.
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).

There are no SIFE students in our school; however we do have an instructional plan in place. SIFE students will be invited to attend our extended day program. In addition, th SIFE students will be placed in a small group to target individual needs based on analysis of the assessments (NYSESLAT and LAB-R). Differentiated instruction is a focus school-wide. We incorporate as many modalities and tools as possible to ensure that students' individual needs are met. Cooperative grouping is one methodology that is used. Based on various assessments (NYSESLAT, Standardized tests, DRA, teacher-made assessments, baseline assessments, etc.) grouping is found in all classrooms, ESL classroom is no different. All ELLs receive the same materials (in addition to the ESL materials that we can provide through FSF) and have access to the same programs as other students such as science, gym, social studies, etc. All ELLs are part of our Academic Intervention Service program. They partake (this will assist our medium - range ELLs of 4-6 years) in our extended day model for additional assistance in reading, writing, and math. Our instructional literacy plan includes the Balanced Literacy approach and for math we use Math in Focus. They are also given additional instruction during the day in reading and writing and math. Differentiation of our ESL program is also based on students' results on NYSESLAT. When Title III takes effect, all ELLs will be invited to receive additional support in small group instruction. Students will be grouped based on their level so that differentiation can be made in literacy and math (through the ESL methodology of instruction). For newcomers less than 3 years, the Foundation program is a basis for differentiation of instruction to help these students gain basic phonic skills. The students are placed age appropriately either in an ESL self-contained or a general education class whereby ESL pull-out/push-in services are given to these students. We also "buddy up" these students with students who speak the same language, when possible in a general education class. Every effort is made to ensure a smooth transition into the new school system socially and academically. These students are grouped by ability for small group ESL instruction. Basic survival English is taught, bilingual and picture dictionaries, glossaries are used to support students' comprehension. We also make available technology programs such as Star Fall, Brain Pop Jr., Writing A-Z and Reading A-Z. We have no long term ELLs currently in our school, however, we have an instructional plan that will meet their needs. This instructional plan includes ESL services either in a self contained ESL class or in a pull-out/push-in program. The long-term ELLs will be invited to attend the extended day program. We also have a plan in place to help our former FELLs (in years 1-2 after testing proficient) to succeed in their classroom learning environment. Using data from ARIS, teachers keep a list of FELLs in their classroom in order to ensure that all their needs are met. The ELLs and FELLs are getting testing modifications (time and half and special location) according to state mandates. Also, we invite them to attend Extended Day, where they receive remediation in literacy and math.

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?
Instructional strategies for ELLs, for SWDs, and ELLs-SWD receive the same instruction as our general education population. We are training staff in Universal Design for Learning and so many lessons are modified with technology, manipulatives and address the multi-modality approach. Listening centers are key to group and independent work that addresses our focus on differentiation and independent and cooperative work. We utilize the Balanced Literacy Methodology so we use Fountas and Pinnell to drive reading instruction. We have also addressed the CCLS in literacy and so our "reading library" comprises 50% of non-fiction readers and these materials are used to drive instruction for our ELLs, and ELLs-SWDs. We have our IEP teacher, Richard Aizer, who works hand in hand with our ESL specialists, Larisa Beker and Bracha Zucker, to make sure that all IEP

mandates are in place. ESL instruction is provided in small groups with mainstreamed students. Paraprofessionals accompany their assigned students to ESL instruction. Instruction is differentiated based on their IEPs. These students are grouped by grade and taught by a licensed ESL teachers in the extended day program. A back-up plan utilizes our Case Manager, Dr. Ariane Schneider, psychologist, to make sure that our ELLs-SWDs are receiving their IEP mandates. All teachers who work with these ELLs-SWDs have copies of the IEPs, this includes related service providers, and they too ensure that all mandates are enforced. Our IEP teacher, Mr. Aizer in consultation with our psychologist-case manager, Dr. Schneider, meets biweekly with the principal, Tami Flynn, to review IEPs to ensure that ELLs-SWD are receiving their services and that for those bilingual students, they have a bilingual para assigned to meet the mandate of the IEP (since there is no bilingual class in our school). We "share" all of our materials and support systems throughout the grades. Smart Board technology along with interactive software have been found to be very successful as part of daily instruction (mini lessons) and in differentiated instruction (small group and individual learning such as in learning centers using computers, programs, listening centers, etc.) In addition, we use the Simple Solutions Program which helps our ELLs learn the basic writing conventions and many other aspects of the English language. Research and addressing the Writing and Reading CCLS standards has been a big part of our professional development and so the children receive exemplary instruction in these areas.

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?

Scheduling is done in consultation with staff members to ensure the least disruption to learning and to maximize the effect on instruction. The ESL teachers, speech teachers, Lisa Minichello and Alina Portugal, hearing teacher, Ms. Molina, and SETSS teacher, Mr. Aizer, meet at the beginning of the school year to organize scheduling to be least disruptive to the classroom instruction while meeting the IEP and ESL mandates of these students. The CCLS are addressed and we focus on the time of instruction for all curricular areas to meet the State standards. To assist with planning and professional development, we schedule three common planning preparation periods for each grade level so that all teachers, ESL teachers included, can plan curriculum maps, schedule their planning time as an "ESL cohort" and work out the time schedule. The ESL teachers use different resources to support language development, content instruction to enable diverse ELLs- SWDs to achieve their IEP goals and attain English proficiency in the least restrictive environment. This NG program (Reach) support includes pairing non-fiction with fiction in all content areas, as well as Strategies for Content Area Reading and Easy English News. For Science, we utilize a hands-on approach and Passwords. We mainstream students where appropriate and make sure that the curricula mandates are met for all students. ELLs-SWD are mainstreamed in many subjects such as science, social studies, physical education, math, and reading. ELLs-SWDs also share the lunchroom, recess, and all auditorium performances. All grade plays integrate our ELLs-SWD into the mainstream so that they have an equal role in all performances. ELLs-SWD are integrated in every area stated above as well as in pullout AIS programs, after school programs, and school performances.

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:			

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

We target ELL students based on an array of assessments that include NYSESLAT, NYSED Standardized test scores, DRA2, Math and Writing baseline assessments, and all other assessments given by the classroom teacher. All of the assessments results are taken into consideration before assigning remediation to ELLs (and for any student in our school; it is the same procedure). The extended day is one program used for targeted assistance. The program is for two days, 50 minutes in length. Students are invited per the classroom teacher. Every child, SWD, ELLs, G.E., and G & T, are all candidates who receive this assistance for both math and literacy (reading and writing; one day each). Where a student has a bilingual para, the para will be with that student to provide the support in that child's native language. We have three Spanish bilingual paras who provide this service to ELLs-SWD. Our ESL program uses a variety of materials to support ELLs. To meet the CCLS in Literacy, our school is using "Reach" and "On Our Way to English" programs, which are in alignment with ESL standards. ELL teachers use different resources to support teaching and learning. These include Best Practices in Reading, which pairs fiction and nonfiction topics. For social studies, we use Strategies for Content Area Reading as well as Time For Kids and Easy English News. For science, we utilize a hands-on approach.

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

Based on the results of the NYSESLAT and LAB-R, the students are grouped appropriately and instructional programs are designed to understand their needs and prioritize their academic success. The push-in model for the advanced ELLs, has been found to be effective during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Therefore, the ESL teachers continue to work closely with the classroom teachers to continue the effective program that is set in place. The pull-out model that is provided by the ESL teachers for beginners and intermediate students is used to ensure that students have access to a uniformly delivered program to meet the needs of ELLs in both content and language development.

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

The new programs and improvements that the school is implementing will prepare ELLs for academic rigor. The school will be offering an after-school program to help ELLs improve their reading and writing skills. The classroom and ESL teachers are using writing rubrics for each grade and in each genre to ensure that the CCLS in literacy are being met with their ELLs and ELLs-SWD students. Included in this, is the writing calendar for each month that coincides with the Instructional Expectations. We are continuing with the Simple Solutions program because it really addresses many concepts of writing (and reading). This will promote engagement in rigorous academic activities. Another component to the improvements this year is the REACH program that the ESL teachers are using. This year the new Math in Focus program is in place through all grade levels aligned with CCLS. It is formatted to build conceptual and linguistic development for the standardized tests. Our professional development focus is on Danielson's Framework and we are concentrated on honing exemplary instructional practices through a series of "TeachBoost".

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

At this time we are not disbanding any of our programs for ELLs; we have found all that we have done to be successful.

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

ELLs have equal access to all specialty programs such as gym, science, social studies, art, and after school PA sponsored programs such as band, basketball, and dance. Letters are sent out to parents of children in the appropriate grades where the program is offered (and translated letters are sent home attached to the English version so that ELL parents can read and address the opportunities presented) ELLs participate in all schoolwide programs and specialties such as class plays, Glee Club, and Drum Corps. ELLs are involved in all aspects of the school day without any "identification" much the same way as our G & T students and SWDs are integrated into the school in a seamless fashion. In every program, you will find ELLs either by choice (such as joining an after school program or attending the extended day) and also receiving the support during the day in pull-out/push-in program.:

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

Smart Board technology is available in half of our classrooms and available to all classrooms since we have Smart Boards on every floor. We provide teacher team P.D. to help assist staff with knowledge on how to use this technology. Interactive software is available (Brain Pop, Reading A to Z, RAZ Kids, Writing A to Z, Write to Learn) to all staff members who want to utilize in

their classroom (via small group or whole class instruction). We do utilize our bilingual paras to assist the students they are assigned to in all avenues of study. In math, manipulatives along with Smart Board technology is used. In Science, The Scientific Method with a preponderance of hands on experiments are parts of the core instruction. Aligned with UDL, the use of Brain Pop videos and off site trips enhance our study in both science and social studies. Finally, the grades put on class plays, once again addressing UDL, and the theme for each play is always based on a social studies or science concept. Big Books and trade books also help us to engage ELLs in fiction and non-fiction reading and writing. In our school library, we do have a section of native language library books that are available to ELLs. In addition, dictionaries and glossaries are available in several languages for our students and each child has one for their personal use, in their native language.

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

We utilize translation services via NYCDOE, parent volunteers, and other staff members who are bilingual. The school is also using electronic system to provide information to the parents regarding all school events in their native language. Native language dictionaries and glossaries are provided to all students. Bilingual paras provide native services to their students. Students in grades 3, 4, and 5 may take content area state exams in their native language as per NYS regulations.

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

The children are taught appropriate curricula based on the NYCDOE and NYSED mandates. Teachers all have access to these mandates. All materials, methodologies, and resources that are used in the instructional program are all valuable and complement each other as the goal is to have every child make progress. The CCLS are being implemented in literacy. ELLs receive their mandated services and this is monitored by the ESL specialists, Ms. Beker and Ms. Zucker, in conjunction with the IEP teacher, Mr. Aizer - for ELLs-SWDs, and with the principal, Ms. Tami Flynn. All related services such as speech, OT, PT, and Guidance are provided by the service provider. Their schedule reflects the time and day of service and is reviewed by the principal.

16)We do have "Kindergarten Parent Night" in June to welcome all new students, including ELLs to our school.

17)Does not apply because we are an elementary school.

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.

Newcomers are buddied up with students who speak their native language whenever possible. Students use their native language dictionaries and glossaries throughout the school. Spanish, Haitian-Creole, Russian, Hebrew and French are spoken by staff members of PS 193, which is very helpful in communicating with students and parents. Students and parents are provided with the websites Starfall, ESL Lab, ESL Stuff Kids, and Google Translate as learning tools to support in language acquisition. All ELLs in grades 3-5, may take content area exams in their native language as per state regulations. Each spring we have an ESL night for the parents of ELLs, where they receive information about the upcoming state tests. Also, we have an open house of all incoming kindergarten students, including potential ELLs, where parents can receive information about the school, ESL programs during this meeting and registration.

18. What language electives are offered to ELLs?

Currently there are no language electives offered to the students in our school.

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)?

N/A

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) a) Danielson's Framework for Teaching. This will enhance all instructional practices for staff.
 - b) Webb's DOK - to enhance questioning skills especially training staff to ask the "HOT" (Higher Order Thinking") questions.
 - c) CCLS - Writing and Reading. Continuing our work on writing rubrics for each genre per grade.
 - d) Professional Development Sessions - with Network ESL resources is ongoing for the school year.
- 2) The ESL teachers are given an opportunity to attend professional development training to enhance their instructional abilities as they engage in CCLS. The teachers will participate in a series of workshops/PDs in school and those provided by the DOE and the network on writing and reading non-fiction, QTELL, RTI in order to support our ELLs in the CCLS. Through the months of September - December, the ESL teachers attended the following ESL workshops: New ESL Teacher Training Cohort 1 and 2, monthly ELL Liaison Meetings provided by Children's First Network and by the Office of English Language Learners. The ESL teachers are planning to continue to attend PD meetings (December, January- Unpacking NYSESLAT: Instructional Implications for ELLs – Cohort II) and all upcoming ESL workshops during the 2013-2014 school year.
- 3) ELLs are invited with parents to "Middle School Night" where they are given information as to the new JHS and have the opportunity to ask questions. The parent coordinator in conjunction with the assistant principal, guidance counselor, and ESL specialist provide parent meetings in addition to "Middle School Night" to help with completion of admission forms, with explanations of various programs; and a description of the various schools that are available. Open House flyers are translated by staff into native languages so that parents are informed and can attend junior high school information sessions.
- 4) The school is in the process of training staff in CCLS, DOK, accountable talk. As per NYS law 30-12-C, all teachers will be receiving 3 hours of training a month in Danielson Framework. Teachers will receive 7.5 hours of ELL training (10 hours for SPED teachers) as per Jose P. All staff, administration, classroom teachers, cluster teachers, special education and related service providers (OT/PT/Speech/Guidance/SBST), parent coordinator and ancillary personnel receive training on how to service ELLs. These sessions vary throughout the year and are given during faculty conferences, grade conferences, professional development days, and during Inquiry sessions. All materials presented at the meetings are kept in the P. D. Binder and the ESL Compliance Binder (including the sign-in/attendance sheets, agendas, and information) and held in the main office.

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) All parents including the parents of ELL are invited to attend all school events and meeting, translation is provided. The parent teacher association is very active in our school. They assemble book fairs, holiday boutiques, annual dance festival, and winter-spring concerts. These assemblies foster ELL parents to be active participants in our community.
 - 2) No.
 - 3)a)Parent Questionnaires from the (Learning Environment Surveys), SLT and from our Parent Coordinator are sent home asking parents to identify areas where they would like workshops. We translate these letters into several native languages. We also use the results and analysis of the Environmental Learning Surveys as our main focus.
 - b) The Parent Coordinator holds bi-weekly parent workshops in the morning to address various parent issues. She has planned several to address our ESL parents that address middle school applications; newly arrived to our school, a "Meet and Greet" session with the Parents' Association; parent translators will be available along with school staff who are bilingual.
 - 4) The activities that are planned are a direct outcome from parent input and suggestions via the questionnaires and surveys. These included homework help; completing and use of the reading log, and services available to ESL parents and children. Translation services are offered by specific parent volunteers of the PA.

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: 193

School DBN: 22K193

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tami Flynn	Principal		12/6/13
Annabell Corales	Assistant Principal		12/6/13
Kathy Rosenfeld	Parent Coordinator		12/6/13
Larisa Beker	ESL Teacher		12/6/13
Kassandra Perry	Parent		12/6/13
Cynthia McGinty/ Science	Teacher/Subject Area		12/6/13
Bracha Zucker/ ESL	Teacher/Subject Area		12/6/13
Lori Sblano/ Math	Coach		12/6/13
	Coach		
Patricia Pacheco	Guidance Counselor		12/6/13
	Network Leader		
Lisa Minchello/ Speech	Other <u>Speech</u>		12/6/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k193 School Name: Gil Hodges

Cluster: 5 Network: 533

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

Part A: Needs Assessment Findings

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

We have a population of ELL students that comprises about 14.17% of the school population. In addition, many of our parents speak only native languages and little or no English. We have families who speak at least nine foreign languages. This information was culled from our Language Allocation Policy, cumulative records (HLIS), parents' preferred language forms, and from ATS. As we reviewed our Learning Survey as another one of our tools, the data analysis reveals that about 25% (our parent participation rate of our ELL and non-English speaking parents on the Learning Survey is quite low) of parents request written translation of school notices. We make every effort to provide translation services to our parents using in-house interpreters, such as bilingual paraprofessionals and teachers, bilingual parents and if the necessity arises, we use the NYC Office of Translation and Interpretation Unit to assist us in our endeavors. When we send home report cards, which are critical documents that inform parents of their child's strengths, weaknesses, and recommendations, if requested by the parent, we will send a translated version to ensure full comprehension by the parent. On all communiques sent to parents, we include a boiler plate whereby ELL parents and former ELL parents are informed who to call to help receive translation services within our school. As our ELL population increases, the need of written/oral translation and interpretation has increased as well.

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.

We believe that we understand the special needs of our ELL and former ELL parents and that we are addressing their needs to the fullest extent possible. We know that parental communication and support is critical to the education of every child in our school. The plan (which includes, oral translators in the school, both school staff and parent volunteers, school messenger; boiler plate message in many languages on all communiques informing parents where they can get the necessary translation, and use of the NYC Office of Translation & Interpretation Unit) that we have in place clearly establishes our desire to meet the needs of non-speaking English parents and to be all inclusive in all school functions. This in fact carries over during our Family Night Workshops where we offer translation services and during Parent Teacher

Conferences where we utilize the NYC Office of Translation and Interpretation, as well as paying per session for bilingual paraprofessionals to return in the evening to serve as translators, and engaging parent volunteers who are bilingual to assist during these crucial conversations between the ELL and former ELL parents and the classroom teacher. The data indicates an overwhelming need for oral interpreters during registration, orientation, and in individual parent meetings. These findings were reported to our SLT and these findings are posted in our entry way. In addition to the boiler plate translated version as well as several foreign languages, we have requested the NYC Off. of I. & T. Unit to translate these findings so that ELL and former ELL parents are fully aware of the services that are at their disposal (This will go home in a translated letter to parents as well).

Part B: Strategies and Activities

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

On all communiques, a boiler plate will be added that addresses many languages in our school indicating to our non-speaking English parents where they may call to get assistance with translation. In addition, several staff members, teachers and paraprofessionals, are bilingual and they will be translating these letters into the parents' native languages (Spanish, Haitian Creole, Russian, Hebrew and Mandarin). We will also utilize the services of parent volunteers to assist with written translations where feasible. Finally, we will contact the NYC Office of Translation & Interpretation Unit via fax requesting important matters to be translated as well. We will make every attempt to anticipate the timeliness of all communiques when we request the services of the Office of T & I Unit. We have posted translated signs for our ELL and former ELL parents to enable them to move about school to locate the general office, the rest rooms, and availability of translated resources. We will not be utilizing an outside vendor in any of these scenarios. We will tap into our school and community resources as well as those offered to us by the NYCDOE. Through these steps, our ELL and FELL parents will be kept informed of all matters of importance regarding their child in particular as well as the school community at large.

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 translations will include the use of school staff; we have several staff members who speak (Haitian Creole, Russian, Spanish, Hebrew and Mandarin) a variety of foreign languages that meet the needs of ELL parents. These members of the staff will be available during the school day, every day to assist with oral translations when necessary. In addition, oral translation is provided during registration, orientation and during Parent-Teacher Conferences by our in-house translation team. The team includes teachers and paraprofessionals who will receive per session payment for returning to the school at night to serve as oral translators. We also will utilize our Parents' Association members in all of our endeavors. We have many parents who are bilingual who have offered their services to assist with oral translations when parents may need them to discuss their child's progress with the classroom teacher or to assist newly arrived parents who are registering their child for the first time. Finally, we will utilize the services of bilingual students should all else fail to assist with oral translations (however, the student will not be asked to do any interpretations with conversations that are related to student achievement and/or student conduct, per the Chancellor's Regulation A-663) since the timing is the critical issue. We never want any parent to feel that we did not make every effort to be welcoming as well as accommodating when it comes to face to face discussions (again whether it be for the first time entering our school or for a discussion with the child's teacher). It should be noted that based on our analysis of the needs assessments, every year we purchase and distribute bilingual dictionaries to all of our ELL students/parents (we do this during our ESL Parent Workshops in addition to the classroom) so that the child along with the parent can have a resource that will aid them in translation both for written communications and in oral conversations. Furthermore, we have bilingual dictionaries in our classrooms to service our ELL and former ELL populations.

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>.

We are fully aware of the Chancellor's Regulations A-663, and in particular Section VII, that pertains to our school's responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. This translated version was sent to all ELL parents in their native language in September when we sent the English version home to students as well. We have many translated signs (and illustrations that assist parents with identifying the fact that the parent may speak only a foreign language) displayed in the general office as well as in our school vestibule upon entry into the building. The signage clearly indicates that there is availability to each ELL and former ELL parent that there are interpretation services to ensure that the parent understands all of their rights and privileges as well as the availability of oral translator services to assist with conversations and written translations. Our School Safety Plan also contains procedures for parental notification and assistance should a parent or parents require to be in contact with our administrative offices. As per the Chancellor's Regulation A-663, the data indicates an overwhelming need for written translation during registration, orientation, parent-teacher conferences, parent workshops, and all handouts that are distributed during these special events. Translation is not only provided for ELL parents but for the entire school population that includes our former ELL parents. It is important to note that with availability of these services, the parent involvement, understanding, and participation has increased over time.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information

Name of School: Gil Hodges

DBN: 22K193

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 50

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 3

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: We want to address our Intermediate and Advanced students in an after school program to see if this intervention can boost the number of students who will score Proficient on the NYSESLAT exam as well as to see the number of ELLs progress vis-à-vis in their growth %/proficiency. This will also effect our Progress Report since this is a cohort whereby we need to address based on the lack of progress made by these students (on this year's Progress Report). We also checked the data in our Title III AMAO to see which area we were deficient and this data supported our other data (see above) in that our students did not make the AMAO2 target for achieving proficiency. We will focus on grades 4 & 5 first; no more than 12 students (Advanced then Intermediate students). The instructional focus will be on improving comprehension and writing skills. Students will receive additional instruction in academic vocabulary using various materials including Journey Into Reading: Strategies for Comprehension with Vocabulary; alternate text sets, and other pertinent materials that we have available in the school (i.e. bilingual dictionaries, listening centers, etc.) We will begin In November and two Common Branch teachers as well as two ESL teachers will run the after school program which will run on Thursday and Friday from 2:20-4:00pm. The certified ESL teachers will be a continued resource to these teachers as the sessions progress along in the school year. This literacy program ends in May 2014. They will be using Journey to Reading Materials (Literacy).

Part C: Professional Development

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

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

Begin description here: We will provide three additional professional development days per certified ESL teacher to work as a team with our Network ESL Specialist. We will focus on our literacy program that will encompass writing skills, responding to literature, and address the CCLS within the CIE instructional units (Task Bundles). Ms. Mildred Cordova will be our trainer during the three day seminar that will begin sometime In January (we are planning one per month; January, February and March). The certified ESL teachers will hold a two-hour professional development workshop to prepare and discuss skills and strategies on how to utilize ESL methodologies and strategies in the after school program with the two Common Branch teachers. During the run of the program, the certified ESL teachers will confer and assist and be a resource to these teachers as they implement the program.

Part D: Parental Engagement Activities

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: We will provide evening Parent Workshops as part of our Title I Schoolwide Projects Parent Involvement Program. We will focus on Literacy and how to address integrating writing skills into every subject area. Students will work in a small group on units of study that incorporate academic language development and test preparation. Ms. Larisa Beker will be the presenter for this evening workshop of two and a half hours. The invitation letters will be sent in the parents' home languages as well as in English to attend the parent workshop. We will also advertise this important workshop in our school Newsletter and on our school yard bulletin board. The PA will also host a Common Core Learning Standards workshop to better familiarize the families with the expectations

Part E: Budget

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

Allocation Amount: \$

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

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.
Travel		
Other		
TOTAL		