



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** TWENTY-FIRST CENTURY ACADEMY FOR COMMUNITY LEADERSHIP

**DBN (i.e. 01M001):** 06M210

**Principal:** EVELYN LINARES

**Principal Email:** ELINARE@SCHOOLS.NYC.GOV

**Superintendent:** MS. ELSA NUÑEZ

**Network Leader:** DR. JORGE IZQUIERDO

### 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
Evelyn Linares	*Principal or Designee	
Emilce Ortiz	*UFT Chapter Leader or Designee	
Maria Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Andrea Bacharach	Member/ Parent	
Raquel Terrero	Member/ Parent	
Anyelina Guzman	Member/ Parent	
Adriana Feliciano	Member/ Parent	
Isabel Lobelo	Member/ ESL Teacher	
Rosa Garcia	Member/ 1 <sup>st</sup> grade teacher	
Elizabeth Silva	Member/ Math Coach	
	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 improve teacher effectiveness.
- Improvements will be measured through student progress either in State Assessments or through local measures.

### 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.

Because of the new instructional shifts and the integration of the common core learning standards into our curriculum it has been a focus of ours to assist teachers in planning lessons that are more standards based; and, because of the feedback given to us by our superintendent to improve the level of rigor in our lessons and feedback to the students. We have also been integrating the Danielson Frameworks in our strategies for improving teacher effectiveness. With a special focus on components 3b & 3d. 3b (Questioning and Discussion techniques) and 3d (Using Assessments in instruction).

### 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

- *Set a schedule for mini observations and formal observations for the school year based on The Danielson Teaching Frameworks.*
- *Establish walkthrough schedule with teachers, coaches, principal, assistant principal and consultants.*
- *Conduct one on one meeting with teachers to discuss students' needs and professional development goals as it aligns with the Danielson rubrics. (I.e. questioning techniques.) Each mini observation will be followed with verbal/written feedback.*
- *Time line* By June 2014, each teacher will have been observed for a total 6 times with at least 4 mini observations and two formal observations by an administrator.
- *Kara Guftason from the Teacher's College Inclusive Classrooms Project (TCICP) will work with ICT teacher teams to help develop effective co-teaching practices by developing standards based lesson plans.*

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

1. Principal, assistant principal, coaches and teachers, Kara Guftason (TCICP)

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

1. Teacher effectiveness will be measured through formal and informal assessment measures set up by the school through its interim assessment; formally through DOE assessments and through the Standardized test.

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

- *Time line* By June 2014, each teacher will have been observed for a total 6 times with at least 4 mini observations and two formal observations by an administrator.

1.

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

- *Set a schedule for mini observations and formal observations for the school year Based on Danielson Teaching Frameworks.*
- *Establish walkthrough schedule with coaches, principal, assistant principal and consultants.*
- *Conduct one on one meeting with teachers to discuss students' needs and professional development goals as it aligns with the Danielson rubrics. (I.e. questioning techniques.) Each mini observation will be followed with verbal/written feedback.*
- *Time line* By June 2013, each teacher will have been observed for a total 6 times with at least 4 mini observations and two formal observations by an administrator.

### **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).

A strategy for increase parent development will be inviting the parents to conferences, P.A. meetings and workshops where teachers and parents can further discuss the challenges of the new learning standards, the instructional shifts and strategies for helping their child at home.

### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	------------------	----------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Budget and resource allocation:

- /Title I SWP / 96, 386
- Literacy Coach: Christina Cepero/ Title I 28.86% \$27,823
- Consultant Dr. Jane Spielman / Ed Options Title I SWP \$17,912 & FSF

### **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.

- To align common core standards with performance tasks and units of study in Literacy and Mathematics for grades pre-k to 8; and, an additional two units in Science and Social Studies for grades 6-8. This is a continuation goal from the previous year with the focus on integrating the new Core curriculum that our school uses pre-k to 8<sup>th</sup> grade and filling in some of the instructional gaps that our curriculum maps have. With a special focus on vocabulary development, conventions and nonfiction text.

### **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.

- In response to the implementation of the CCLS in 2014 our school needs to prepare teachers, students and parents for the new Assessments aligned to the CCLS. And in response to the Chancellors City wide expectations.

### **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**

- To set a common meeting time 2 periods a week where teachers will have the opportunity to do common planning in their grade and in their Study Group / Professional Development cohorts; and, planning time to develop ELA task aligned to the common core standards and Danielson Framework for 1e. Designing Coherent Instruction.
- Provide study group time for all core curriculum teachers to work with the coaches and with each other in developing Math & ELA tasks that drives rigor, higher order thinking, and stronger questioning techniques.
- To continue to use student work for inquiry purposes for planning, goal setting and next steps for students.

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

1. Christina Cepero; Elizabeth Silva; Teachers will spend 10 or more hours of planning time to align our curriculum to the Common Core Learning Standards. And to align the new Curriculum programs with our Standards base curriculum

- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
4. Teacher will have at least two curriculum units planned for the year that answers to the new CCSS; our curriculum and the new reading and math curriculum materials.
- 5. Timeline for implementation and completion including start and end dates**
  - By June 2014 at least 95% of the students will have participated in two units of study and performance tasks aligned to common core standards.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. To set aside time for teachers to meet with the coaches and on their own to plan lessons; discuss and share strategies for lesson designs and assessments; and, to set up learning walks where teachers can observe how these strategies are implemented in the classroom.

**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).  
 Parents will be invited to curriculum evening meeting; to literacy celebrations; school workshops and parent meetings where they can also be made aware of the strategies being used by the teachers and given concrete ideas and website where they can learn more about their individual child.

**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		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Budget and resource allocation: /  
 Title I SWP / 96, 386

- Literacy Coach: Christina Cepero/ Title I 28.86% \$27,823
- Consultant Dr. Jane Spielman / Ed Options Title I SWP \$17,912 & FSF
- Consultant Chris Coombs

**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.

- *Teachers will use UDL (Universal Design for Learning) strategies to meet the individual needs of our students.*

**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.

- In looking at our assessment data, from the 2011-2012 NYC Progress Report, for our sub groups we noticed that 49.2% of our population are ELLs and 16.4% have IEPs. Also we only received 4.26 out of a possible maximum of 17 additional credit points for our subgroups. So we realized that we need to plan and implement performance tasks with multiple entry points for our diverse learners.

**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**
  - To set a common meeting time 2 periods a week for select teachers to meet with Kara Gustafson, Staff developer from TCICP, where the she visit the class during the day and later meets with the teachers to provide feedback on how to scaffold the lesson for students with special needs and to provide feedback on what she saw as well and discuss strategies for differentiation in the classroom.
  - To invite Ms. Gustafson to one of the teacher professional development periods where she can discuss and share strategies with all the teachers on the

components of Universal Design for Learning and how it can be implemented in the classroom.

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

1. Kara Gustafson, TCICP, Christina Cepero, ELA coach; Elizabeth Silva, Math Coach; Evelyn Linares, principal; Camilo Mejia, Assistant principal

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

1. Schedule for meeting dates with the coaches to design lessons with UDL strategies in mind; provide feedback for the teachers on how they are following up on UDL; follow up visit to class from administration. 2. In addition teachers will develop interim (informal) assessments that will be administered on bi-weekly bases; at the end of unit assessments evaluated through a rubric and three formal assessments administered within the year.

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

1. From September 2013 to June 2014

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

6. Time for meeting with target teachers; scheduled walk through and visit with teachers; feedback from PD workshops.

**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).

Through newsletters, workshops and PA meetings, parents will be provided with some of the UDL strategies that are being implemented in the classrooms.

**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	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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.

- To continue to use DATA to set goals to develop student's independence; and, provide next steps for setting effective and meaningful goals for learning.

**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.

In response to our 2011-2012 Quality Review indicated that we needed to:

Improve the quality and consistency of feedback provided to students to deepen understanding of individual student performance and promote student independence towards achieving learning goals. (3.3)

At our school we:

- Closely monitors data regarding student progress in order to make instructional decisions.
- Use ARIS to closely analyze individual and whole class results of standardized testing and interim exams.
- Use New York State English language assessment exams to provide the school with an in depth understanding of the strengths and areas for improvement of students.
- Use skill analysis of literacy and math exams to group students for targeted instruction at the beginning of the school year. Students are regrouped midyear, using results interim and classroom level assessments to assure that the academic needs of students are being met.
- Provide students and their families with regular communication regarding student progress through progress reports and comparison reports between beginning of year, mid-year and end of year results of interim assessments.

- Grade student writing using rubrics developed by teacher teams in order to assess student progress towards mastery of unit goals.

However, the feedback provided to students is too general and does not provide students with specific next steps. As a result, students are not sure how feedback provided can help them improve in areas that need further development.

**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**

- Provide study group time for developing rubrics
- To work with the coaches and with each other in developing ELA & Math tasks that drives rigor, higher order thinking, and stronger questioning techniques.
- Students will also use rubrics to assess their writing, set goals and next steps.

1.

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

1. Coaches; Assistant Principal; Principal; Early Literacy groups (ELG) teachers for the lower school; and, Intervention and Enrichment Teams (I/E teams) that will push into the middle school grades twice a week and work on specific skill

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

1. Through Interim assessments both formal and informal and by reviewing growth in progress or performance of the NYS Standardize test.

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

- *By June 2014 80% of the teachers will have developed student friendly rubrics that will align themselves with the 6+1 traits to be used along with writing rubrics where student analyze their work and progress by focusing on Ideas; Organization; Voice; Word Choice; Sentence Fluency Conventions; and Presentation.*
- By June 2014 80% of the students will have set goals and next steps for at least one piece of writing.

1.

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

6. Teams in the elementary and middle school grades work with small groups twice a week targeting a specific skill.

**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).

Parents are informed through report cards, progress reports, and in some cases individual meetings with the parents when students are promotion in doubt.

**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	Title IA	Title IIA	x	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Per Session provided for teachers that meet with the parents on curriculum evening and during Parent teacher evening in late January for students that are promotion in doubt.

**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.

To improve parent awareness and knowledge of the Common Core Learning Standards and the Instructional Shifts from K-8<sup>th</sup> as well as the grade 3 to 8 State assessments.

### **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.

In reviewing our environmental survey we found that in spite of the many workshops, emails, and newsletters sent home to make the parents more aware of the new instructional shifts, we found that many parents still want more training on ARIS and the instructional shifts. We are using some new ELA and Math curricula and we want parents to be aware of these new practices. In addition, we want parents to understand the various ways they can support the instructional shifts in the standards. In addition for parents in 3-8, we want them to become familiar with the more rigorous questions that students will face during standardized test so that students develop the stamina to be able to show all their strengths.

### **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. A key strategy for parent awareness of the new instructional shifts and Common Core State Standards is to get the parents to come to workshops and conferences with the teachers; the Parents Association; and other district wide or citywide conferences. Our strategies are to invite parents to meetings, conferences and workshops that can better arm them with information on how to help their children.)

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

1. Concepcion Quezada, Parent Coordinator; Adriana Feliciano, Maria Garcia, PA leadership; Interns from the New School; Christina Cepero, ELA coach and Elizabeth Silva, Math coach; Administrators and classroom teachers; Dulce Marty, SAPIS;

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

1. A target to evaluate the progress will be the progress in the number of parents that report in the environmental survey their familiarity with the new instructional shifts and Common core learning standards. Also, through local surveys provided by the school assessing their familiarity with the new instructional shifts and common core learning standards.

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

1. From September 2013 to June 2014

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

6. Curriculum Evening with classroom teachers where parents have the opportunity to get a taste of the curriculum; hear some of the activities and projects projected for the school year; get a run down on some of the rules and procedure that need to be adhere to.
7. The development of a Google calendar to keep parents informed on different dates and upcoming activities that are of importance for them as a parent in our school community.
8. Parent workshops and training on Common Core Learning Standards and Instructional Shift; strategies for helping children at home; training on how to access student individual test records on line.
9. Parent workshops on substance abuse and prevention.

### **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).

1. The parent calendar and design of a parent website.
2. Robot call for when students with absent or late; to invite parents to PA meetings and scheduled P/T conferences; to remind then of special holiday events; special school events that involve their children.

### **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		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

We also have school interns, from the New School , that come to our school to help parents to be more informed and empowered about thing that they can do to support the school and themselves through information and parent involvement.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ELG groups in the elementary MSLG groups for Middle School; Extended Day Small Group Instruction	Small group Instruction	2x a week in grades K,1,2, in elementary; 6,7,8 in middle school
<b>Mathematics</b>	*Problem Solving Strategies /w math coach and F Status teacher *Peer Tutoring with during choice time for grades 6, 7, 8. *Additional Math/Science/Technology class given as problem solving AIS strategies. Extended Day small group instruction	<ol style="list-style-type: none"> <li>1. Push in / Pull Out for small group instruction</li> <li>2. In partnerships and in small groups</li> </ol>	2 times a week Same as above
<b>Science</b>	During electives one teacher pushes in to the living environment class to work with a specific group	Small group instruction	Once a week
<b>Social Studies</b>	ELA / Social Studies Small group instruction /w teacher Push In	Push In for Small Group instruction	Twice a week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The school's guidance department is staffed by a full-time bilingual school counselor, a part-time school counselor, and a full-time SAPIS (Substance Abuse Prevention and Intervention Services) counselor. They provide individual counseling, small group counseling and crisis intervention to students and families at risk, including referrals for community based supports and mental health services as needed. The full-time counselor supervises the Middle School Advisory Program in which small groups of students are paired with a faculty advisor who they meet with on a	Small group and one on one	At risk intervention is done as scheduled and as needed

weekly basis to receive academic and social support with an emphasis on career, high school and college readiness training.

Students are identified academically at risk by their classroom teachers who implement graduated intervention strategies including small group and differentiated instruction techniques. Identified students may also receive small group academic intervention services by the literacy and math coaching personnel as well as be referred to the Pupil Personnel Team for possible psycho-educational evaluation and special education services.

We also provide at risk counseling and academic tutoring to our at risk students through services offered by our local CBO, The Community Association of Progressive Dominicans, Inc.

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

2. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Some of the strategies and activities that we have insuring that we high the most highly qualified teachers is as follows:</p> <ul style="list-style-type: none"> <li>• Strategies for recruitment: Some of our strategies for recruitment of highly qualified teachers is first word of mouth and teacher recommendations; we also reach out to our local institutions of higher education i.e. City College, BankStreet College of Education; Teachers College; Bilingual Pupils Services and the open market. Once teachers are recruited we have them come in for an extensive interview where we assess their knowledge on teaching strategies, behavioral management; and parent/community involvement. If we like them we have them come in to do a demo lesson and then as a team we choose the most highly qualified person for the job.</li> <li>• Retention: We like to provide our teachers with opportunities to provide leadership in our curriculum development; we assign those responsibilities that are of their interest and where they can share their knowledge and expertise on what they are very effective in and have a passion for.</li> <li>• Assignments: We assign teachers based on their interest, seniority and strengths;</li> <li>• Professional Development: We view professional development opportunities as an integral part of teacher development. Where teachers are allow to reflect on practice, solidify their understanding on what is effective instruction. And do inter and intra-visitation on what effective practice should look like.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Teachers engage in biweekly study groups centered on inquiry work around student progress. Teachers have a choice of participating in either the ELA or Mathematics study group. The group is made up of teachers from various grade levels in order to facilitate discussions of vertical alignments of curricula. In the beginning of the year the study group participants began by analyzing student baseline data to identify class gaps and specific- student gaps. They used the data to improve teacher practice and lesson sequence. Teaches who administered MOSL assessments, graded the assessments and analyzed their data to inform their instruction. They created student groups focusing on skills or standards that need to be reinforced. Teachers also integrated the various Core Curriculum programs into their existing units and discussed how to use the new resources to best fit the needs of their diverse students. In the future teachers will engage on inquiry work focusing on students in the top of the lowest third.</li> <li>• Teachers participate in professional development programs offered by the New York City Department of Education, Teacher's College. All teachers attend the Common Core professional development sessions offered by the DOE. Kathie Cedillo attended a Bankstreet College of Education three-session workshop on improving student behavior. Isabel Lobelo and Rosa Garcia, participate in the DOE's _____ workshops.</li> <li>• Our school serves as a middle school lab site for Lit Life. Middle school teachers work with Rebecca ____ to develop lessons and host visiting teachers.</li> <li>• Lit Life Professional Development: Teachers from various grade levels have the opportunity to visit peer schools to observe demo lessons and strategies to implement in their own classroom.</li> <li>• Learning walks- Teachers engage in inter-visitations to observe teachers practice.</li> <li>• Generation Next Consultants - Middle school mathematics teachers' work with Chris Coombes to develop and implement units and assessment tasks aligned to the Common Core.</li> <li>• Network Math Lab Sites with Lehman College: Middle school mathematics teachers participated in groups to unpack the CMP3 curriculum and have the opportunity to visit peer schools to observe demo lessons that facilitate the implementation of the curriculum.</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,
---

Head Start, etc.).

1. We separate the different monies that come in for the different programs and follow the guide lines as they were meant to be followed. i.e. services for students in temporary housing; Title III programs for students that are English Language Learners; Universal PreK; SAPIS program (Substance & Alcohol Prevention Intervention Service

### **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.).

Our school does orientation meeting with parents that have an interest in our school to let them know; what our school is about; what are the expectations; what are our rules for attendance and lateness; uniform policy; homework policy and snack policy.

#### **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.

For Math the K-2 teachers created and revised baseline assessments that they use 3 times a year; for grades 3-8 teachers administered the baseline exam introduced by the Bd. Of Education known as the MOSL; We also integrate the ELA and Math Core Curriculum introduced by the Bd. Of Ed.; In ELA we use the 6+1 Traits Rubrics to evaluate student writing in the beginning and at the end of the year; introduce the Benchmark assessment program by Fountas & Pinnell in English for grades Kg. 8 in English; and we use the WRAP (Writing Reading Assessment Profile in Spanish in grades 3 to 8 We use the Estrellita program as our RTI program in Spanish and Foundations in English. In the case of both the Estellita and the Foundations program we have sent teachers that are using this out for training. We have also put in place many RTI strategies that have been turn keyed by our ELA coach and AP, who attended the training.

### **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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- 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 1<sup>st</sup> 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 <b>06</b>	Borough <b>Manhattan</b>	School Number <b>210</b>
School Name <b>Twenty-first Century Academy for Communi</b>		

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

Principal <b>Evelyn Linares</b>	Assistant Principal <b>Camilo Mejia</b>
Coach <b>Elizabeth Silva /Math</b>	Coach <b>Christina Cepero / Literacy</b>
ESL Teacher <b>Isabel Lobelo, ESL /MS</b>	Guidance Counselor <b>Monica Benavides</b>
Teacher/Subject Area <b>Soledad De Leon, ESL/Elem.</b>	Parent <b>Maria Garcia</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Concepcion Quezada</b>
Related Service Provider <b>Berta Sanchez Martin</b>	Other <b>Josefina Baez, NLA/SS MS</b>
Network Leader(Only if working with the LAP team) <b>Dr. Jorge Izquierdo</b>	Other <b>Wendy Hernandez NLA/SS MS</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>24</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>6</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>468</b>	Total number of ELLs	<b>163</b>	ELLs as share of total student population (%)	<b>34.83%</b>
--	------------	----------------------	------------	---	---------------

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	2	2	2	2	2	2	2	2					18
<b>Freestanding ESL</b>														
Push-In				1				1	1					3
SELECT ONE														0
<b>Total</b>	2	2	2	3	2	2	2	3	3	0	0	0	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	46
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	26

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	99	9	9	14	1	26	26	0	21	139
ESL										0
Total	99	9	9	14	1	26	26	0	21	139

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	22	25	24	26	21	29	11	23	23	28	15	29	22	32	13	41	12	2	163	235
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	22	25	24	26	21	29	11	23	23	28	15	29	22	32	13	41	12	2	163	235

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>370</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>14</u>	Asian: <u>0</u>
Hispanic/Latino: <u>453</u>	Other: <u>1</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>1</u>

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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)	9	1	1	8	2	2	3	2	2					30

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)	11	6	9	0	3	4	5	3	3					44
Advanced (A)	11	15	10	1	14	9	15	10	7					92
Total	31	22	20	9	19	15	23	15	12	0	0	0	0	166

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	21	7	0	44
4	16	19	5	0	40
5	15	3	0	0	18
6	11	1	0	0	12
7	7	3	0	0	10
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	24	1	8		4		51
4	12	1	17		11		1		42
5	11	5	8	2	1	1			28
6	10	3	4	2		0	0		19
7	10	1	1	1	0		0		13
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	0		2	1	24		14		41
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	4		4	
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)	11	20	32	178	8	36	45	73
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 the Benchmark assessment tool kit in English for grades K through 8, and the Benchmark tool kit for grades Kg.-2nd in Spanish. For Spanish in grades 3 to 8 we use the WRAP (Writing, Reading Assessment Profile). Because of our dual language status our school does an annual DY0 assessment plan that includes an assessment tool for English and Spanish. We have used throughout the years the WRAP assessment tool in both Spanish and English. We use the June endline test as September's baseline assessment to have a starting off point with the majority of the students in the beginning of the year. We also administer the assessment tool to those kids that are new to the school and to those students that the teacher feels are not working in line with the results of their benchmark test. A concern that we had with the WRAP assessment tool kit was with Comprehension and Understanding part of the test. The tool measured student fluency, but did not give us enough information on their critical thinking and understanding. It was good at measuring fluency in reading/decoding as opposed to reading comprehension. The results were varried in consistancy and by teacher. We realized that we need an assessment that would be more rigorous and accurate in assessing the students reading comprehension in a deeper manner. Therefore we chose the Guy Su and Pinnel Brenchmark Assessment kit for grades k-3 which were the only grade assessment being offered at the time, and continued with the WRAP assessment tool kit in the grades that the Benchmark kit did not have assessment for. We also decided to use the non fiction books of the assessment tool kit so that the assessments would be more in line with the actual test that the students would be taking. This was also very revealing, because we saw that while our student were ok at making an argument by using prior knowledge and the formulation of an opinion, the opinion or argument was not based on their experience and prior knowledge and not evidence sited by the text.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Similar information is revealed when we look at the modalities section of the NYSELAT. We see that the students are far more proficient in listening and speaking than they are in reading and writing. One of the patterns that we identified when using the WRAP, was that it tested their pronunciation and decoding better than it assessed their reading comprehension and writing. Because of this we have switched our English DY0 assessment tool to Benchmarks, which does a more comprehensive job in measuring reading and writing. We are hoping to find a similar assessment in Spanish to replace the WRAP Spanish assessment test. We have also incorporates the 6 Traits strategy rubric which allow for the teacher as well as the student to focus in on their writing where they can go more in dept with the writing strategies that focus them on expressing ideas, organization, word choice, sentence fluency, voice and conventions. Because conventions has proven to be an area of critical need for our second language learners, we have decided that it will be an on going area of focus for all the students especially the ELLs. Another pattern that we noticed when looking at the NYSESLAT modalities section of the test is that our students are far more fluent in the Listening / Speaking parts of the test and not as fluent in the Reading / Writing part of the test. This is an important noticing because teachers can assume that a student can actually do more than what they can and think that they're not doing their best, but in reality do need more time and scaffolds to have the academic part of the language catch up with the Social part of the language. It is for this reason that we take many opportunities to have the students turn and talk, do book clubs, work in pairs and in teams to allow them to further develop in the growth and understanding of the languages.
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](#))

The modalities portion of the NYSELAT is very important because we realized that although the students were able to talk and read more fluently in English, in fact their comprehension was far behind in reading and writing. This was significant difference in that often time their lack of experiences in the language did not allow them to fully grasp a concept let alone be able to write about with distinction. It is for this reason that we have opted to focus on vocabulary development and conventions of grammar. We have also looked at using more nonfiction books in the classrooms where the students can get more experience in the content as they read. We also use some of the strategies put in place by the common core where they can read with understanding and cite evidence from the text that can back up their responses. We also give them more rigorous materials, but understand that we need to put scaffold in place to insure that they are challenged, but not frustrated by the material.

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?

a) Some of the patterns across proficiency and grades are that they can speak quicker than they can understand and write. Which they are able to use social language much quicker, and show a preference for speaking English early on in their language development; in fact they still need a lot more time to be able to get a deeper understanding of a text and to be able to write. While early on in the grades we see that it is easier for the students to write as opposed to reading comprehension, we see that throughout the grades, their lack of vocabulary and deep understanding in reading does not allow them to show with distinction what they understood. Today the test is all about being able to cite evidence and explain in detail what they understand. So across the grades and among the proficiencies we find that student that are behind in their native language cannot transfer understanding as readily in English if they are lacking language development in their first language. We also so that those student who can better prepared in their first language were able to transfer many skills from their first language to the second, although they still needed additional help in simple syntax, incorrect use of prepositions, the formation of a good paragraph and the conventions of writing

b) The school leadership and teachers are using the results to inform their planning and practice. In addition to putting in more scaffolds for student to do writing, we also adopted the 6 traits solutions in writing where the teachers focus on ideas, organization, word choice, sentence fluency, voice and conventions. We focus on vocabulary development through greater use of the content and the thought that student read to learn. We put scaffold and language structures in place that help the students in discussion, debates and arguments by having language structures and sentence starters that can help them in developing fluency in the new language. We also focus on having them do more writing being mindful of going back into the text to assist them in expanding in their explanations by citing text references that back up their thinking; and, by providing details to expand on their writing.

c) What have we learned from ELLs from the Periodic Assessments. One thing we've learned is that they pick up the speaking part quicker than the reading comprehension and writing. While students can be fluent in their decoding of reading in English, their comprehension was not aligned with their ability to decode. For this reason we switched our assessment instrument from WRAP to Benchmarks. We are hoping to do a similar switch with the Spanish Wrap, but Benchmarks has not completed their assessments tool in Spanish for all the grades. As for their native language, we are a dual language school so we recognize the importance of continueing to develop the student in the two languages. In the lower grades, we also use Spanish on three days and English on two. For students that are SIFE we focus on the development of their first language for reading and writing, and give the students ESL for the development of English. All content areas are taught in both languages and literacy strategies are used when teaching the content areas.

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](#).)

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to determine a benchmark entry point, for those students that only speak English and we administer the ELE annual assessment to measure their proficiency and growth and to guide next steps for teacher planning.

As for instruction the teachers use many different forms of representation and entry points to plan for the students. And while the teacher may be planning a curriculum unit in one particular area she is expected to include a variety of ways and material that she or he can use to teach a particular unit. ESL strategies such as rebus or TPR can help make materials comprehensible to a second language learner. Focus on Vocabulary, language structures, and sentence starters can help a child be mindful of the spelling and conventions of grammar so that they can learn the language while also learning the curriculum content. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day and the languages are determined by teacher assignments.

In the beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and listening but they did not fare as well in reading writing. This data indicated to us that we must modify our lessons to include more Read Aloud, book clubs and guided reading to provide opportunity to develop better reading and writing skills through constant exposure to the language and practice. Continued focus will be given to the reading and

writing skills of the students in order to help them improve their receptive and expressive skills but use it for their reading and writing development. In addition, the implementation of literacy modifications using ESL methodology, language functions, language structures, academic vocabulary development and the 6 traits help the students improve in their reading and writing in a structured way and does not taking for granted that they are still in the process of learning a new language.

Part of our RTI strategies is to look at the assessment data to plan our interventions with students. We recognize that there are certain grades that are more in need than other and so we flood the class with teachers and other support staff at least 3x a week for additional small group instruction. In our plan we recognize that 1st grade has a great need because it is the place where students transition from socialization to reading and writing. So that grade we work with all year around. Then we work with 2nd grade flooding the class with additional teachers and support staff to have them work with small groups of students to help them catch up. We start out with second grade at the start of the year and switch mid way to Kindergarten, and work with Kindergarten for the rest of the year. We also divide the middle school students into ela, math and science groups and have all middle school teachers work in groups of 10 students or less twice and week.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Because we are a dual language Spanish and English school our instruction in the native language plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages and we have the students produce projects and assignments in both. In additions when we do our periodic assessments we make sure that the Spanish language is given equal importance by the students and the teachers. When we look at the students' work we look at their development in the two languages. One thing we have noticed is that a good majority of our students that take the ELE exam actually perform well on it. And even our non Hispanic student show some proficiency and growth in the language. Where we see some difference is in the performance of our ELLs who still struggle somewhat with the test itself and do not always get the grade that is representative of what they do know, and some of the students with IEPs who struggle in literacy regardless of the language. In some instances their level of test anxiety does not allow them to perform to their capacity. Another group is the one that does not see Spanish as a language that they feel is important or that they want to learn. In those cases their attitude gets in the way of what they can do also.

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?

In looking at the data of how well the ELL's and the EP students performed on the ELA, ELE, Math, Science and Social Studies test, we see that the students are all ELL's or Former ELL did not perform as well as the EP students. Last year our student did better on the ELA than on the math. And on the Math it was a particular grade that did poorly on the test. With a lot of focus and attention we were able to do better this year, but then we dropped our progress in the 6th grade ELA. We have noticed that in 6th grade we often get more students that are ELLs that enter through our middle school process and so there is a drop in performance and we believe that there is a disconnect between the academic vocabulary of the test in Spanish and the test.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In the past we were able to measure the success of our program for ELL through AYP. This last year we did not meet our AYP scores of Safe harbor scores, because it was almost equivalent to the score that we had to reach for our general school population. As in the past, the gap between the English proficient students and the English Language Learners has been big and as they pass from grade to grade the gap gets bigger. What we did notice was that there once students became proficient in the English and passed the NYSESLAT exam they were able to bridge that gap considerable as former ELLs. Also, the program proved to be successful for our black student who showed growth and performance in a positive way when it came to standardize testing. This last year we had many more ell's score proficient on the NYSESLAT. Many more students than in the past.

## 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](#).)

As a dual language school, we recruit families that believe in a Spanish/English bilingual education for their children. The initial recruitment of students begins with the Parent Coordinator, Concepción Quezada sending flyers to the Family Advocate Representative (FAR) in District 6 inviting parents to our Open House and announcing the dates for our school orientation and walk throughs to show the parents what our school has to offer. The FAR then sends the flyers to schools in D6. These orientations continue on a regular basis throughout the year.

The parent orientation meetings are held from December to March, and out reach is done to ensure that parents know of the offerings. Up until 2012, if the number of students interested exceeded the number of seats available, we would have a lottery in April and students were selected for Pre-K, K, and First grade. In 2013 the rules changed; parents apply on-line for Pre-K and K, and these students are sent to us by the DOE, as well as walk-ins.

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

When parents of K students begin the registration process of their child, our two ESL licensed teachers, Ms. Isabel Lobelo and Ms. Soledad De Leon, assist them in filling out the Home Language Information Survey (HLIS). In addition to the HLIS, the ESL teachers also conduct an informal interview with the student in English and Spanish to identify if in fact the student is eligible to take the English LAB-R. If it is determined that a student is eligible, either by the HLSI or the informal assessment, then an English and Spanish LAB-R (NYSITELL starting 2014) are given to that student. ARIS and the Exam History file is checked for students from grade 1 to grade 8 to determine if the child is an ELL, when the student is a transfer from an out-of-state, NYC parochial or DOE school. These files tell us if the student is an ELL and if he was given an English and Spanish LAB-R, as well as the child's language proficiency, i.e., beginner, intermediate or advanced. At the end of the interviews, all the documents are collected. The names of the students are then submitted to the department of education using ATS.

From grades 2 through 8, students are given an entrance exam to determine their proficiency in Spanish and English, for both math and literacy. From grades 3 to 8, students that show an interest in our program must also have a proficiency in Spanish because we are a Spanish/English Dual Language school. In the process of student enrollment, special consideration is given to children that have other siblings in our school and live in the immediate area. Moreover, throughout the school year we continue to accept students that are Spanish dominant because we believe that the English dominant students will strive towards bilingualism. Again, students are selected based on language dominance in order to ensure a 50/50 balance of students that can speak in Spanish and English. Thus, the Spanish dominant students serve as role models for those students that need a balance of both language structures.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. In the Spring of the school year all ESL students are given the NYSESLAT exam, which measures and rates the student's level of proficiency in English, i.e. beginner, intermediate, or advanced. The NYSESLAT also shows their year to year progress in Listening, Speaking, Reading and Writing in English. The NYSESLAT results are used to identify ELL's progress, and to group students by levels of English proficiency, and for on-going planning for instruction.

The school reviews parent choice forms for patterns and trends, and we see a trend in newly arrived children that are SIFE, as well as more students coming in with special needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in developing their social, receptive skills in English, more than in Spanish, even though at home the parents still only speak Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking part of the NYSESLAT, but still need more time to show proficiency in the Reading and Writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS, and lessons scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. We have a pull-out and push-in model, and some students receive further AIS with SETSS and speech therapy. At the elementary level grades K, 1, 2, and 4 groups are formed by levels of literacy skills to further help the students in literacy in both languages.

Programs like the Title III After School Program is one example of additional help that is provided to students in need of improvement in the four modalities of literacy skills in English and in Spanish. The program is divided in three components: ESL, SSL, and SIFE. The students are placed in each group by their academic needs, in order to help them better compete with other classmates that are more advanced. SIFE students receive basic literacy instruction in Spanish because they need the academic and literacy support in L1, in order to attain proficiency in L2. SSL (Spanish as a Second Language) is also provided so that the students can become fully bilingual, and proficient in Spanish. Moreover, in order to give ELLs a better chance at succeeding in their own language, and to help students that speak no Spanish at home be more immersed in the language, we provide in the Pre-K to 4th grade classes Spanish three days a week Mondays, Wednesdays and Fridays.

The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents are given the parent choice form, they are shown the DVD explaining the three bilingual programs which include Transitional Bilingual program, English as a Second Language program and Dual Language program. The Dual Language program is the only program our school offers, and we clearly explain this to parents.

The LAB-R exam is not used for placement, since all the classes in our school follow the Dual Language (DL) model. If a parent does not want the (DL) model as a choice, we recommend other schools that have the model that they are looking for. We also look at the forms to determine the trend of the program choices that parents are making. For the most part they are looking for a program that recognizes the importance of learning the two languages. For parents that are Spanish dominant, a DL school is the opportunity for their child to maintain the first language, in this case Spanish. For students that are not Spanish speaking, it is the opportunity to learn another language. For the most part the trends do show that we are working to further align our model with the parents' request.

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.

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs.

Our school offers an alternative program for a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents are given the parent choice form, they are shown the DVD explaining the three bilingual programs which include Transitional Bilingual program, English as a Second Language program and Dual Language program. The Dual Language program is the only program our school offers, and we clearly explain this to parents.

We also look at the forms to determine the trend of the program choices that parents are making. For the most part they are looking for a program that recognizes the importance of learning the two languages. For parents that are Spanish dominant, a DL school is the opportunity for their child to maintain the first language, in this case Spanish. For students that are not Spanish speaking, it is the opportunity to learn another language. For the most part the trends do show that we are working to further align our model with the parents' request.

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].)

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents are given the parent choice form, they are shown the DVD explaining the three bilingual programs which include Transitional Bilingual program, English as a Second Language program and Dual Language program. The Dual Language program is the only program our school offers.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. In the Spring of the school year all ESL students are given the NYSESLAT exam, which measures and rates the student's level of proficiency in English, i.e. beginner, intermediate, or advanced. The NYSESLAT also shows their year to year progress in Listening, Speaking, Reading and Writing in English. The NYSESLAT results are used to identify ELL's progress, and to group students by levels of English proficiency, and for on-going planning for instruction.

The school reviews parent choice forms for patterns and trends, and we see a trend in newly arrived children that are SIFE, as well as more students coming in with special needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in developing their social, receptive skills in English, more than in Spanish, even though at home the parents still only speak Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking part of the NYSESLAT, but still need more time to show proficiency in the Reading and Writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS, and lessons scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. We have a pull-out and push-in model, and some students receive further AIS with SETSS and speech therapy. At the elementary level grades K, 1, 2, and 4 groups are formed by levels of literacy skills to further help the students in literacy in both languages.

Programs like the Title III After School Program is one example of additional help that is provided to students in need of improvement in the four modalities of literacy skills in English and in Spanish. The program is divided in three components: ESL, SSL, and SIFE. The students are placed in each group by their academic needs, in order to help them better compete with other classmates that are more advanced. SIFE students receive basic literacy instruction in Spanish because they need the academic and literacy support in L1, in order to attain proficiency in L2. SSL (Spanish as a Second Language) is also provided so that the students can become fully bilingual, and proficient in Spanish. Moreover, in order to give ELLs a better chance at succeeding in their own language, and to help students that speak no Spanish at home be more immersed in the language, we provide in the Pre-K to 4th grade classes Spanish three days a week Mondays, Wednesdays and Fridays.

The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents

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.

Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

When parents of Kg. students begin the registration process of their child, our two ESL licensed teachers, Ms. Isabel Lobelo and Ms. Soledad De Leon, assist them in filling out the Home Language Information Survey (HLIS). In addition to the HLIS, the ESL teachers also conduct an informal interview with the student in English and Spanish to identify if in fact the student is eligible to take the English LAB-R.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. For students coming the first time to the NYC Public School system, we look for additional information ARIS and the History Exam can give us regarding the English language proficiency of the 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.

When the NYSESLAT is to be taken by ELL students, we send a letter home to the parents of ELLs advising them of the impending test, and to ensure that the child is not absent on those days, has a good night sleep, a strong breakfast, be in school on time. Secondly, the entire school is informed that we are on test mode, proctors are placed on each floor, and teachers are given a schedule the prior day to report to the appropriate rooms, and time. Students that are not taking the NYSESLAT are escorted to another room, or are scheduled for a class trip. Students with an IEP are escorted to the appropriate room, and the rest of the ELL population remain in the different classroom. For the speaking part of the NYSESLAT, testing begins on the date that the State mandates, and this test is given by an out-of-classroom pedagogue, one student at a time. For the Listening part of the NYSESLAT we prepare the technical equipment for each classroom and group of students, and it is given per the test directions and instruction booklet; the students then follow the audio. For the Reading and the Writing parts the teachers follow the instructions to the letter. If a student is absent for any of the four modes of the test, those students are tested next day. The Listening, Reading and Writing parts are each given in different days in the morning of each day.

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 trends that we see in terms of the demographics is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parents still speak only Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking parts of the exam, but still need more time to show proficiency in the reading and writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and lesson scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. Programs like the Title III after school program is one example of additional help that is given to students who are ELLs. The program focuses on getting the students that are ELLs additional instruction in reading and writing in order to help them better compete with other classmates that are more advanced. It also provides additional service for students that are SIFE that need to learn English, but that also have many challenges and interruptions in their own language as well as providing additional instruction in Spanish for those students at risk. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance. In addition in order to give ELL a better chance at succeeding in their own language and to help student that speak no Spanish at home be more immersed in the language, we provide in the Prek to 4th grade classes in Spanish three days a week Mondays, Wednesdays and Fridays.

## **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])?

The Instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominate learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).

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)?

Students that are new to the language are given additional ESL services by a licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get more one on one small group instruction. In other instances instruction is provided as a push in model, where the teacher pushes in with the classroom teacher and provided scaffolded support in the language and content. Students with special needs are primarily in ICT classes where the teachers are licensed in Bilingual Education and Special Education. This is our first year with ICT in the middle school. In the middle grade ICT class, the Special Education licensed teacher travel with her class to provide support to students that have special needs. This is our first year with an ICT class in middle school, in future years we hope to have ICT teachers that are specialized in Special Education and a given content area i.e. Math / Science or Literacy / Social Studies. For students with an individualized education plan (IEP) we have a setts teacher, Bilingual speech teacher and more. Similar to the ESL program, students could be pulled out or the ESL teachers can push in.

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.

: In all the grades teachers plan for students who are below, at or above level. Instruction is provided with language functions that assist the student to work at a level where they can be immersed in the language in a rigorous manner, while provided with language structures and scaffolds that can help make the lesson more comprehensible. Teachers give the students periodic assessments where their progress in both English and in Spanish is measured. Assessments are also given in Math where we measure students' growth through out the year by giving them baseline, midline and endline assessments to measure their progress this is also done in both languages. We use a balance literacy model to teach literacy in both English and Spanish with special focus in reading comprehension; vocabulary development and writing. We have a special time set aside where the whole school reads for 20 to 30 minutes on their own to help them develop an appreciation of reading ie Dear time (Drop Everything And Read). We also look to using more non fiction literacy books to assist students in gaining more rigor, vocabulary and content understanding through the use of non fiction books that provides new information and learning experiences in a scaffolded but sophisticated manner. We also use rubrics and the 6 traits reading and writing program to provide teachers and students with strategies that help them to gain a better understanding of how to tackle more rigorous materials by focusing in a deeper way on those strategies and questioning structures that can help them observe and record what they can do and be given strategies or observation samples of how they can do it better.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students are given the WRAP reading assessments at the beginning of the school year, and once again at the end, Mid year we give them a writing sample to check for their improvement in writing according to the Six traits design.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? We do initial assessment, mid assessment, and end of year assessment for reading and writing for English and Spanish for grades K to 8. In math and science students are given the assessment in either English or Spanish depending on the language preference of the student.

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).

(a) For SIFE students we make sure they get the basic literacy skills they need for reading, writing, including grammar, spelling, sentence structure, vocabulary, and punctuation in Spanish. They also receive instruction in the Title III after school program.

(b) For newcomers students are pulled-out for ESL instruction everyday, and also throughout the day the student receives ESL instruction throughout the content area with the subject teacher.

© Students are pulled-out three times a week for ESL instruction, and ESL teachers also push-in during the day. Some students are enrolled in a small groups for early literacy instruction. They also receive instruction in the Title III after school program.

(e) Long terms ELLs are given English instruction throughout the day in the content areas, using ESL strategies. In addition, 37.5 minutes are dedicated to help these students improve their academic reading, writing, and math skills, in both English and Spanish.

(d) Former ELLs in years 1 and 2 after becoming proficient, they are pulled out twice a week for ESL instruction, they continue to have time-and-a-half during state exams. They also receive ESL instruction during extended day, and in the Title III after school program.

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?

Reading: With beginner students we modify our speech, i.e., reading slowly, pausing, gesturing, repeating, and TPR. We use visuals and realia and non-verbal cues to get them to understand what we are doing. We also use pattern books with high frequency words that gives them a hand full of words that they can depend on in any given situation. With intermediate and advanced students in addition to all the strategies mentioned we build on students' vocabulary through the use of graphic organizers, hands-on activities, paraphrasing, use of context clues and clarifying for meaning and understanding, as well as displays and referential questions. Before reading a text we go over some of the more important terms and vocabulary words, we preview the text by looking at picture clues and titles to predict what the book is about. We also do book walks that offer the students a preview of what is coming and a chance to hear and ask question that can help with the text. We have the student do accountable talk of a text by have them take time out to talk with a partner what they understood this last activity is also a prerequisite to having them do book clubs in the upper grades. To build students' vocabulary and content understanding, we ask higher order thinking questions, we model the thinking aloud, and use the Accelerated Literacy Learning workshop (Balanced literacy) model applying the ESL strategies that can make the activity more comprehensible.

Writing: With the beginner students we scaffold the writing line by line, providing sentence starters and rubrics for the students to follow. We also provide and encourage the students to use the rich print environment in the classroom as a resource to help them with words that are difficult to spell. In interactive writing we teach pattern sentences, punctuation, spelling, and vocabulary. We also provide language structures and sentence starters to help students along with their thinking as they develop language and writing. With the intermediate and advanced students we model the writing process with sentence structures, and scaffold paragraph development using L1 to increase vocabulary using cognates. We use interactive writing to increase students' participation, enhancing their oral skills in the process. Students are also grouped and paired to work together cooperatively. We use the students' own experience to develop their personal stories and polish their sentences by rephrasing correctly. We use L1 to enhance and improve students' vocabulary. We also use literacy games that build on grammar, spelling and vocabulary development. We also provide the students with student friendly rubrics that they can use to measure their own progress in writing by following the criteria in a rubric that shows them where they are at in their level of fluency.

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?

Content area teachers developed a curriculum aligned with the CCSS, using the DOK, the Danielson's Framework for Teaching. CMP3 is used for Math in the MS, and Investigation Math and Go Math for the elementary school. In addition, we have Code X for the MS, and Ready Gen for the elementary; as well as the 6 traits for writing.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Name of Academic Intervention Services (AIS)

In the description of our AIS program which is provided to all our students at risk we do the one or a combination of the following:

ELA: In addition to our Balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on students strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a varitey of forms, and then site in the text what the author meant by his or her question. Also with the use of more non fiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content. NLA: Estrellita (RTI) The Estrellita program focuses on phonimic awareness of the students in Spanish. Given in a methodical manner, the estrellita program teaches the students phonimic strategies for how to break words down into syllables and sounds in order to be able to attack new and unknown words. The program is also designed to return to student who need more help in any given area and provides for lessons that can be given in small groups and in an individual manner. They stress fidelity to the program in how it should be implemented. This program is for the early grades and is ended once the students have graduated to knowing all their letters and letter sounds.

Mathematics:

-By using base-line, mid-line and end- line assessments lessons are created that target students strengths and needs; through the use of conferencing the teacher can observe the strategies that the students use to tackle problems, do problem solving and check for misconceptions.

-By focusing on extended response questions the student can explain their understanding of a concept and argue why an answer is correct. we are meeting the instructional expectation set forth by the Chancellor. We also look to aligning our curriculum of the CCLS and weave them into all the different content areas.

In addition to the different assessments offered throughout the year, conferencing and Math strategies are aligned to the new CCLS and the new curriculum, with special focus on the new chancellors expectations that encourages multiples ways of representing a problem. Strategies for problem solving and a detailed written argument to explain your work.

Through the use of Univesal Design for Learning (UDL) strategies are also encourage in all the different content areas with the thought of showing that there are different ways that a student can show understanding of a concept. It also encourages different entry points for students who learn in different ways.

Science: In Science the teachers use both Spanish an English text books to do their lessons. The teachers use a variety of materials to teache Science in order to allow for different entry points with the students. As much as possible teacher use technology, smartboards, Elmos, overhead projectors to demonstrate or show the students the curriculum. They also use a project base approach to teach the student how to delve deep into the study of a project. All this is done through UDL lessons that provide for different entry points into a project. It also develops language in that at time students also have to present their findings to the school through an annual Science fair. For Students that are learning one of the two languages, it offers the student to make a

presentation by providing scaffolds, vocabulary development and quality time to learn one particular area of study. The teachers use non-fiction Science passages to teach literacy. Additional Health and Science is given throughout the grades by the classroom teachers and the cluster Science teachers. This year we were not able to afford the the 3 day F status cluster teachers but we have identified an additional teacher to assist in the middle school assigned to teach Science in the 6th grade. Science is also an area that is given Study Group planning time by the coaches in order to continue to align the Science Curriculum to the CCLS.

Social Studies: Similar to the plan described in Science, the teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.

At-risk Services Provided by the Guidance Counselor: Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting. In the Middle grades more stress is given to the HS selection process where students are encouraged sooner rather than later to look at schools that are in line with what they want to do and seek out the criteria for entrance to those schools. Students that are selected to go to the DREAM project are highly encouraged to do so in order to be competitive with other students who will be taking the entrance exams for Specialized HS. Our Guidance counselor also provides Advisory lesson for the student in a small group weekly bases to discuss organizing skills, HW; problems and how to handle them and community service.

At-risk Services Provided by the School Psychologist: For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIS worker and advisors for students that start working with them as early as 6th grade. Unfortunately, we are not able to fund a RCCP teacher but our AP and guidance counselors continues to work with students in teaching them strategies for dealing with difficult situations and works with them on how to resolve conflicts creatively.

At-risk Health-related Services: We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.

AIS services provided by teachers in different grade and subject areas: We have a Setts teachers that provides services to students with IEP not in ICT classes. This teachers is licensed in Special needs and offers different strategies to students who are at risk.

Two new areas of focus for us are the ELG groups and the AIS groups in middle grades.

The scheduled service is provided as follows:

In the beginning of the academic school year we identify literacy teachers Spanish/English with free periods to push into grade 2 to give additional small group instruction to students identified in need of further services. The purpose is to get them strong in what they need to do in the early part of second grade so that the students can develop independence in what they need to do. In January we then switch the available teachers to Kindergarten and 1st grade classes where at this time start showing who is in need of more individualize or small group services.

Subject area of focus

Christina Cepero;	K – 8	Literacy
Elizabeth Silva	K-8	Math/Science
Soledad De León	K – 5	Using literary to teach ESL, SS, Science
Isabel Lobelo	6 - 8grade	Using literary to teach ESL, SS
Wendy Hernandez	7 - 8 grade intervention in Spanish/Spanish Regent.	
Entire Staff	1st – 8th (at 37.5 mins)	Math/ ELA

\* See attached schedules and list of students for each AIS teacher.

\*\* This service by the AIS teacher had to be discontinued due to budget reduction.

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

development.

In looking at the NYSESLAT data we noticed that students performed better in listening and speaking and not as well in reading and writing and although we know that the listening and reading does come sooner than the reading and writing we realized that we had to do more work on modifying our lessons to include more Read Aloud and guided reading. We also do book talks and turn in talk to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology allow students to successfully progress from one level to another without having them get stuck on one level, because it is too difficult to understand and the student is lost.

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

We have introduced the Estellita program for student in grades Kg-2. We have also adopted the Core Knowledge reading program for grades Kg.-2; Ready Gen for grades 3-5 and Code X for the middle school. The purpose of this is to help fill in the curriculum gaps that we had in our skill development area. But we have adopted them as a resource that supplements what we do but does not supplant it. We have also put the go math as a supplement to our Investigations math program, recognizing the need for more fluency in skills practice for the students, but again recognizing that the test is geared more towards reading, writing and explaining a problem in addition to solving it.

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

We are not discontinuing any programs.

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

We provide our ELLs with additional help during the day and after school. As much as possible we offer our student different programs that are of interest to them at different times of the day and different days of the week. We have electives, choice time for the art, tutoring and Champs afterschool programs. It may be that they cannot take all the classes but they will have some choices to have equal access to many of the other programs.

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

EELA: In addition to our balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on student's strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a variety of forms, and then site in the text what the author meant by his or her question. Also with the use of more nonfiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content.

DEAR time independent reading. Where the teacher carves out 20 minutes in the day to have the students drop everything and read.

Read alouds that develops their ear for listening and pronunciation and essential questions that helps develop their thinking through discussion techniques.

-We also use Imagine Learning for those students that need development in English. The computer program provides the students with an individualized program for learning English that get more difficult and they improve from one level to another.

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

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to all the students to create a baseline assessment of where the students was when he started attending our dual language school. These assessments are then used to

guide instruction, form groups and measure for growth, proficiency and progress. Teacher assessments are also used in L1. We use balance literacy to develop independent reading and writing skills by developing writing units that are scheduled throughout the year in both languages. In the early grades we start students writing in their native language and slowly bring them in to the scheduled writing activities as they gain fluency in L2. We also take the opportunity to do writing on the assigned Spanish days in order to create a routine of thing that you do on English days and things that you do on Spanish days (three days in Spanish and two days in English). In the middle grades students read and write in both languages every day depending on the schedule, curriculum area and teacher assignment.

In the early grades students identified as beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

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

In the early grades we have an ESL teacher that gives additions ESL and literacy resources to studnets that are ELLs in grades 1-5. The teacher also pushes in during the times that we flood the classrooms to provide more small group experiences This teacher also takes out a small group of SIFE students that can benefil from more one to one/small group instruction. In the middle school we also have a middle school ESL teacher that works with the student that are beginners, intermediate and advanced. They are taken out for small group instruction at different times during the day and also use the Imagine learning program. They also benefit from the after school program that looks at the needs of students that are ELLs, SIFE or in need of more native language instruction.

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.

Before students come to the school we provide the parents with an orientation of how we will be working with their children and the different options they have. Once enrolled in the school they are entitled to all the different programs that the ELLs are entitled to.

18. What language electives are offered to ELLs?

We only offer the Spanish LOTE to our 8<sup>th</sup> grade students.

19. For schools with dual language programs:

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

The Instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominate learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).

Students that are new to the language are given additional ESL services by licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get more one on one small group instruction. In other instances instruction is provided as a push in model, where the teacher pushes in with the classroom teacher and provided scaffold support in the language and content.

Students with special needs are primarily in ICT classes where the teachers are licensed in Bilingual Education and Special Education. This is our first year with ICT in the middle school. In the middle grade ICT class, the Special Education licensed teacher

travel with her class to provide support to students that have special needs. This is our first year with an ICT class in middle school, in future years we hope to have ICT teachers that are specialized in Special Education and a given content area i.e. Math / Science or Literacy / Social Studies. For students with an individualized education plan (IEP) we have a sets teacher, Bilingual speech teacher and more. Similar to the ESL program, students could be pulled out or the ESL teachers can push in.

### **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.

Provide a detailed description of professional development program and activities.

Through weekly study groups meetings and workshops that teachers attend. Professional development is provided to all staff on a bi-weekly bases throughout the year and on the two Chancellor Professional Development days. Also when the budget permits we provide the teachers with Summer institutes where they can come in a week earlier to do planning. We also provide teachers with Study Group and planning time for two periods every week where they work with a ELA or Math coach in aligning curriculum with the standards, looking at student work and discussing individual student with the group to identify the students' strengths and needs and develop next steps. These child study exercises help us to tweak our curriculum to better fit our school needs. The staff is divided by grades as early childhood, elementary and middle school. This year we have differentiated the Study Group time a little further by having the teachers choose to focus on literacy, Science or Math on a weekly bases during Study Group Time. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in developing in their different areas of need as well as responding to their different interest. (I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops.)

The teachers work together to address student needs as far as Learning a second language, working with students that have special needs and moving all our students from one level to another. By aligning the curriculum to the New State Common Core Standards where we look to incorporate reading and writing throughout all the curriculum areas, we work to have a more rigorous curriculum that includes the development of language funtions with Blooms taxonomy in mind; and, language structures that assist the students in scaffolding the writing in either languages.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to better meet their individual needs by grouping them by achievement levels, language proficiency and interest. Students are identify and assessed for performance in order to determine if they are below, at or above grade level. By doing this the teachers are able to plan differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

Calendar of events. November & June Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection. Last June our school attended the Teachers College Inclusion Professional Development Conference Day at TC. At that conference 8 of our teachers represented our school in presenting their year long study of what they studied through out the year.

## 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?

### Describe Parent involvement

We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

By setting up book clubs sessions where students can come and visit their parents during their Fridays book club meeting, where the students can see first hand their parents showing their appreciation of books, and their love of reading.

By include parents in annual events that are important to the students and school. Events like Character Day, Tiger day, Book Fairs etc. that are activities that allows them to participate in activities that are meaningful to them and their children.

By inviting parents to special literacy celebrations; annual school events where they are at the center of the activity

By informing parents of important conferences and events where they can learn more about Bilingual Education programs and other strategies that can better help them help their children.

By receiving parent news letters from the school, the district and parent organizations like insideschools.org.

our school also partners with local CBO like the Community Association of Progressive Dominicans. This organization offers much needed assistance with our parents and youngsters in mental health services and in our afterschool program. This year because of a loss of OST funds to the organization the afterschool program is being offered to parents for a fee.

Another agency that we are partnering with this year is the Presbyterian Hospital CHALK program, Choosing healthy and active lifestyles for kids. Through Karen Ozuna, the program coordinator we have been able to form a school wellness committee that involves the participation of parents, teachers and students in choosing healthy choices in food and activity. As a school wellness committee we have set up a snack policy that keep sugary sweet and drink out of our snack list and encourages healty lifestyles and eating. We have visited farmers markets and have had Literacy Celebrations with food, carrots and juice as opposed to cookies and soda.

### **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.

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: Twenty-first Century Academy**

**School DBN: 06m210**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evelyn Linares	Principal		11/27/13
Camilo Mejia	Assistant Principal		11/27/13
Concepcion Quezada	Parent Coordinator		11/27/13
Isabel Lobelo	ESL Teacher		11/27/13
Maria Garcia	Parent		11/27/13
Soledad De Leon/ESL	Teacher/Subject Area		11/27/13
Wendy Hernandez/Spanish	Teacher/Subject Area		11/27/13
Elizabeth Silva	Coach		11/27/13
Christina Cepero	Coach		11/27/13
Monica Benavides	Guidance Counselor		11/27/13
Jorge Izquierdo	Network Leader		11/27/13
	Other		1/1/01

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

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

DBN: **06m210** School Name: **Twenty-first Century Academy for Co**

Cluster: **05** Network: **511**

**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.

Through the study of our school environmental survey and informal pass review and assessments of parents and staff needs in language translation and interpretation was conducted.

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.

As a dual language school, every communication with student, staff and parents is provided in both languages, Spanish and English. This can be costly especially when producing a lengthy document in both languages and/or holding a meeting in the evening and needing oral translation. Fortunately, the majority of the staff is bilingual and often volunteer to provide language translation and interpretation. Meetings are held in both languages to accommodate everyone who attends.

## 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.

Translation and interpretation is always provided in house by school staff or parent volunteer. When a lengthy document needs to be translated, such as the LAP or CEP or translations of the New Instructional Shifts these are done by an outside vendor or through per session services provided by a staff member.

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.

All oral interpretations are provided in house by the bilingual staff.

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>.

As a dual language school all communication with parents both oral and written is done in both English and Spanish. When needed a translator is assigned to assist parents or staff member.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS / IS 210	DBN: 06m210
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rational: The purpose of the Title III after school program is to advance student that are learning English to learn strategies that are effective in progressing the student in reading and writing while helping them to advance in their knowledge of the English. In doing this we look at three particular groups of students that fall in a category of high risk students. Beginning ELL; SIFE students and students in need of more instruction in Spanish as their 1st language; and / or Spanish as their second language (SSL)

Subgroups and grade level of students to be served: The ranges of grade to be covered are from grade 5 to 8th. The curriculum is aligned to the common core learning standards and also applies high levels of rigor and to the listening, speaking, reading and writing portions of instruction.

Schedule and duration: Classes are scheduled 2 times a week, on Tuesdays and Wednesdays from 3:30pm to 5:30 pm. Start date is on October 16, 2012 and end date is May 30, 2012. (28 weeks)

Language of Instruction: The language of instruction is English and Spanish. English for ESL beginning, intermediate and advanced students; Spanish and English for SIFE students with interrupted education and Spanish instruction for student at risk in their own language and students that are learning English dominant learning Spanish.

Number and type of certified teachers: We have Ms. Lobelo and Ms. DeLeon ESL teachers; and Ms. Baez Bilingual Licensed teacher.

### 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: Our school professional development program for this year is focusing on the CCLS and the instructional shifts that are being implemented in the new NYS Standardized Test. Our School Goals for this year looks at engagement, rigor, consistency, vocabulary development and differentiation a la UDL (Universal Design for Learning) to design instruction that is both rigorous enough to meet the demands of the new CCLS but with scaffolds that will help our ELLs as well as our students at risk to be able to show progress in their learning. Professional development is also done in a differentiated manner where teachers engage in designing curriculum that meets the needs of their

### Part C: Professional Development

students as well as looking at students work in order to identify areas of need and next steps for students that have had instruction in Tier 1 but the teacher and the AIS team identifies them as being in need of tier Two or Three. Teachers have been trained in both Fundationa and Estrellita as the intervention program that can best meet the needs of those students in need of additional services and intervention. In addition to using Title 1 funds to give the teachers per session time for curriculum planning we also have teacher attend workshops on how to better use our Imagine learning technology program as well as paying for teachers workshops that focus on Dual Language Vision and strategies. This year we will have a group of about 6 teachers that will attend the Bank Street Dual Language Series entitled, "Beyond the Language Series 2013: Addressing the Core of the Common Core: The Language-rich Environment", on Friday, February 1 and Saturday, February 2, 2013. This workshop will be followed with in-depth per session planning for teachers who will be aligning the new common core state standards with the Instructional Shifts in the curriculum.

### 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: In addition to the annual mandated scheduled events I.E. Parent orientation meeting durign the ELL identification process, P/T conferences. This year we will continue to invite parents to the weekly parent bookclub where parents read and discuss books in both Spanish and English as a way to be a part of a community of readers. (Some of the Books that will be ordered for this event are from Follett Library Resources.

Item #	Title	Author	Yr.	QTY.	1st	Price	Ext.
I.e. 28847S3	Hasta no verte	Jesus mio	Poniatowsk	'69	1	y	\$ 33.20 \$ 33.20
05025G3	Ojos de perro azul	Garcia Marquez		15		\$ 8.96	\$134.40
17042U1	Para otros es el cielo	Bonnett		15	y	\$ 12.77	\$191.55
0YRBD66	La tela de arano	Hostos		15	y	\$ 7.77	\$116.55
05493T1	Todos de van	Guerra		15	y	\$ 10.21	\$153.15

5 titles (qty. 61) Total Guaranteed Title Price \$628.85 with Cataloging Total: 664.84

This project brings the parents in every Friday form 9:25am to 10:10am to the school library where our school librian Angela Silverio models for the parents how student read books for information,

**Part D: Parental Engagement Activities**

comprehension and understanding and Critical Analazys. The Book club group also plans for a trip to El Repertorio Espanol and a Community building event when the budget allow for it. Parents are also invited to attend the schools' annual Curriculum evening, (Sept. 20, 2012) where the teachers give them a description of how they will be working with their children. They also give them a hands on experience of what they will be doing throughout the year and answer any questions the parents may have regardign HW, language or instruction etc. In addition, there are a variety of staff development workshops that help the parents to better understand the new standards, the instruction expectations and the the instructional shifts. (Thurs. Sept. 20, 2012 / PA meeting) We also have fun activities and literacy celebrations where parents can see their children present there work and see the work of the other children in the class. (on going) Friday, December 21 2012; October 3, December 5th PA meeting.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		Grand total