



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** BERTA DREYFUS, I.S. 49

**DBN (i.e. 01M001):** 31R049

**Principal:** LINDA HILL

**Principal Email:** LHILL2@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** JEAN MCKEON

**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
Linda Hill	*Principal or Designee	
Reassigned Teacher	*UFT Chapter Leader or Designee	
Laura Cavalleri	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lori Wood	Member/ Parent	
Wasila Amin	Member/ Parent	
Augustine Amigon	Member/ Parent	
Marilyn Graham	Member/ Teacher	
Victoria Trombetta	Member/ Teacher	
Diane Vines-Monohon	Member/ Teacher	
Cheryl McMillan	Member/ Teacher/UFT Delegate	
	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.

**By June 2014, all teachers will engage in higher order questioning techniques through the use of Socratic strategies, as evidenced in, short frequent observations and lesson plans.**

### **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.

According to 2012 QR (indicator 1.2) across all content areas there were uneven levels of meaningful student engagement due to surface level questions and questions that only required a "yes" or "no" answer when asked by the teachers. As a result there was a lack of cognitive thinking and classroom participation.

### **Instructional Strategies/Activities**

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

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

1. Teachers will receive professional development on Domain 3 of Danielson's Framework for Teaching, specifically component 3b, questioning practices, including higher order thinking questions, Socratic questions, and open-ended questions.
2. Teachers will include in their unit and lesson planning pivotal questions that promote critical thinking and engage students in meaningful discussions.

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

1. Principal, Assistant Principals, CFN and Talent coaches. Danielson's Framework for Teaching rubric, ARIS, Question stems for all content areas
2. All teacher teams and Assistant Principals, question stems for all content areas

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

1. Formal and Informal observations and feedback sessions. Agendas and minutes from Department and Faculty meetings, as well as, Lunch and Learn PDs.
2. Unit/Lesson plans which have been revised to include higher order thinking questions, Socratic questions, and open-ended questions for all content area teachers.

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

1. Ongoing from September 2013 – May 2014
2. Ongoing from September 2013 – June 2014

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

1. Review Domain 3b of Danielson's rubric. Inter-visitation to observe best practices in questioning techniques and strategies, professional reading (books, articles, magazines), ARIS resources, curriculum resources
2. Value Added Inquiry Thursdays (first Thursday of each month), Posting all curriculum maps for pacing that reflect questioning techniques that can be adapted to for other content areas.

### **Strategies to Increase Parental Involvement**

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

Outreach to all parents by Parent Coordinator, notices in Spanish, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education

- ❖ School Leadership Team meetings
- ❖ Monthly PTA meetings, and Open house
- ❖ Parent Workshops on various subjects

Common Core Literacy and Math workshops for parents (curriculum based)

### **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>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>x</b>	<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## 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.

**By June 2014, there will be a 3% increase in the subgroup Students with Disabilities (SWD's), in grades 6 through 8 achieving at or above proficiency level, as measured by the 2014 ELA state exam.**

### Comprehensive Needs Assessment

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

SWD did not perform well on the new state ELA exam, and historically SWD do not perform as well as the general education students on the state ELA exam. A careful analysis of individual student's proficiency ratings indicated that there needs to be an adjustment of the instructional practices and supports for our SWDs in order for them to make progress.

### Instructional Strategies/Activities

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

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

1. Review of individual student's IEPs, including learning styles, and individual ELA goals
2. Review of on going student data, including student samples, teacher created exams, and portfolios to see progression of progress over time.
3. In order for teachers to adjust their instruction to meet the needs of the SWD, professional development will be offered (UDL, DI)

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

1. All SWD and ELL/SWD teachers, including SETSS and related service teachers (speech) and Paraprofessionals
2. All SWD and ELL/SWD teachers, including SETSS and related service teachers (speech) and Paraprofessionals; Value Added Time (Extended day) teachers will identify specific skills to review with students
3. All SWD and ELL/SWD teachers, including SETSS and related service teachers (speech) and Paraprofessionals

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

1. Teachers will adjust their instruction in alignment to the student's ELA goal(s) and learning styles
2. During the ongoing fifty-minute Thursday Value Added Inquiry sessions SWD and ELL teachers will analyze ELA assessment results to identify gaps, areas of needs, and adjust the instructional strategies/lessons.
3. Teacher will receive resources (articles, Lunch and Learns, books, videos, curriculum resources, inter-visitation feedback, and mentoring support) to identify specific differentiation strategies that they can use for their SWD and ELL/SWD students.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

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

1. All SWD, ELL/SWD teachers and paraprofessionals will continuously review students' IEPs on SESIS during the Thursday Value Added Inquiry Time (3<sup>rd</sup> Thursday of the month)
2. Value Added Time (Extended day) teachers will identify specific skills to review with students
3. New strategies and resources, including new curriculum resources (CMP3, Codex, iLearn, So1) are continuously shared and discussed with all staff during Value Added Inquiry Time (first Thursday -Common Planning), Department meetings, Faculty Conferences, and Lunch and Learns.

### 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).

Outreach to all parents by Parent Coordinator, notices in Spanish, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education

- ❖ School Leadership Team meetings
- ❖ Monthly PTA meetings, and Open house

- ❖ Parent Workshops on various subjects

Common Core Literacy and Math workshops for parents (curriculum based)

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

### **Goal and Action Plan #3**

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

#### ***Annual Goal #3***

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

**By June 2014, there will be a 3% increase of ELL and ELL/SWD students, in the 7<sup>th</sup> and 8<sup>th</sup> grade, achieving at or above proficiency level as measured by the 2013-2014 New York State Mathematics Exam.**

#### ***Comprehensive Needs Assessment***

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

ELL students did not perform well on the new state Math exam, and a three-year trend indicates that the ELL students do not perform as well as the general education students on the state Math exam. A careful analysis of individual student's proficiency ratings indicate that there needs to be an adjustment of the instructional practices and supports for our ELL and ELL/SWDs in order for them to make progress in Math.

#### ***Instructional Strategies/Activities***

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

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

1. Review of prior year NYSESLAT and/or LAB R results to identify target areas in reading, writing listening and speaking which ELL and Math content area teachers will use to develop supports in Mathematic concepts, vocabulary and comprehension.
2. Review of on going student data, including student samples, teacher created exams, and portfolios to see progression of progress over time.
1. 3. In order for teachers to adjust their instruction to meet the needs of the ELL students, professional development will be offered (UDL, DI), and strategies for building content rich vocabulary in a Math classroom.

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

1. All ELL and ELL/SWD teachers, including SETSS and related service teachers (speech), Paraprofessionals and Grade 7 & 8 Math content teachers
2. All ELL and ELL/SWD teachers, including SETSS and related service teachers (speech), Paraprofessionals and Grade 7 & 8 Math content teachers; Value Added Time (Extended day) teachers will identify specific Math skills and vocabulary to review with students
3. All ELL and ELL/SWD teachers, including SETSS and related service teachers (speech), Paraprofessionals and Grade 7 & 8 Math content teachers

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

1. Teachers will adjust their instruction to accelerate ELL students' language development in Math by modeling and providing multiple representations of Mathematical concepts.
2. During the ongoing fifty-minute Thursday Value Added Inquiry sessions ELL and ELL/SWD teachers will analyze Math assessment results to identify gaps, areas of needs, and adjust the instructional strategies/lessons.
3. Teachers will receive resources (articles, Lunch and Learns, books, videos, curriculum resources, inter-visitation feedback, and mentoring support) to identify specific differentiation in ELL and Math vocabulary/comprehension strategies that they can use for their ELL and ELL/SWD students.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

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

1. All ELL, ELL/SWD teachers and paraprofessionals will continuously review students' assessment data and work samples during the Thursday Value Added Inquiry Time (3<sup>rd</sup> Thursday of the month)
2. Value Added Time (Extended day) teachers will identify specific language development and math concept skills to review with students
3. New strategies and resources, including new curriculum resources (CMP3, iLearn, So1) are continuously shared and discussed with all staff during Value Added Inquiry Time (first Thursday -Common Planning), Department meetings, Faculty Conferences, and Lunch and Learns.

**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).

Outreach to all parents by Parent Coordinator, notices in Spanish, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education

- ❖ School Leadership Team meetings
- ❖ Monthly PTA meetings, and Open house
- ❖ Parent Workshops on various subjects

Common Core Literacy and Math workshops for parents (curriculum based)

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- B. Key personnel and other resources used to implement each strategy/activity**
  - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- D. Timeline for implementation and completion including start and end dates**
  - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</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.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</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.										

### 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>	Close reading, non-fiction writing Interactive reading (Achieve3000) ELA test prep, Salvadori Center Skyscrapers program	Tutoring one-to one, small groups	Value Added time before school, Core PLUS after school During school Core PLUS after school, Sat. test prep JCC Beacon after school - CBO
<b>Mathematics</b>	Math Fluency, School of One, Salvadori Center Skyscrapers program,	Tutoring one-to one, small groups	Value Added time before school, Core PLUS after school During school Core PLUS after school, Sat. test prep JCC Beacon after school - CBO
<b>Science</b>	Interactive FOSS/CPUP labs, Alignment with ELA/Math curriculum, aligned content area trips, Salvadori Center Skyscrapers program, HW help	Tutoring one-to one, small groups	Value Added time before school, Core PLUS after school During school Core PLUS after school, Sat. test prep JCC Beacon after school - CBO
<b>Social Studies</b>	Alignment with ELA curriculum, aligned content area trips, Salvadori Center Skyscrapers program, HW help	Tutoring one-to one, small groups	Value Added time before school, Core PLUS after school During school Core PLUS after school, Sat. test prep JCC Beacon after school - CBO
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	College and Career guidance Peer mediation/Conflict resolution Understanding the Discipline Code book	Small groups and one to one  Push in whole class interactive	Core PLUS after school, M&M mentoring program during and after school.

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

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</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>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.</li> <li>• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.</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><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs.</li> <li>• Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.</li> </ul>

**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.).

**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.
<ul style="list-style-type: none"> <li>• School provides ongoing professional development to all teachers in analyzing assessment data to</li> </ul>

increase teachers understanding of student performance and strengthen teacher practice.

- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.

School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

### **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.

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**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>31</b>	Borough <b>Staten Island</b>	School Number <b>049</b>
School Name <b>Berta Dreyfus</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>Linda Hill</b>	Assistant Principal <b>Denise Diacomanolis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Patricia Conway</b>	Guidance Counselor <b>John Avitto</b>
Teacher/Subject Area <b>Sharon Brown/ELA</b>	Parent <b>Vickey Trombetta</b>
Teacher/Subject Area <b>Ciro Ambrosio/ELA</b>	Parent Coordinator <b>Leigh Gonzalez-Fairment</b>
Related Service Provider <b>Lisa Buonviaggio</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</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>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>802</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>11.35%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	43
SIFE	5	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	18

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	45	4	11	29	0	15	18	0	9	92
Total	45	4	11	29	0	15	18	0	9	92

Number of ELLs who have an alternate placement paraprofessional: 8

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	34	14					69
Chinese							3	0	0					3
Russian														0
Bengali														0
Urdu							1							1
Arabic							1	3	2					6
Haitian									1					1
French							1	1	1					3
Korean														0
Punjabi														0
Polish														0
Albanian								2	1					3
Other								2	4					6
<b>TOTAL</b>	0	0	0	0	0	0	27	42	23	0	0	0	0	92

## 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)							5	13	6					24

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)							8	13	7					28
Advanced (A)							14	14	9					37
Total	0	0	0	0	0	0	27	40	22	0	0	0	0	89

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	4			27
7	29	3			32
8	16				16
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									0
4									0
5									0
6	24		2		1				27
7	31		7						38
8	16		3						19
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
8									0
NYSAA Bilingual (SWD)									0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
IS 49 uses the Teachers College Reading and Writing Assessment to assess the literacy skills of our English Language Learners. The data provided from the TCRWA shows that 98% of the ELLs are 3 or more years below level in their reading levels, 2% are at grade level, and no ELLs are above grade level. This data was used to create an ELA curriculum that follows Common Core, but has the modifications for ELLs and ELL/SWDs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns show that proficiency levels are reached as the grade level of the students increase. There is the smallest number of ELLs in grade 8, as the number of students reaching proficiency is the greatest. Past trends have shown that 2% of ELLs have reached proficiency by grade 8 from when they started as 6th graders.
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 patterns across the NYSESLAT modalities indicate that the reading/writing levels of ELLs are far below that of the Speaking/Listening. Instructional decisions are affected by this result by having ELL classes blocked for ELA 8-10 times per week. The AMAO information is used to program classes, push-in services, and meet AYP, which was met in ELA for ELLs for the first time.
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. All students' levels of literacy in their native languages will be considered. A student who scores low in the LAB-R test will have exhibited his/her lack of prior knowledge in his/her native language. This would thereby signal, if necessary, a need for further instructional interventions. AIS, at-risk related services and testing would be possible considerations for the individual student.  
No hard data is available to compare testing ELL students in English and testing them in their native language in all content areas. However, many of our ELLs test below level in their native language, as well as in English (as noted by teacher assessments and observations). This indicates that the students are deficient in their skills and language development and may signify a disability in Reading and/or Math. This is noted by our high number of ELLs who have difficulty meeting test benchmarks on the NYSESLAT or any State examinations.
    - b. Results from examinations and assessments are used to plan for professional development workshops where teachers are focused on differentiating instruction and utilizing new methodologies in order to increase language acquisition and comprehension in all subject areas. The results help to prioritize a needs assessment for the department. Additionally, results help target deficiencies in specific areas. Instructional materials can also be specified.
    - c. IS 49 has no bilingual or native language instruction. However, the following are new and continued programs planned for the ELL population: Read-180: a comprehensive intervention program designed to meet the needs of students whose reading level is below proficient. Read-180 targets deficiencies by addressing individual needs through instructional software, high interest literature, and direct instruction in reading skill. Target groups are SWDs and ELLs. We also include the following instructional materials: high-interest, low-level libraries in all content areas; bilingual Spanish libraries; 1:1 dictionaries in the students' native language; and low-level content based textual materials to be used for test preparation.
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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
N/A
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

We evaluate the success of our ELLs through the number of ELLs who become proficient on the NYSESLAT, make growth on the ELA and Math state exams, and meet the AYP - which we did for the very first time in ELA for ELLs!

## 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](#).)  
When a new admit comes to the main office, the pupil personnel secretary notifies the Assistant Principal (Denise Diacomanolis), the ESL teacher (Patricia Conway), and the parent coordinator (Leigh Gonzalez) if the child is new to the country. All three meet with the family to discuss the program for ELLs at the school. The Mrs. Conway and Mrs. Gonzalez then review all mandated documents, including the Home Language Survey, Language Preference form, and Program Choice form, with the guardians. The guardians are then brought to Ms. Jusino's room to view the video to help them better understand their options. All necessary forms are completed at that time by the guardians. The LAB-R is administered by the Mrs. Conway on the student's first attend date. The pupil personnel secretary (Marianna Trapani) then admits the student into the proper, designated ELL class. If a new admit comes from another DOE school Ms. Trapani checks ELL status in ATS and notifies Mrs. Conway if the child receives those services. Then Mrs. Conway comes down to greet the child/guardian and Ms. Trapani admits the student into the proper, designated ELL class. Mrs. Gonzalez is bilingual and translates for Spanish speaking families, as well as Sonia Ng, a teacher who translates for Chinese families as her PA. Any child who appears on the R-LAT and receives ELL services is administered the NYSESLAT exam yearly.
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.  
Guardians view the DOE video to understand all three program choices, however IS49 offers only a freestanding ESL program.
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](#)].)  
Entitlement letters are distributed to the mandated students in September. Each student signs that they have received their letter and dates it. A copy of the signed entitlement letter is then placed in each student's cumulative folder. The Parent survey and Program selection form are filled out and signed by the guardian at registration. A copy of everything is given to the guardian and the original is placed in the child's cumulative folder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Once a child is identified as an ELL, they are placed into designated classes, according to grade and if they are IEP-driven.
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.  
ELLs are given each part of the NYSESLAT after-school when the window for testing opens. Each child receives an index card informing them of the dates and times they are to take the exam. Parents must sign and return a letter that informs them that their child will be tested after-school. Teachers are assigned specific ELLs that they are responsible for testing. If a child can not stay after-school, they are administered the test during school-time during their minor periods.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ  
The trend in program choices is that nearly 100% of guardians choose the freestanding ESL program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Instruction is delivered through the following models: Co-teaching, Pull-out, Collaborative, and Self-Contained.
  - b. The students are instructed in a block model and are grouped heterogeneously, as well as by IEP mandates, when programming permits.
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)?

Staff organization for ESL is done to provide all ELLs with mandated number of instructional minutes on a 6-day cycle schedule. The designated classes receive a block period of ELA, with Mrs. Conway pushing in with the ELA teacher. Although they do not have block periods of ELA every day, the 6-day cycle allows for the mandated hours to be received. Because we only have Mrs. Conway to service the ELLs, she has taken a shortage-area, extra period to service all mandated students.
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.

Content areas are delivered to each group according to DOE policies; blocks of ELA and Math three days out of the 6-day cycle, and single periods of Science and Social Studies. They are instructed in the Workshop Model in English. The instruction is

provided collaboratively with Mrs. Conway, along with the content area teacher. Our AIS teacher, Valerie Kimbrough, pushes in to our ESL, self-contained classes three periods a day to provide extra help for the content area teacher and Mrs. Conway.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
 Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 Paste response to question here: Students are evaluated throughout the year through the TCRWP given twice a year, 6 unit assessments, a midterm, and a final exam in Reading, writing, listening, and speaking.

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. SIFE students receive block ELA classes, and are targeted for the Value Added Time for 50 minutes every Tuesday and Wednesday mornings.

b. Newcomers receive block ELA classes, as well as pull-out ESL services, and are targeted for the (%) minute Value Added Time classes twice a week.

c. ELLs receiving services for 4-6 years receive block ELA classes, Read-180 reading instruction, and are targeted for the Value Added Time classes.

d. Long term ELLs receive block ELA classes, Read-180, and are targeted for the after-school CORE PLUS program, that meets for 2 1/2 hours every Wednesday and Thursday.

e. Former ELLs remain in the ELL designated classes for up to 2 years after becoming proficient, if they are still in our school.

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?  
 Paste response to question here:

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?  
 Paste response to question here:

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

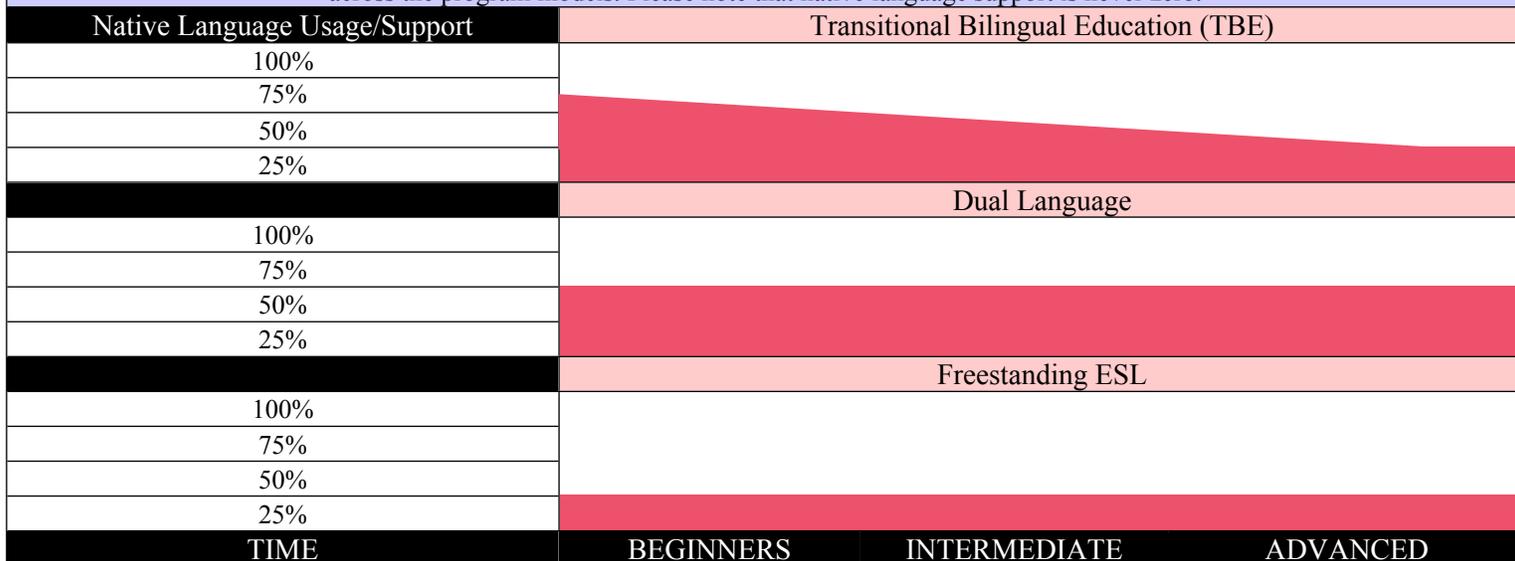
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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.  
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?  
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Paste response to question here:
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.  
There is a parent/student meeting on the last Tuesday of August at the school.
18. What language electives are offered to ELLs?  
Spanish
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

Professional development sessions are offered to teachers with regards to differentiating instruction, CCLS, and Danielson's Frameworks for Teaching, as well as the 7.5 hours of mandated ELL training. The sessions are offered to teachers during a 10 week session, on their preparation periods. Further professional development will be available during monthly, school-wide staff meetings.

Teachers who attend oell training opportunities will be able to turn-key the teaching methodologies to all staff members, but targeting those who specifically teach ELL students.

Two part training on materials, methodologies, and differentiated instruction for teaching the ELL student are also offered.

#### **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?

Paste response to questions here:

#### **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: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

**DBN: 31      School Name: I.S. 49**

**Cluster: 211      Network: 211**

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

**Part A: Needs Assessment Findings**

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

We use the information attained via the ATS system. Additionally, the Home Language Survey is given to each incoming registrant. When the yearly Spring DOE survey is administered, info regarding home language is further attained, as we inform students when giving them the parent surveys to let us know if an alternate language is needed.

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.

The following results were attained via the aforementioned methods. Chancellor's Reg. A-663 requires translation for any subgroup of 10% or more within the building. The Spanish language community for our school is currently at 10%. As a school community, we are of the belief that every parent needs to be provided information regarding their child in the most understandable method. We, therefore, translate into Arabic, Spanish, Chinese and Albanian.

## Part B: Strategies and Activities

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

The school will insure that all paper communications be translated into the necessary languages. For this to occur, any member of the staff generating a communication will forward said "notice" to the individual in charge of obtaining translation services, AT LEAST TWO WEEKS, in advance of distribution.

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.

The school as purchased ipads for use in communicating with parents or guardians within the school building. Additionally, we have various staff members well versed in many of the laguages we encounter we offer their talents as needed.

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

We will post information on our school website, on the PTA bulletin board and will, additionally, send home a copy of all aforementioned correspondence in translated form. The principal will also ensure that all reports and plans, as outlined in said regulation, follow all procedures set forth in A663.

## 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: Berta Dreyfus	DBN: 31R049
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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### 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: The after-school program will be NYSESLAT preparation and testing. The program will begin on February 26th, and run through May 28th, totalling 24 sessions. We will target ELLs whose last year's total NYSESLAT scores were 80 or higher, in all three grades - 6, 7, and 8, totalling 47 students. The primary focus will be Reading and Writing, as these are the areas our students are most deficient, however, we will also be addressing Speaking and Listening. The program will meet two days a week, Tuesdays and Wednesdays, and run from 3:00 - 5:00 (2 hours). There will be two certified teachers and one ESL certified teacher working with groups of 27 and 20; one group for students with disabilities and one group for general education ELLs, with the certified ESL teacher pushing in for an hour with each group, and then each will have a grade (6,7,8) THAT THEY ARE RESPONSIBLE FOR TESTING WHEN THE NYSESLAT BEGINS. One teacher is ESL and the other two are English Language Arts teachers to address the needs of the Reading and Writing deficiencies. The instruction will be in English and we will be using the Finish Line for ELLs, English Proficiency Practice for grades 6, 7, and 8.

### 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: \$4,000.00 will be set aside for substitute teachers when teachers of ELLs are sent out of the building for professional development. The professional developments are offered through the CFN and OELL. Two teachers will be sent each month for 12 months to the offered workshops. We will need 24 substitutes for the school year to be able to send the two teachers to the monthly Professional Development Workshops. Some of Professional developments will include Incorporating the CCSS for ELLs, Scaffolding Language and Learning, and Bringing Words to Life: A Guide for the ELL.)

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: We will hold two Saturday academies on 4/13/2013 and 5/11/2013 for parents in need of ESL classes. Our certified ESL teacher will instruct our parents on speaking English. It will be from 10:00 - 1:00 both days. Light snacks will be served. Parents will be invited to our ELL party on 5/29/2013 to celebrate the hard work of their students at the end of the after-school program. Parents are encouraged to join in our Academy trips with their ELLs and will be paid for. In the school, starting on 10/29/12, workshops for parents include an orientation, the ELA exam, The NYSESLAT exam, resume writing, and understanding the CCLS.

**Part E: Budget**

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

Allocation Amount: \$11200

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: \$11200

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