



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 16 THE WAKEFIELD SCHOOL

DBN (i.e. 01M001): 11X016

Principal: YVONNE B. WILLIAMS

Principal Email: YWILLIA5@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: BEN SOCCODATO

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
Yvonne B. Williams	*Principal or Designee	
Dahlia Watson	*UFT Chapter Leader or Designee	
Glodean Holder	*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	
Marcia Higgins	Member/ Teacher Co-Chairperson	
Stella Arizle	Member/ Parent-Co-Chairperson	
Mary Puleo	Member/ Teacher	
Johanny Amaya	Member/ Parent	
Jayme Morrissey	Member/ Teacher	
Myrna Peart	Member/ Parent	
Gwyn Sterling	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 there will be an 10% increase in the number of current students performing at Performance level 3 on the New York State English Language Arts (ELA) assessment.

Comprehensive Needs Assessment

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

NYS 2014 ELA scores

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

- New Network to support all school-wide needs.
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, a timeline for implementation.
- Literacy block includes the use of children's literature and nonfiction text to enhance instruction.
- Implement Ready Gen Reading program: Grades 3-5
- Utilize Super Kids Reading Program : Grades K-2
- All teachers will participate in professional development workshops during faculty conferences.
- All teachers will participate in visitations within the school and the network as described in professional goal setting.
- Teachers and administrators regularly review student data throughout the school year.
- Teachers and administrators collect and analyze data from Acuity, Citywide, classroom and benchmark assessments for intervention and re-teaching.
- Address students' learning styles by administering the Learning Styles Inventory, which is displayed in each classroom.
- Teachers and educational assistants will participate in professional development focused on differentiation facilitated by administration and network support staff.
- All teachers will participate in multi-grade level inquiry process.
- Utilize UFT 37¹/₂ minute sessions to facilitate teacher inquiry work and ELA curriculum planning monthly.
- United Streaming – Web based research/instructional tool.
- Provide professional development and support in ARIS to support Citywide Instructional expectations.
- Provide professional development and support for improving teacher effectiveness through ARIS and PD 360.
- Provide professional development and support in use of Acuity Diagnostic assessments aligned to Ready Gen.
- Professional development focused on Common Core and College and Career Readiness Learning Standards.
- Baseline assessments: Fountas and Pinnell reading assessment, MOSL NYC performance test
- ECLAS reading assessment for grades K-2
- Rigby PM Benchmark and ELA Scantron for grades 3-5
- *Progress Monitoring based on the school wide Accountability calendar*
- ELA Focus: student- to- student conversations, identifying key details in text with supporting evidence

- Utilize web based instructional tools for supplemental learning – RAZ KIDS, Brain Pop
- Providing Professional Development for the Technology Teacher in preparation for 2015 PARCC assessments.
- Ongoing Ready Gen Professional Development
- Professional development in Depth of Knowledge questioning and Danielson’s Framework to address instructional shifts.
- Teacher Effectiveness Leaders will turnkey expectations on how teachers will be evaluated
- Utilize smart boards to enhance instruction.
- Superkids program to support the teaching of reading in grades Pre-K through second
- RTI teacher to provide support to accelerated and at risk students
- Service providers give support to at- risk learners
- Common planning periods, structured as part of regular preparation schedule.
- Reading/Math Club for above level students
- Utilize Rigby PM Benchmarks assessments to monitor reading levels and growth.
- Pre-K Utilize Work Sampling Systems to assess readiness and progress
- Utilize Exemplars to monitor student progress
- Implementation of Project Boost for grade 4 (levels 3 and 4).
- Kindergarten participates in LEAP ALLL (integrating arts instruction with ELA).
- After School program for over-aged students.
- After School Program and during the school day (ELA/Math for Academic Support) for students who are levels 1 and 2 who were not invited to summer school.
- Cool Culture for parents and students of Pre-K-Kindergarten
- Pre-K Reading Program: Happily Ever After
- Integrate ELA and Art curriculum with our new art program.

1.

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

1. Principal, Assistant Principals, Network Personnel, Teachers, LEAP, Superkids Staff Developers, ReadyGen Staff Developers, Parent Coordinator

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

1. Rigby, Fountas & Pinnell, Performance Series Scantron, ECLAS, End of Unit Performance Tasks, NYS ELA, Raz Kids, Thinking Map

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

1. September 2013-June 2014

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

1. ReadyGen, Superkids, Happily-Ever After, Finish Line, Foundations, Engage New York

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).

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Progress reports will be distributed to parents after six to eight weeks to keep them informed about their child's academic progress.
 - Report cards three times per year will keep parents informed about their child's progress towards state and city expectations.
 - Parents of students receiving RTI services will receive interim progress reports.
 - Writing celebrations will be held at end of each writing unit to highlight student accomplishments in writing.
 - Curriculum overviews are hung on all classroom doors and on designated bulletin boards to inform parents of the course of study for each class and grade.
 - During PTA meetings and Title I parent information meetings the administration and staff members will present information and workshops on state

and city expectations, in addition to school academic programs and parent support programs available. Provide support to ELLs through bilingual readers, websites, translation of notices, and supplemental literacy activities while ELLs acquire proficiency in English.

Budget and Resource Alignment

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

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

- Anti-bullying program
- Counseling and provisions for shelter students
- Pre-K
- Additional Pre-K class 2013-2014

Scholarcentric program for third and fourth graders to build self esteem and motivate an attitude of excellence

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 2% decrease in the number of current students remaining at Performance level 1 and 2 on the New York State Mathematics test.

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.

NYS Mathematics test scores of 2013

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. strategies/activities that encompass the needs of identified student subgroups,
2. key personnel and other resources used to implement these strategies/activities,
3. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
4. Pre-K Mathematics Program: Saxon
5. All teachers will participate in professional development during faculty conferences.
6. Implement the *MyMath* program which is aligned with NYS CCLS.
7. Utilize the leveled *My Math Real-World Problem-Solving Readers*.
8. *Diagnostic Assessment from My Math*
9. *Baseline Assessment for MOSL: Mathematics Scantron On-Line Performance Series for grades 3-5.*
10. *Monthly Performance Tasks*
11. *Progress Monitoring based on the school wide Accountability calendar.*
12. Professional development for teachers in the *MyMath* program, with a focus on the development of rigorous math assignments and performance-based tasks, with *DOK* rigor, to include Standards of Mathematical Practices to meet NYS CCLS and College and Career Readiness.
13. Teachers and administrators will continue to regularly review student data throughout the year, to address curriculum gaps.
14. Teachers and administrators will continue to collect and analyze student data from *Acuity*, citywide tests, *end of unit tests* and classroom assessments.

15. Teachers will participate in professional development focused on differentiation, facilitated by administrators and network support staff.
16. Restructure UFT mandated 37 ½ minute sessions to include time to facilitate curriculum alignment work and data analysis.
17. Continue Extended Day to support academic growth and provide students with strategies to improve performance, evidenced through student performance data.
18. Continue workshops/Title I for parents.
19. Provide professional development and support in the use of *Acuity* diagnostic assessments aligned to the state curriculum.
20. Provide professional development for effective teacher instruction through ARIS and PD360.
21. Provide professional development focused on implementation of Common Core Learning Standards.
22. Provide professional development on the *Danielson Framework* to address instructional shifts.
23. MyMath Benchmark Assessments
24. Address students' learning styles by administering the Learning Styles Inventory.
25. Providing Professional Development for the Technology Teacher in preparation for 2015 PARCC assessments.
26. Utilize *UDL* strategies
27. Use of *Thinking Maps* to organize problem-solving strategies.
28. Use of *Smartboards* to enhance instruction.
29. Use of individual student goals and data to drive instruction.
30. RTI- Extended Day test preparation using *Finish Line*.
31. After School AIS test preparation using *Finish Line*.
32. *Utilize Exemplars Performance Tasks to monitor progress.*
33. After School program and during the day (ELA/Math for Academic Support) for over-aged students.
34. After School Program for students who are levels 1 and 2 who were not invited to summer school.

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

1. Principal, Assistant Principals, Network Personnel, Teachers, My Math Staff Developers, Saxon Staff Developers, Parent Coordinator

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

1. Monthly Performance Tasks, Pre and Post Tests, On-going Assessments, Performance Series Scantron, Thinking Maps

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

1. September 2013-June 2014

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

1. Finish Line, My Math, Saxon, Engage New York

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).

N/A

Budget and Resource Alignment

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

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

- Anti-bullying campaign
- Counseling/Guidance for shelter children
- Pre -K
- Additional Pre-K for 2013-2014

Scholarcentric program to build self esteem and to promote excellence

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.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 ELLs will have shown an increase in performance in the reading and writing modalities of the NYSESLAT tests by 10%

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.

NYSESLAT test results and unit assessments indicate a trend where ELLs perform at or above standard in the listening /speaking modalities but below level in the reading writing level. ARIS item analyses reveal a weakness in vocabulary which translates to a lower level in reading comprehension and a lack of variety of vocabulary in writing responses.

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. All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

-Title I parent workshops

- Progress reports sent home every six weeks

- Report Cards three times per year

- Title III workshops for ELL parents

- Access to ARIS to monitor student progress

-Parent Coordinator

- Translation of notices to parents

2. - Spanish texts for parents to use at home while they help their children with homework

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

1. Principals, Assistant Principals, Network Personnel, Teachers, ESL Coordinator, Parent Coordinator

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

1. Measuring Up On-line, NYSESLAT, NYS ELA, Performance Series Scantron

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

1. September 2013-June 2014

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

1. Rigby, Explode the Code, On Our Way to English, Thinking Maps, Measuring Up

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside	x	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.
By June 2014 students with disabilities will show an increase in student progress on the New York state English Language Arts and Mathematics 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.
Based on the results of the spring 2014 New York state ELA and Mathematics Assessments

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.
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<p>A. Strategies/activities that encompass the needs of identified subgroups</p> <ul style="list-style-type: none"> • The school has added a full time special education literacy coach and IEP support teacher to the table of organization • The school's School Implementation Team meets bi-monthly to monitor IEP goals and revise student data with the objective of moving students to least restrictive special education settings as per Special Education Reform Guidelines. • The school's Response To Intervention Team meets monthly to provide academic support services prior to referral and additional supports for students with disabilities. • As part of the Phase I Initiative the school provides SETSS, Integrated Collaborative Teaching and self-contained class structures along with flexible schedules to meet the needs of students with disabilities. • Classroom teachers and support staff maintain communication logs to support collaboration with academic expectations in between regular CST and RTI meetings. • Guidance Counselor, school psychologist and school social worker provide at risk services for general and special education students. • Students with disabilities participate in all regular school activities, including Student Government.. • Progress Reports are distributed to parents every 6-8 weeks. • Students with disabilities in Pre-K to second grade utilize Rowland Reading Company's Superkids Reading Program, All students will utilize MyMath program for mathematics instruction. • Provide access to RAZ Kids and Brain Pop for supplementary reading at home. • Train Instructional Assistants in Foundations in order to provide supplemental instruction in phonics to those students whose data indicate the need for such services. <ul style="list-style-type: none"> • Provide professional support through ARIS and PD360. • Provide professional development focused on Common Core State Standards. • Provide professional development in Danielson framework with a focus on all competencies. • Utilize UDL strategies. • Use of Thinking Maps to organize problem solving strategies and organize ideas for writing. • Use of Smart boards to enhance instruction. • Use of individual student goals to drive instruction. • RTI- Extended Day, during the day, and After School Academic Support in ELA/Mathematics using Finish Line.

<p>B. Key personnel and other resources used to implement each strategy/activity</p> <p>1. Principal, Assistant Principals, Guidance Counselors, Teachers, Parent Coordinator, Special Education Coach, Speech Therapists, Occupational Therapists,</p>
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Psychologists, Social Worker, Physical Therapists, IEP Teacher

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

1. Alternate Assessments, Rigby, Fountas & Pinnell, Performance Series Scantron, NYS ELA& Math, End of Unit Assessments, Pre and Post Tests,

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

1. September 2013-June 2014

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

1. My Math, ReadyGen, Superkids, Foundations, Engage NY, Wilson, Finish Line, Explode the Code, Brain Pop, Raz Kids,

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).

- School-wide Student Conferencing Sheets every 6 to 8 weeks sent home to parents for discussion with their child.
- Progress Reports distributed every 6 to 8 weeks
- Report Cards 3 times per year
- Access to ARIS website parent link to monitor child's progress
- Access to Raz Kids, Brain Pop and Castle Learning to provide additional practice in academic areas
- SMART Fair (Science, mathematics, Art and Technology exhibit designed for parent and student engagement in project development).
- Title I workshops (offered 4-5 times per year focused on teaching parents strategies to help their children with reading, mathematics, science, social studies and writing).
- Title III workshop for parents of ELLs (focused on parent rights, academic development and instructional strategies)
- Translation of notices to parent
- Spanish texts in Math for Spanish speaking ELL students and those parents who request them.
- Parents participate in the establishing of IEP goals during EPC meetings.

These workshops will be facilitated by the administration, ESL teacher, parent coordinator, guidance counselor, SETTS teachers, coach, technology teacher, science teachers and mathematics consultants.

Budget and Resource Alignment

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

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

- Anti-bullying campaign
- Counseling/Guidance for shelter children
- Pre -K

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.

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.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Tier I RTI guided reading • Tier II RTI push-in guided support • Tier II RTI pull-out using Foundations • Tier III RTI pull-out using Wilson • Tier II RTI using RAZ-KIDS and Brain Pop • Tier II RTI using Finish Line • Tier II RTI using Finish Line Writing. 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group differentiated instruction in classroom • Small group instruction • Small group instruction • Small group instruction/ one-to-one tutoring • Small group instruction <p>Small group instruction</p>	<ul style="list-style-type: none"> • During the school day • Extended day 55 minutes • Afterschool <p>During and after school</p>
Mathematics	<ul style="list-style-type: none"> • Tier I RTI guided Math • Tier II RTI push-in guided support • Tier II RTI pull-out using My Math Reteach • Tier II RTI using Finish Line Math 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group differentiated instruction in classroom • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • During the school day • During the school day • During the school day • Extended day 55 minutes
Science	<ul style="list-style-type: none"> • Upper and lower grade Science cluster teachers using Tier I strategies and hands-on experiments <p>Science curriculum incorporated into</p>	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom 	<ul style="list-style-type: none"> • During the school day

	<p>literacy block utilizing ReadyGen which is aligned with the common core learning standards</p>	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom 	<p>During the school day</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Cluster teachers using Tier I strategies connecting history and social studies into real life meaningful experiences to prepare students for college and career readiness <p>Social Studies curriculum incorporated into literacy block utilizing ReadyGen which is aligned with the common core learning standards</p>	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom <p>Small group differentiated instruction in classroom</p>	<ul style="list-style-type: none"> • During the school day <p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Counseling for at-risk students whose behavior affects academic progress, students living in shelters and students with open ACS cases • Assessments and determination of students not making adequate progress • Crisis intervention • Health related workshops <p>Asthma management classes</p>	<ul style="list-style-type: none"> • Small group/one-to-one counseling • One-to-one assessment • One-to-one intervention • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • During the school day

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All teachers have assignments in their license area. New teachers work collaboratively with their grade teams to develop, refine and revise CCSS aligned curriculum that supports college and career readiness. Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, regularly scheduled mentoring sessions, and professional studies. These sessions take place 3 days per week after school, in the morning before school and during the regular school day. The school mentor attends the DOE mentoring program and has had many positions throughout her career with an emphasis on data, testing and teaching special needs students.

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).

- PD 360,
 - ARIS,
 - Network Talent Coach
 - LASW Protocol
 - ReadyGen Training
 - Superkids Training
 - LEAP ALLL training
- Danielson training

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We work first to be sure that we use the funds to cover the expressed reasons why we have them; STH, At-Risk, Pre-K. Then we use the funds to work with all students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support their transition into kindergarten. Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure that essential skills are taught.

Measures to Include Teachers in Decisions Regarding Assessments

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

Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared the process and the decisions with the staff.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information 

District 00	Borough select one	School Number 000
School Name type here		

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 type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	%
--	--	----------------------	--	---	---

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

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

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

B. ELL Years of Service and Programs

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

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
TOTAL	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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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?Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)
Paste response to question here:
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.
Paste response to question here:
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](#)].)
Paste response to question here:

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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

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])?
Paste response to questions here:
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)?
Paste response to questions here:
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.

Paste response to question here:

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:

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).

Paste response to questions here:

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:			

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

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

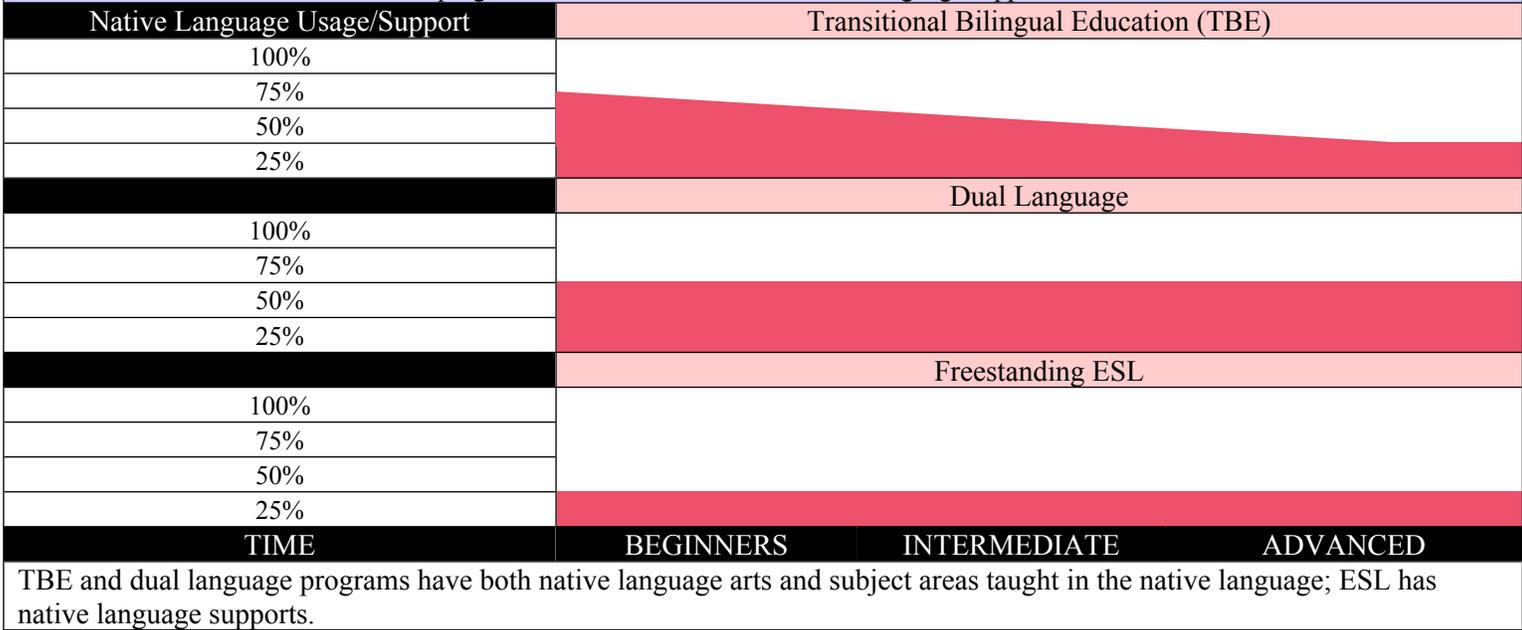
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here:

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: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS16 Wakefield School	DBN: 11X016
Cluster Leader: Chris Groll	Network Leader: Debra Lamb
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 checked="" 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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: PS 16 Title III direct instructional program will be in the form of After School and Saturday Academy. These programs are designed to provide instructional support that will strengthen the academic skills of ELLs who will be taking the NYS ELA, Math and NYSESLAT tests.

Title III Saturday Academy Program I - Reading ELLs/SWDs Grades 3-5

Based on student data-NYS ELA 2012, Benchmarks Reading Assessments, ECLAS Reading Assessments, NYSESLAT 2012 and Rigby ELL Reading Assessments which correlate with Fountas and Pinell there are five ELLs/SWDs performing way below the standards in Reading and Writing. Analysis of the data indicate that these students are between 6 to 12 levels below the expected grade level reading benchmarks. Their NYSESLAT scores of Spring 2012 indicate below level performance in the reading and writing sections. Of this group three students took the Spring 2012 NYS ELA and they all scored level I. These students' struggle to read grade level texts is due to their poor phonetic/ phonemic awareness and thus, poor reading fluency and comprehension. This extends to their challenges to express ideas in writing which requires being able to stretch out words, knowledge of spelling rules and conventions.

The Saturday Academy Program proposes to raise the reading and writing levels of these students through an intensive phonics based Reading Program for 5 sessions of 3 hours weekly. We will use the Wilson Reading Program. This program will not only increase students phonemic awareness but also develop reading fluency and comprehension skills which will enable students to express their ideas and understandings in writing. This program will be taught by a Special Education teacher who is trained in the teaching of Wilson and who has had training in ESL strategies and Multicultural Education.

This program will take place from January 12, 2013 through February 9, 2013 from 9:00 a.m to 12 noon.

Title III Saturday Academy Program II - ELA/ Math/ NYSESLAT for ELLs/SWDs

Based on the school data ELLs/SWDs have not been meeting performance standards in the state tests. NYSESLAT Spring 2012 tests indicate students reaching proficiency level in the listening and speaking sections but still being at either the beginner or intermediate level in the reading and writing sections. Results of NYS ELA of Spring 2012 also indicate below target performance of the same students in test items involving critical analysis, evaluation, literary response and expression. Similar observations were made in the NYS Math test results. ELLs/SWDs will need a supplemental instructional program which will provide them strategies to produce standard based responses which meet and or exceed the performance standards requirements.

This program is threefold. It proposes to provide intensive exposure to informational texts, rich with standards based academic vocabulary. The focus will be on day two and three items of the NYS ELA. The program will concentrate on CCLS standards R4.4, W4.1, W4.2, W4.4, W4.5. Students will read, analyze, and interpret information as they learn strategies to successfully maneuver and produce

Part B: Direct Instruction Supplemental Program Information

standards based written responses for the NYS ELA tests. Secondly, in preparing students for the NYS Math tests students will be instructed on how to manipulate relevant math vocabulary in order to provide step by step written explanations of their process in solving math problems for items of days two and three. Thirdly, as indicated in NYSESLAT 2012 data-of the thirty students who took the NYSESLAT tests 24 students achieved advanced or proficient levels in listening and speaking but only 7 students achieved these levels in reading and writing. Of the 24 students 17 were proficient in listening and speaking, however only two of those students were proficient in reading and writing. So only 2 students achieved overall proficiency. ELLs do not achieve overall proficiency in the NYSESLAT tests because of the writing section of these tests. Therefore, for one hour of the Saturday Academy students will be instructed on how to develop cohesive essays based on prompts as evidenced in the NYSESLAT test prep material (ESL standard 3, CCLS 3.4, 4.4,5.4). For this program we will use the Measuring Up Express For the NYS test in ELA and Mathematics and Empire State NYSESLAT ESL/ELL.

This program will take place from March 2, 2013 through April 20, 2013 from 9:00 am. to 12:00 noon for 7 sessions. It will be taught by a certified and experienced Special Education teacher who is trained in ESL strategies and Multicultural Education.

Title III Saturday Academy Program III - ELA / Math Grades 3-5

There is a need for a program for ELLs in grades 3-5 that will provide them with supplementary instructional support for test taking so that there will be an increase in the number of ELLs who score within or above target range in the NYS ELA and Math tests. Data for Spring 2012 NYS ELA tests indicates that of the 15 ELLs in grade 3-5 who took these tests only one student scored above target range in ELA, 7 students scored within target range, and 7 below target range. In NYS Math tests 3 students scored above target range, 9 scored within target range and 3 scored below target range. Of this same population only two students achieved total proficiency in the Spring NYSESLAT tests, which means that most of these students still struggle with developing cohesive standards based writing pieces that satisfy the criteria to be considered proficient. This is due to the fact that most of these students are between 2 to 12 levels below their reading benchmarks as determined by the Fountas and Pinell Reading levels. ELLs in these grades will need intensive exposure to informational texts from which they will extract and learn to use standards based academic vocabulary in their writing responses as per CCLS standards (RI3/4/5.1, RI 3/4/5.2, W3/4/5). For Math, they will need additional instruction in basic math facts in order to achieve automaticity, how to interpret and solve word problems, and more importantly in how to respond to days two and three items in written form.

There will be three grade specific groups of ELLs in this program which will be conducted on Saturdays from 9:00 a.m to 12 noon for 12 sessions from January 12, 2013 through April 20, 2013. There will be three periods of one hour each - ELA, Math and NYSESLAT. During the NYSESLAT period students will practice writing to prompts as per the NYSESLAT test prep materials. Transitional ELLs will be invited to participate as well. The program will be conducted by the ESL teacher and two monolingual teachers who have had ESL training in ESL strategies. Materials to be used are Measuring Up to For New York State Test in Mathematics and English Language Arts and Empire State NYSESLAT. Inclusive in these test prep materials are pre and post tests, the results of which will drive our goal setting for individual students.

Part B: Direct Instruction Supplemental Program Information

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: The inquiry focus of the school for 2012-2013 continues to be expanding vocabulary to increase student academic vocabulary through oral and written expression. Therefore three monolingual teachers and the ESL teacher who will be providing instruction in the Saturday Academy will attend workshops which address Improving Outcomes of SWDs and ELLs offered by the DOE and BETAC. In order to maximize the resources each teacher will attend a different workshop then turnkey the information with other teachers during an in-house Professional Development session. In addition, the teachers in the Title III Saturday Academy program will participate in Professional Development activities to plan for the program and to analyze student data in order to modify instruction and plan for differentiation. The ESL teacher will facilitate these sessions. There will be three sixty minute sessions, one before the After school program begins to set goals, another at mid session to analyze data and rest goals for the remaining weeks of the program, and one at the end of session for summation of findings and recommendations for next year. ???

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: There is a need for parent workshops which instruct parents of ELLs how to help their children at home in reading, writing, and mathematics with an objective of students being able to produce standards based assignments. The ESL teacher will conduct a workshop on Depth of Knowledge which will provide parents with strategies and guidelines on how to assist their children at home. There will also be parent workshops on how to prepare for the NYS Math and NYSESLAT tests. We will conduct a total of three evening workshops. Workshops will be conducted by the ESL teacher. Parents will be sent written notifications which will be written in English and Spanish, which will be followed up by our school messenger service.

In conjunction with the school inquiry focus for 2012 – 2013 Title III funds will be used to purchase

Part D: Parental Engagement Activities

Thesaurus dictionaries for parents. These will enable ELL parents to amplify their own vocabulary resulting in the ELL students using more Tier 2 words in their oral and written expression. Funds will also be used to purchase more bilingual texts especially nonfiction texts in Spanish and Arabic to enrich the bilingual parent/child lending library. These books will be available for parents who feel more comfortable reading to their children in their home language while they acquire the target language – English.

Parents will be served refreshments at the workshops. Parents will be invited to conference with teachers midway through the Saturday Academy, February 23, 2013 and at the end of the Saturday Academy , April 11, 2013. At this time refreshments will be served as we celebrate the students' achievements with the parents.

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"> • Per session • Per diem 	\$7,950.00 per session \$503.00 per diem	*1 teachers x 3hrs x 5 sessions x \$50 = \$750 Saturday Academy I January 12, 2013 through February 9, 2013. One Special education teacher will provide direct instruction in Wilson Reading program to targeted ELL/SWD population for 3 hours weekly for 5 sessions. *1 teacher x 3hrs x 7 sessions x \$50 = \$1,050 Saturday Academy II March 2, 2013 through April 20, 2013. One Special Education Teacher will provide direct instruction in ELA, Math and NYSESLAT test prep strategies for 7 sessions.

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.
		<p>*3 teachers x3hrs x12 sessions x\$50 = \$5400 Saturday Academy III January 12, 2013 through April 20, 2013. One ESL teacher and two monolingual teachers with training in ESL strategies will provide direct instruction in test taking strategies in ELA, Math and NYSESLAT to targeted ESL population for 3 hours weekly for 12 sessions.</p> <p>*3 per diem teachers will be charged to Title III funds to cover classes of teachers attending ESL workshops 3 substitutes @\$167.60 =\$502.80</p> <p>Professional Development *4 teachers x 1hr x 3 sessions x \$50 = \$600 Professional Development - Teachers of the Title III program will meet for data analysis and curriculum planning.</p> <p>*1 ESL teacher x 1hr x 3 parent night workshops x \$50 per hour= \$150 One ESL teacher will provide workshops for parents.</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 	\$2,497.00	-Wilson Reading Program student booklets Levels 1. 2, 3, -Measuring Up for the New York State Learning Standards Express -

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.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		(Mathematics and English Language Arts) grades 3, 4, 5 - Empire State NYSESLAT ESL/ELL - grades 1 and 2 -Webster's Notebook Thesaurus.
Educational Software (Object Code 199)		
Travel		
Other	Parent Involvement \$250	Purchase refreshments for parents at workshops and closing ceremony of Saturday Academy.
TOTAL	\$11,200	