



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 42 CLAREMONT
DBN (i.e. 01M001): 09X042
Principal: LUCIA ORDUZ-CASTILLO
Principal Email: LORDUZCASTILLO@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: ROXAN MARKS

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
Lucia Orduz-Castillo	*Principal or Designee	
Yolande Twiggs	*UFT Chapter Leader or Designee	
Arleny Lopez	*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	
Gregory Muir	Member/ Teacher	
Greer Gardner	Member/ Teacher	
Sonia Tirado	Member/ Social Worker	
Beverly Thomas	Member/ Paraprofessional	
Lydia Lopez	Member/ Parent, PTA Treasurer	
Eli Sosa	Member/ Parent	
Karen Evans	Member/ Parent , PTA Vice President	
Lyze Malave	Member/ Parent	
Vanessa Woods	Member/ CBO Director, SCAN	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 09X042

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	460	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	56
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	94.0%	% Attendance Rate			91.1%
% Free Lunch	97.2%	% Reduced Lunch			2.1%
% Limited English Proficient	18.6%	% Students with Disabilities			22.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			41.1%
% Hispanic or Latino	55.7%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	2.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.25	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			13.3%
% Teaching with Fewer Than 3 Years of Experience	30.6%	Average Teacher Absences			6.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.8%	Mathematics Performance at levels 3 & 4			8.3%
Science Performance at levels 3 & 4 (4th Grade)	64.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
One strength in the 2012-13 SCEP was in Tenet 2, which called for the development and implementation of a PD plan which was designed to improve the quality of ELA instruction. Teachers received targeted Professional Development which resulted in improved teacher pedagogy as evidenced in observations. Strength in the 2012-13 Tenet 4, which called for the professional development and implementation of differentiation for the lowest third which resulted in our lowest third showing the most gains in progress on the standardized tests according to the NYC Progress Report.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas of improvement in the 2012-13 SCEP plan includes Tenet 5, which called for the implementation of a Positive Behavioral Intervention and Support (PBIS) and Tenet 6, which called for the revision of the grading policy. These were initially two areas recommended for improvement according to the school's peer quality review. As a result, a PBIS team was formed towards the end of last year in anticipation for full implementation this new school year. In terms of the grading policy, the school communicated its grading policy to parents, offering workshops on interpreting it and the report card. However, inconsistencies were still found in the grading policy.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
During the school year the principal retired. The lack of a succession plan resulted in a lack of leadership.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
There was a level of success in Tenet 2, as evidenced by the improvement in teacher pedagogy according to observations. However, some of the tenets, as described above, were not fully implemented. For example, there was no Saturday program to increase the achievement of students. PBIS was not implemented last year. AIS services were limited as there was no AIS provider in the building.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.	These goals were not accomplished because there was a lack of leadership and funds.		
Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
An anticipated barrier in implementing the 2013-14 SCEP is lack of parental involvement, which is why we chose it as a goal. While we will make an effort to increase parental engagement, the school has a transient population which correlates with low parental attendance at school events and decreased levels of parental involvement with academic support. Another challenge in implementing the school's SCEP is ensuring that teachers have the pedagogical skill to engage in the practices that will result in increased student progress and achievement. For example, the SCEP calls for teachers to engage in cycles of inquiry in looking at student work; it also calls for teachers to analyze data to inform instruction. However, this work will have to start by ensuring that teachers have the skills and the knowledge to engage in this work.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
20% of ELLs will move from <i>advanced</i> to <i>proficient</i> by the end of the school year, as per NYSESLAT scores			
10% of our SWDs on upper grades have been identified as part of the school's target group. These students are expected to make one year's progress this school year as per the NYS exams.			
17 of our students have been identified as the city's lowest 1/3 as per the NYS exams. These students are expected to make one year's progress this school year as per the NYS exams.			
13 students were identified in the lowest growth percentiles per the NYS ELA exam. These students are expected to make one and a half year's progress this school year as per the NYS exam.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate with school staff on a daily basis via announcements in the office; on a weekly basis via a staff bulletin; and on a monthly basis at faculty conferences. Lead teachers play a key role in turn keying information to staff. The			

school has a website for staff to share information as well. The School Leadership Team plays a crucial role in receiving information directly from the school's principal and collaboratively planning and implementing projects, such as the development of the SCEP. On our SLT, the various constituents worked in dyads on a particular tenet and came up with goals that they would like to see the school work towards. From their input the actual school goals were created and supported with strategies suggested by the partnerships.

Describe your theory of action at the core of your school's SCEP.

The theory of action is to use the feedback we have been provided prior to this school year, including results of DQR, progress report and school survey, to create goals with action plans that will fill in the current gaps that the school has. The larger goal is to fulfill our vision statements through the realization of these goals and see the success of our students in a transformational school.

Describe the strategy for executing your theory of action in your school's SCEP.

To execute the theory of action in the school's SCEP, it is necessary to build capacity amongst current staff. The creation of subcommittees, for example, led by teachers themselves will help to carry out the action plan. Additionally, to execute the action plan, certain systems and structures, such as a weekly inquiry time in addition to 90 minute common planning periods, have to be put in place. Finally, constant monitoring and revising of systems is necessary to execute the action plan. Feedback will be asked from staff, teachers and students to determine next steps.

List the key elements and other unique characteristics of your school's SCEP.

The SCEP was created with the input of the School Leadership Team. The annual goals on the SCEP stem from the school's data including feedback from the most recent DQR. The majority of the SOPs are directly related to data (i.e. *2.5 use of data and teacher management effectiveness*) which aligns to our instructional focus of using data to drive student outcomes. *3.5 use of data and action planning*).

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

As evidenced per SLT agendas, the school will use the SLT forum as a means of overseeing the development and implementation of the SCEP. The SCEP, as well as the school's budget will be on each monthly agenda. The SCEP will be shared with staff so that the school community understands the goals and works collectively toward achieving them.

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

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

Major Recommendation

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

Continue implementing the Danielson Framework for Teaching and provide actionable feedback to improve pedagogy.”

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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, 80% of teachers will show improvement in at least two domains within the Teacher Effectiveness Framework as measured by formal and informal observation ratings.

Instructional Strategies/Activities

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

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

Strategy – All teachers will participate in professional growth practices that shift teaching practices

1. A minimum of three classroom observations to observe practices across 22 competencies of the Danielson Teacher Effectiveness Framework
2. All inquiry teams will evaluate student ELA assessments to inform teacher practice within a unit
3. All instructional leaders will track teacher observations, feedback, next steps and support provided with one shared document
4. All teachers will engage in professional development that is targeted to support growth in teacher practice

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

1. Principal and Assistant Principals (2) will conduct the observations and provide the teachers with feedback
2. Inquiry teams composed of teacher teams will engage in the analysis
3. Principal and Assistant Principals (2); Google Documents
4. Professional Development will be led by Math Lead Teacher Gr. PK-5, Literacy Lead Teacher PK-2, Literacy Lead Teacher 3-5, Network Instructional Coach; Intervisitations to Other Schools; Outside Professional Development; Principal and Assistant Principals (2) to lead and/or monitor professional development

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

1. 80% of teachers will show improvement in at least two domains from one HEDI level to the next.
2. Student baseline and performance assessments will be used to measure student growth in a unit as impacted by teacher practice.
3. Google document will be updated by Principal and Assistant Principals on a weekly basis, and monitored for updates by the Principal.
4. Teachers will complete self-reflective forms on professional development received. HEDI ratings will be tracked to see if there is an improvement in domains supported with professional development.

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

1. All teachers will engage in observations throughout the school year with the first observation round completed in November, the second observation round completed in January; the third observation round completed in March; and the fourth observation round completed in April.
2. Inquiry teams will meet on a weekly basis starting November 18th and ending June 16th.
3. Google Document will be used on a weekly basis effective November 3rd and monitored through June.

4. Each teacher will receive targeted support that begins within one week after receiving feedback from one of the instructional leaders.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. No cost associated with classroom observations.
 2. One day of Extended Day (teachers only) per week identified as inquiry time – Mondays from 8:00-8:35 a.m. 1 day x 4 weeks x 8 months x 37 teachers
 3. No cost associated with teacher observations, feedback, next steps and providing support with one shared document.
 4. 20 Teachers will engage in professional development 1 x per month x 6 months for a 1hr and 30 min session at the per-session rate

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

All students are not consistently provided with cognitively engaging rigorous tasks across classrooms or grade levels resulting in limited progress

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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, as a result of implementing a CCLS aligned literacy curriculum and math curriculum 75% of all tested students will show progress in student achievement as evidenced by the New York State exams in ELA and Math.

Instructional Strategies/Activities

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

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

1. Implementation of a common core aligned literacy curriculum and math curriculum
2. Collaborative lesson planning to ensure alignment of objectives to standards, multiple entry points and rigorous tasks for students of varying subgroups and at different levels
3. Saturday ELA Program for students in grades 3-5
4. Saturday Information Fairs for parents of students in testing grades
5. After school math Program for students in grades 3-5
6. Academic Intervention Strategies (AIS) during the school day for students in grades 3-5

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

1. Purchase *Go Math* and *Litlife Core Ready* for ELA; professional development for the program's implementation; 3 lead teachers (2 literacy and 1 math). *Go Math* is a CCLS aligned mathematics instructional program. *Litlife Core Ready* is a CCLS aligned literacy program which offers units of study in reading and writing.

2. Teacher teams meeting to collaboratively lesson plan
3. Students will receive additional support to prepare for testing in a Saturday Program; teachers and resources such as “Ready” books
4. Parents will receive information about testing expectations and strategies to help prepare students at home
5. Students will receive additional support to prepare for testing in an Afterschool Math Program; teachers and resources such as “Coach” math books
6. Purchase of *Catapult* services. *Catapult* offers instructional resources and professional development specifically geared to academic intervention in literacy and mathematics.

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

1. Evaluate the progress of students through assessments such as ELA predictive assessment and Math predictive assessments. The midyear ELA predictive assessment will show a 25% increase in score by each student compared to a 40% increase in score by each student on the end year ELA predictive assessment. The end year Math predictive assessment will show a 30% increase in score by each student compared to performance on the math predictive assessment given midyear.
2. Evaluate the progress of students through data monitoring in data talks, comparison of progress over time within a unit as per baselines and endlines
3. Evaluate the progress of students through pre and post tests for the Saturday 10 week-program.
4. Determine parent attendance and understanding through sign-in sheets and informal surveys.
5. Evaluate the progress of students through pre and post tests for the After school 7 week program.
6. Evaluate the progress of students through pre and post tests for the *Catapult* AIS program.

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

1. Implementation of new curriculum in the fall of 2013 through the entire school year. Professional Development ongoing throughout the school year as reflected in the professional development plan.
2. Master schedule allows for teachers to have two periods of common planning per week throughout the school year.
3. Each Saturday from January 25th, 2014 through March 29, 2014.
4. Winter 2014 and Early Spring 2014
5. Each Monday afternoon from February 24th through April 28th 2014.
6. Three times a week for a total of 34 hours starting January 6th and running through April 11th 2014.

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

1. Professional development – per diem rate for 10 teachers coverage of 8 periods. Per session rate for teacher teams to score predictive. 10 teachers x 4 sessions x 4 hour sessions. Per session rate for a lead teacher 21 weeks x 5 sessions x 1.5 hours sessions.
2. No cost associated with this activity: collaborative lesson planning within the school day.
3. Per session rate for teachers to instruct 10 weeks x 4 hour sessions x 8 teachers. Per session rate for a supervisor 10 weeks x 4.5 hour sessions. Per session rate for 2 school aides 10 weeks x 4.5 hour session.
4. Per session daily rate for 5 teachers x 2 sessions for a 4 hour session. Per session daily rate for 2 supervisors x 2 sessions for a 4.5 hour session
5. Per session rate for teachers to instruct 7 weeks x 2 hour sessions
6. Cost of program servicing 72 students for a total of 34 hours across 15 weeks x 3 – 45minute sessions per week.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Ensure that multiple entry points into the curricula and appropriately challenging tasks are consistently provided for all students in order to enable students to produce

meaningful work products							
Review Type:	DQR	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 100% of teachers will engage in Looking at Student Work and cycles of inquiry by using protocols to determine instructional tasks and supports for specific subgroups.

Instructional Strategies/Activities

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

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

1. Inquiry Team Leaders will be trained to support the inquiry work, specifically use of protocols to analyze student data and inform lesson planning
2. Inquiry Teams will meet to analyze student ELA baseline pieces.
3. Inquiry Teams will strategize how to support specific subgroup of students in the writing unit.
4. Inquiry Teams will engage in collaborative observation of each other to see the implementation of instructional strategy and provide feedback to one another.

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

1. PK-2 Literacy Lead teacher to train Inquiry team leaders (teacher leader on each grade).
2. Teacher teams supported by a n Inquiry Team Leader; PK-2 Literacy Lead teacher; Principal and Assistant Principals (2) to monitor and oversee inquiry teams.
3. Teacher teams supported by a n Inquiry Team Leader; PK-2 Literacy Lead teacher; Principal and Assistant Principals (2) to monitor and oversee inquiry teams.
4. Teacher teams supported by a n Inquiry Team Leader; PK-2 Literacy Lead teacher; Principal and Assistant Principals (2) to monitor and oversee inquiry teams.

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

1. Inquiry Team Leader will receive initial training, and will train once a month in order to support teacher teams. Increased performance of students from baseline to endline of ELA units will be indicative of effectiveness.
2. Inquiry Teams will engage in a 5 step cycle and revisit student data at the end of the cycle to determine whether to continue with the same focus or start a new one. School Leaders will attend inquiry team meetings. Increased performance of students from baseline to endline of ELA units will be indicative of effectiveness.
3. Inquiry teams will engage in a 5 step cycle and revisit student data at the end of the cycle to determine whether to continue with the same focus or start a new one . Increased performance of specific subgroup of students on baselines to endlines of units.
4. Inquiry teams will engage in a 5 step cycle and revisit student data at the end of the cycle to determine whether to continue with the same focus or start a new one.

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

1. Inquiry Team Leader will receive initial training before inquiry start date of November 18th, and will receive support through June 13th
2. This cycle will occur every 6-8 weeks according to Unit of Study start to end dates.
3. This cycle will occur every 6-8 weeks according to Unit of Study start to end dates.
4. This cycle will occur every 6-8 weeks according to Unit of Study start to end dates.

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

1. Eight teachers to engage in training 2 x per month x 6 months for a 30 min. session at the per-session rate.
2. One day of Extended Day (teachers only) per week identified as inquiry time – Mondays from 8:00-8:35 a.m. 1 day x 4 weeks x 8 months x 37 teachers
3. One day of Extended Day (teachers only) per week identified as inquiry time – Mondays from 8:00-8:35 a.m. 1 day x 4 weeks x 8 months x 37 teachers
4. Use of a double period common planning block 1 x a month x 8 months x 30 teachers

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The school believes that students learn best when they understand what is expected of them, and receive actionable feedback. [...] However there was limited evidence of students receiving actionable feedback. [...] Students do not know what is expected of them. .							
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
As a result of implementing PBIS expectations schoolwide, by June 2014 behavioral data will show a 10% decrease in incidents that result in suspensions.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Implementation of Positive Behavior Intervention System, including a reward system. The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Tracking of behavioral incident data Explanation of expectations and reward system to students and teachers and afterschool community-based organization staff Implementation of a bully-free intervention program
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> PBIS team members representing different positions such as social worker, teacher, school aide, paraprofessional and administration. A school store where purchased and donated incentives/rewards will be kept for exchange by students. Data specialist to maintain data tracking system and aggregate data PBIS team members representing different positions such as social worker, teacher, school aide, paraprofessional and administration; participating afterschool staff; professional development and community meeting time. <i>Project Bully-Free Zone</i>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> PBIS team members will be separated into Core Team Members and Peripheral Team Members. Core Team Members will meet monthly and attend professional development. They will oversee subcommittees filled by peripheral team members, who will meet as necessary. Effectiveness will be monitored by how many students "shop" with awarded tickets for positive behavior. Data will be aggregated and presented to faculty and PBIS staff once a month Surveys to determine the efficacy of PBIS will be completed by staff. PBIS Core Team will complete Benchmark of Quality. Number of bullying incidents measured as per the behavioral data tracker
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> PBIS will be implemented on a daily basis from September 2013 through June 2014. Data will be aggregated monthly.

3. Staff and students will participate in a PBIS kick-off, an interim refresher and an end-of-year send off. After school staff will meet to understand the PBIS program and plan next steps for its implementation in after school hours in January. They will receive a refresher in March and participate in an end-of-year feedback meeting in June. Parents will be introduced to the program via various opportunities, including *News with Orduz*, Beginning of the Year Open Houses, Parent Teacher Conference Night. They will also receive information via a newsletter.
4. Project Bully Free Zone will be implemented beginning in January and last through February's *Respect for all Week*.

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

1. Per Session daily rates for 8 teachers, 1 social worker, 2 guidance counselors and 1 school aide for their participation on the PBIS team – 2 sessions per month x 7 months x 1 hour sessions.
2. Per Session daily rate for teacher – 1 session per month x 6 months x 1.5 hour session x 1 teacher
3. Per Session daily rate for teachers and guidance counselor to turnkey information to afterschool staff – 1 session per 3 months x 30 min sessions x 4 teachers. 1 session per 3 months x 30 min x 1 guidance counselor.
4. Project Bully Free Zone – work order of \$3000 will cover Staff PD; Parent Workshop; Learning activities with students grades K-5.

Budget and Resource Alignment

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

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants

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

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

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

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

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

Major Recommendation

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

According to the NYC School Survey 2012-2013 report, there was a decrease by 10% in satisfaction from parents with their child's education and a 10% decrease in satisfaction with the parents in communication with the school.

Review Type:	New York City School Survey	Year:	2012-2013	Page Number:	3	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

As a result of implementing more frequent forms of communication and a variety of parent outreach activities, by June 2014 there will be a 25% increase in parental involvement compared to summative June 2013 data, measured by sign-in sheets at parent workshops and events.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Parent needs/interest surveys will be administered periodically
2. Events such as *Children at Work Day* and *News with Orduz* held during the school day but at different times of the day to reach more parents

3. Saturday Information fairs two times in the school year – winter and early spring
 4. Multiple modes of communication will be used including the phone messaging system and mail
 5. The creation of a website for parents and students
- B. Key personnel and other resources used to implement each strategy/activity**
1. Parent coordinator and parent volunteers to create surveys and make outreach to parents for survey's completion. A data specialist to aggregate the data
 2. Parent coordinator to announce such events and welcome parents into building
 3. Staff, including teachers (5), administrator (2), and PTA
 4. Parent Coordinator, phone messaging system, paper and postage
 5. Data Specialist to create website
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Surveys will measure parents' opinion of school environment, interests and needs. Additional parent activities or types of outreach would be determined based on the data from the survey
 2. Sign-in sheets will be used to track the number of parents attending the events
 3. Sign-in sheets will be used to track the number of parents who attended the Saturday event
 4. Surveys will determine the mode of communication most preferred by parents and thus used by the school
 5. Number of log-ons will determine use of website in addition to a parent survey about the website
- D. Timeline for implementation and completion including start and end dates**
1. By the end of the school year, parents will have completed three surveys as evidenced by the aggregated data
 2. By the end of the school year, parents will be invited into the building at least twice each month as evidenced by sign-in sheets
 3. By the end of the school year, there will be two Saturday information fairs as evidenced by the agenda of activities and parent sign-in sheets
 4. By the end of the school year, parents will have completed three surveys as evidenced by the aggregated data
 5. By Parent Teacher Conferences in March, there will be a website for parents to access for more information
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session daily rate for 1 teacher x 9 sessions for a 1 hour session
 2. No cost associated with this activity: activities which occur during the school day.
 3. Per session daily rate for 5 teachers x 2 sessions for a 4 hour session. Per session daily rate for 2 supervisors x 2 sessions for a 4.5 hour session.
 4. Cost of paper and postage
 5. PS daily rate for 1 teacher x 9 sessions for a 1 hour session

Budget and Resource Alignment

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

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	Guided Reading <i>Catapult</i> <i>Foundations</i> Strategy Group <i>IReady</i> <i>Imagine Learning</i>	Small Group Small Group Small Group Small Group Individual Individual	During School Day, 3-5 times a week During School Day 2 times a week Extended Day, 3 times a week During School Day, 1 time a week Extended Day, 3 times a week During school Day, 1 time a week
Mathematics	<i>Go Math!</i> Tier 2 & 3 Strategy Group	Small Group or One-to-One Small Group	Extended Day, 3 times a week (1 st Cycle) During School Day, 3-5 times a week Extended Day, 3 times a week.
Science	Lab	Small Group	During school Day, 2 times a week
Social Studies	Small Group Instruction	Small Group	During School Day 2 times a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor (3) Social Worker (1) School Psychologist (1)	Small group and One-to One	During School Day, as necessary

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

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.

The school is currently developing a partnership with Hunter College as a way of recruiting teachers who are highly qualified. The school uses a collaborative leadership approach and provides teachers with multiple opportunities of taking on leadership roles within the building, i.e. grade chair, lead teacher, inquiry team leader, PBIS Committee. By offering these opportunities, the hope is to increase retention.

Teachers are supported with targeted professional development that align to the school's instructional focus as well as to the teachers' areas of specialization i.e. ESL, and/or their professional goals. This information is tracked on a professional development plan. Additionally, teachers are supported in-house through cycles of coaching led by instructional support staff. The coaching is tracked on a support log updated weekly by instructional support lead teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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). In teacher teams, teachers ensure the alignment of units and lessons to the CCSS. Teacher teams also work together to lesson plan and identify multiple entry points for students in a class. The work is evidenced in notes from the 4 week meeting cycle, which additionally includes 30 minutes of inquiry on a weekly basis. Litlife Core Ready has a consultant offering professional development for 15 sessions in the school year. The consultant will offer professional development in-house to teachers, lead teachers and school leaders.

Instructional leads receive monthly professional development as offered by the Network

Assistant Principals receive monthly professional development as offered by the Network and outside organizations such as the NYC Leadership Academy.

Teachers attend outside professional development throughout the school year and summer to deepen understanding of new curricula as well as the CCSS and how to accommodate various needs.

Principal attends monthly professional development as offered by the Network, Cluster and the NYC Leadership Academy

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.).

Integration of funds will be used to support programs such as Positive Behavior Intervention System and Project Bully-Free Zone. These programs are to positively affect the school environment for our students, including those in temporary housing or in domestic violence situations.

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 preschool curriculum is aligned to the common core pre-k standards. The predominant program, Land of the Letter People, teaches prekindergarteners through a cross-curricular, thematic based unit approach. Preschool children will have articulation preparation of their own into a kindergarten program. Vertical planning enables pre-kindergarten and kindergarten teachers to prepare for the students' transitions. Speech provider and early intervention specialist will hold a parent workshop to provide parents with strategies to help develop their child academically and socially within the home. Students will have an opportunity to visit Kindergarten classrooms at the end of the school year.

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.

Since our instructional focus is using data results to drive student outcomes, teachers collectively participate in the analysis of assessments through a collaborative inquiry based approach. Assessment data is collected via a data tracker and teachers and administration come together once a month to discuss data and instructional choices as a result of it. Teachers have been provided with professional development on how to use the tracker, how to interpret running record data, as well as the inquiry cycle. They will continue to receive professional development on how to analyze data to inform instruction. In addition to the norming and scoring of the assessments, teachers participated on the MOSL committee and participated in the selection of MOSL assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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. Workshops should be planned in advance and a schedule distributed to the parents, outlining entire year.
- 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. Workshops should be interesting and engaging to parents, their needs and their interests.
- 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. Communicate information via mail and email to parents as well.
- 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; an end-of-the-year "family day"
- 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; increase father involvement using sports, TV/movies, Fathers Day at School, etc.
- 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 in our "Wednesday folder" for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- inviting parents for a coffee hour through *News with Orduz*
- increasing parent attendance in the building through *Children at Work Day*

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);

**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 09	Borough Bronx	School Number 042
School Name P.S. 42 Claremont		

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 Lucia Orduz	Assistant Principal Ivette Matos
Coach type here	Coach type here
ESL Teacher Angelique Annese	Guidance Counselor Carlos Munoz
Teacher/Subject Area Charles Gerber-Computers/Data	Parent type here
Teacher/Subject Area type here	Parent Coordinator Oneida Solis
Related Service Provider Janelle Ortiz	Other Michelle Verdiner
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	459	Total number of ELLs	58	ELLs as share of total student population (%)	12.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	39	2	11	17	0	4	2	0	2	58
Total	39	2	11	17	0	4	2	0	2	58

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	4	8	11	8	6	12	0	0	0	0	0	0	0	49
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	1	0	0	1	1	0	0	0	0	0	0	0	4
TOTAL	5	10	12	8	8	15	0	58						

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)	1	1	0	2	2	0	0	0	0	0	0	0	0	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	5	3	2	7	3	0	0	0	0	0	0	0	25
Advanced (A)	5	5	4	4	11	14	0	0	0	0	0	0	0	43
Total	11	11	7	8	20	17	0	0	0	0	0	0	0	74

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	12	2	0	0	14
4	13	1	0	0	14
5	10	5	0	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	1	0	0	0	0	0	13
4	12	0	2	0	0	0	0	0	14
5	14	0	3	0	0	0	0	0	17
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	7	0	6	0	0	0	17
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.
P.S. 42 uses Fountas & Pinell and ECLAS-2 to assess the early literacy skills of our ELLs. This provides us with data relating to phonetic awareness, sightwords, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing, and phonetic awareness skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have approximately 5-15 ELL students per grade. In 2013, 18 students scored proficiency. In 2012, only five students earned a score of proficient on the NYSESLAT. The majority of students who reached proficiency have been receiving services for 0-3 years. Other students have reached proficiency have been receiving services for 4-6 years.
The majority of ELLs can be found in the fifth grade, followed by first and second grade and third and fourth. Of the 59 ELLs, 4 arrived to the United States at the beginning of the 2013-2014 school year and speak no English. The majority of students who took the 2013 NYSESLAT or 2013 LAB-R scored advanced or intermediate. Across the grades the majority of students are at an advanced or intermediate proficiency level. There are currently approximately six students who scored beginning on the 2013 NYSESLAT or LAB-R.
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](#))
Not applicable at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. When looking at the 2013 NYSESLAT data and recently administered LAB-R scores it clear to see that patterns develop across the proficiencies and grades. As a whole, ELLs listening scores declined slightly. Beginning level students struggle across the four domains (listening, speaking, reading, and writing) with the exception of three students. Two of these students have been receiving ELL services for 0-3 years and one for 4-6 years. One of these students is a SIFE student. Most intermediate students met or come close to meeting proficiency in reading, but show a deficit in the writing domain. Many advanced students scores show a slight decline in writing, but show an overall gain in the other domains. Across the grade levels there has been improvement in the students' scores. Many have moved proficiency levels. Students who have not moved in proficiency levels also show a gain in growth from the previous year's NYSESLAT score.

The majority of ELLs testing is done in English, since there are currently only 12 beginning level students. Testing in the students' native language is available for use when needed. Several ELLs have used the Spanish translated version of the NYS ELA and NYS MATH exams for reference when they struggle with content vocabulary, but continue to take the exam in English.

B. Pearson ELL periodic assessment is administered to all ELLs in third through fifth grade. ESL teachers access the Pearson site to gain access to their students' data. This information is then shared and used by teachers when conducting small group instruction within their classroom. Teachers use this data to target the linguistic, cognitive and academic skills across grades in literacy and all other content areas. Administration is tracking the ELL students progress and needs by using the data to address strengths and weaknesses of the students. Theree will be monthly data talks which consists of specific dialouge surrounding the ELL students. Administration will meet regularly with the ESL providers to discuss the trends and patterns of the ELLs as well. The Data Specialist has been charged with to dissaggregate the data to identify the ELLs subgroup and track progress.

C. We have learned that our ELL students typically fair well with speaking and understanding the English language. The major area of struggle is in writing. We have informed the ESL providers to provide heavy supports in writing using a variety of ESL strategies. In addition, ESL providers use the push-in model and have been asked to leave Anchor Charts and evidence within the classroom environment for students to use as a reference along with the classroom teacher.
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](#).)

P.S. 42 uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by using the baseline data. The data is used to guide instruction for ELL classroom teachers, as well as to provide guided help with NYS standards students are not proficient in. If a student falls two levels below, extended instruction is received during extended day periods. For RtI instruction in tier III, iReady is used.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by using the data from various assessments, such as the LAB-R and NYSESLAT as well as the periodic assessment and reports such as the RLAT and AMAO to drive differentiation for that child or group of children. The data that is gathered and analyzed to locate the areas of strength and weakness. Children who are current ESL students or who are in transitional years of service are placed into ELL classrooms, unless they have an IEP that specifies other placement. ELL classroom teachers and ESL teachers work together to provide differentiation in lesson plans and activities for ELLs.
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?Questions are not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evaluated based on running record growth, ECLAS-2 growth, periodic and actual NYSESLAT, and NYS ELA scores.

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](#).)
P.S. 42 follows the steps according to the NYS LEP Identification Process. The Director of Family Support Services, the school secretary, the Parent Coordinator, and a licensed ESL pedagogue will conduct the informal interview and Parent Orientation. Both, parent coordinator and ESL pedagogue are fully bilingual in English and Spanish. An ESL pedagogue trained in the ELL identification is always available to administer and assist parents with the Home Language Identification Survey. Once the Home Language Identification Survey (HLIS) is completed a copy of the HLIS is then placed in the student's cumulative record folder. If the Home Language Survey indicates that the home language is English, the student enters the general monolingual education program. If the student's home language is not English, the Parent Coordinator seeks the ESL teacher who can conduct the informal interview in the parent's native language. Next, within 10 days, the ESL teacher administers the formal initial assessment, LAB-R to the student. If the student scores within the proficiency range as indicated on the LAB-R cut scores, the student is not identified as an English Language Learner or Limited English Proficient and enters the general monolingual education program. If the student does not score within the proficiency range as indicated by the LAB-R cut scores, the student is identified as an English Language Learner or Limited Proficient (LEP) and is placed in the appropriate program based on parent choice: a freestanding ESL program. Once the LAB-R results show that a child is an ELL and the HLIS indicated that Spanish is the language used at home, a licensed ESL pedagogue will then administer the Spanish LAB-R to determine language dominance. A parent orientation is conducted where the parents view the DVD and the 3 different programs are explained. Parents are made aware that P.S. 42 only has a freestanding ESL program and that we will help them to find the program of their choice or if the program opens up. Regardless of the program, as an LEP student, the student will take the NYSESLAT during the month of May, depending on the scheduled exam dates. The LEP student will continue to take the exam until he/she scores a level of proficiency on each of the language modalities: Listening, Speaking, Reading, Writing. The licensed ESL pedagogue and the

assistant principal in charge of testing will print out from the Automated School System (ATS) the following reports that help determine NYSESLAT eligibility: RLER (list of eligible students to take LAB-R or NYSESLAT; RMSR (exam primary/secondary report (ELA, MATH, NYSESLAT, LAB-R); and the RNMR (NYSESLAT scores and modality breakdown).

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.

The parent Orientation will be held immediately after the school has to administer the LAB-R to newly enrolled students. A licensed ESL pedagogue fluent in English and Spanish will conduct the Parent Orientation for newly enrolled students. The entire process from registration to Parent Orientation and placement of students is completed within the 10 day window. The appropriate program: transitional bilingual, dual language, or free standing ESL is chosen based on parent preference and number of students with the same native language in two contiguous grades. In our school there is only a free standing ESL program. Parents whose children have been identified as LEP students according to the process outlined above in number one will be sent a letter to attend a Parent Orientation. During this Parent Orientation an agenda will be followed that includes: a review of the LEP process, a video that explains the available programs for LEP students, the Parent Selection and Survey form, and a Guide to Parents of LEP students. Following this, there will be a time for questions and answers. All newly admitted students throughout the year will follow this same process as described above in questions one and two. The first parent orientation will occur during the Welcome Back time frame scheduled in September. Subsequently, throughout the year, parents of newly admitted students will be given an individual Parent Orientation. Upon completion of the Parent Selection and Survey form, the original is placed in the students cumulative record folder. Parents who have chosen a TBE/DL will be notified immediately of either one of those programs become available in the school. Also, the school's administration (principal and assistant principal) will collaborate with the Network Leader and schools within their network to keep informed of TBE/DL availability and inform the parents. A bilingual program will be offered once the school has a minimum of 15 students in two contiguous grades, speaking the same language for which parents have requested.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

After a student has been identified as a LEP student, parents are sent the entitlement letters with a tear-off sheet at the bottom to sign. The tear off sheet must either be immediately returned to the ESL teacher, or they can be delivered to the ESL teacher at the time of the Parent Orientation when the parent fills out the parent Survey and Program Selection forms. Parents who do not return the signed tear off sheet indicating that they have received the entitlement letter and/ or do not attend the Parent Orientation to fill out the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher in the form of a phone call. Parents will also be addressed during other points of opportunity such as dismissal. Data for determining entitlement is gathered from the RLAT report taken from ATS or the hand scored grades of the LAB-R.

Continued services letters will be sent home to notify parents that their child is still eligible to receive ESL services in the original program of choice. Letters are sent home with a tear off slip that must be returned to the ESL teacher. Parents who do not return the signed tear sheet indicating that they have received the continued or discontinuation of services will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher. Parents will also be addressed during other points of opportunity such as dismissal. Both continued service and discontinuation of service letters are developed based on the students NYSESLAT scores from the previous school year. The RLAT is pulled from ATS and ran for both eligible and in-eligible students.

In order to determine eligibility for both the NYSESLAT and LAB-R exams the RLER report is run from ATS.

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.

The ESL teacher receives the Parent Survey and Program Selection form, as well as the number of students in two contiguous grades who have the same native language. If there are 15 or more students in two contiguous grades who have the same native language, and if the Parent Survey and Program Selection forms are filled out by the parents of these students indicate a preference for a Transitional Bilingual Program, then administration will be notified and informed that a Transitional Bilingual Program must be provided. However, if the numbers indicate a Transitional Bilingual Program could be made available, but the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for English as a Second Language (ESL) Program, then the students will enter a Freestanding ESL Program as per parents' written request. The default program

placement for students whose parents who do not complete the and submit the Parent Survey is TBE. However, our school only has a Freestanding ESL program. During all Parent Orientation meetings, before and after parentd watch the video the licensed ESL pedagogue will explain the benefits of each program (TBE, Dual Language, and ESL). Materials will be given to parents about all ELL programs in their home language. We also have a question and answer period that is provided in Spanish for the parents whose native language is Spanish. During the review of the Home Language Identification Survey (HLIS) we will identify those parents who speak languages other than English and/or Spanish that will be attending our Parent Orientation. The purpose is so that we may contact the Translation and Interpretation Unit to contact a translator if needed during the Parent Orientation. The ELPC screen is updated in ATS with in 20 days of a students registration.

Parents who do not return the signed tear sheet indicating that they have received the entitlemet letters or who have not completed the Parent Survey and Program Selection from will receive a follow-up from the Parent Coorinator, the ESL teacher, or the student's classroom teacher. Parents will also be adressed during other points of opportunity such as dismissal.

Continued services letters will be sent home to notify parents that their child is still elligible to receive ESL services in the orginal program of choice. Letters are sent home with a tear off slip that must be returned to the ESL teacher. Parents who do not return the signed tear sheet indicating that they have received the continued or discontinuation of services with receive a follow-up from the Parent Coorinator, the ESL teacher, or the student's classroom teacher. Parents will also be adressed during other points of opportunity such as dismissal. Both continued service and discontinuation of service letters are developed based on the students NYSESLAT scores from the previous school year. The RLAT is pulled from ATS and ran for both eligible and in-eligible students.

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

Before materials are ordered for NYSESLAT testing the number of current ELL students is counted and the number of modified tests is determined (large print, brail, ect.) by using the RLER and RSPE reports from ATS. Students are then placed into groups based on their testing modifications and accommodations are made to meet IEP testing modifications (extended time, testing in an alternative location, time and a half/ double time/ no time limit, questions read/ re-read, ect.). For the speaking portion of the NYSESLAT students are tested individually with a trained staff member, who is not their ESL teacher, to score. Students are administered the listening, reading, and writing portions in groups according to modifications in small group locations. The exam is given based on grade bands: K, 1-2, 3-4, 5-6. Before administration of the exam the answer documents are checked for errors and missing information is filled in (years of service, home language). When materials arrive at P.S. 42 they are counted for accuracy and logged in. Exams and answer documents are counted and placed in manila envelopes based on the testing groups' numbers. Trained staff, that are administering the exam count and recount the number of exams and answer documents that they are receiving and sign off to ensure accuracy and accountability. The exams are then administered and materials collected. Students answer documents are filled in (Kindergarten and 1st grade) by a trained staff member that is not their ESL teacher to ensure security. Writing portions are graded at P.S. 42 by a team of trained staff who is not the student's ESL teacher. Staff grading will not grade more than 1/3 of each student's exam. Grades for speaking and writing are then recorded on the correct answer document. Scoring is done by trained staff members and adhears to the NYSESLAT scoring policies and procedures.

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.  In the past two years, 95% of parents of newly admitted LEP students have requested Freestanding ESL.. Yes, an ESL program model is offered at P.S. 42 that is alligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 42 services ELL students via a Freestanding ESL program. Students are grouped according to their grade levels and proficiency levels. Our ESL program is an academic interdisciplinary Balanced Literacy program designed to all students to acquire English language proficiency within the four language modalities: listening, speaking, reading, and writing. Furthermore, ELL Students are evaluated with quantitative assessments as per the NYC Department of Education with content and language proficiency. Our ESL services will provide opportunities for ELLs to achieve the same educational goals and standards as the general education student population.

P.S. 42 will be using a push in ESL model for grades K-5. By using highly flexible grouping based on general education and assessment data (ECLAS-2, NYSESLAT, NYS Assessments, ELL Periodic Assessment, Runnign Records, and student work), including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and whole group. ELLs receive instruction, including content area instruction in English using ESL methodologies.

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)?

In order to ensure the mandated number of instructional minutes are provided, students are grouped by grade-level and by English language proficiency level. Beginning and intermediate level students receive 360 minutes of English as a Second Language (ESL) instruction on a weekly basis. Advanced level students receive 180 minutes of ESL instruction of English as a Second Language (ESL) instruction on a weekly basis.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English. Unit Objectives intergrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by question stems based on Webb's Depth of Knowledge Educational Objectives. ESL methodologies and strategies used to deliver the lessons include, but are not limited to: academic and content area language charts, visual charts, visual charts, realia, Total Physical Response (TPR), and graphic organizers to support the learning of language and content objectives; as well as including activities that incorporate our ELL's life experiences and diverse cultures.

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

Although we do not have transitional bilingual or dual language programs, new entrants, who speak Spanish and are entitled to services based on the LAB-R, are administered the Spanish LAB to determine their level of literacy in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are administered a variety of assessments throughout the school year that will evaluate their growth in all four modalities (listening, speaking, reading, and writing). P.S. 42 uses the following assessments; ECLAS-2, Fountas and Pinnell, ELL periodic assessment, and chapter and unit assessments for core curriculum. We also administer mock tests of the NYSESLAT, NYS ELA, and NYS MATH.

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).

All English Language Learners (ELLs) in the P.S. 42 ELL program, regardless of subgroup, will receive instruction based on language proficiency data from Fountas & Pinnell running record assessments, P.S. 42 content area assessments, the NYSESLAT, and the Pearson ELL Periodic Assessment for grades 3-5. Together the ELLs' classroom and ESL teachers will analyze these assessments as well

as conference notes and use them to create goals based on academic language needs.

A. SIFE parents and their families will be introduced to the school community and the ELL program through an individual orientation meeting with the Parent Coordinator and the ESL Teacher. During this meeting, an explanation of school and classroom procedures will be explained. Primarily, the expectations will be set for the students to complete class work and homework. Also, as outlined in the Title III Instructional Program for P.S. 42, families will be strongly encouraged to attend the Saturday; and to have their child attend the SCAN/ Learn & Lead after school program.

Regarding instructional support, SIFE students will receive push-in services to meet their linguistic and academic goals. The push-in services will provide instruction in a small group of no more than 12 students.

B. The newcomers will be supported with an ESL push-in model through out the instructional day. The students focus will be to enhance their reading, writing, listening, and speaking skills through the use of graphic organizers, scaffolding, and vocabulary words. In addition the students will also be enhancing their reading skills with small group instruction as well as guided reading groups. The students will also focus the first round of their Extended Day on essential vocabulary and language development for success in the classroom. Additional support will be offered after school and on Saturdays with test sophistication strategies and test sophistication materials. The ELL/ SWD/ Holdover students will be serviced in Extended Day by the Coaches.

Each classroom has different genres and different levels for students to utilize. The classroom teachers also have Science and Social Studies textbooks for all students to utilize during the day. Newcomers will receive one supplemental period each day of beginning level English instruction beginning at the time of each student's enrollment at P.S. 42. This course will provide a period of instruction around NYS ESL Standards 1, 4, and 5. This period of instruction will meet the students' foundational linguistic needs by supporting the development of Basic Interpersonal Communication Skills (BICS) to support communication with the classroom teacher, students and other school staff. The following periods of instruction will continue to incorporate NYS ESL Standards 1, 4, and 5; however instructional focus will incorporate NYS ESL Standards 2 and 3 in order to develop Cognitive Academic Language Proficiency (CALP). Lastly, instructional support in the students' L1 will be provided as needed and as available.

The instructional plan for ELLs who have received 0 years of service, regardless of whether or not they were born in the United States, and ELLs who have received 1-3 years of service will receive more instructional support with oral language development. This will be provided through Tier 1, 2, and 3 vocabulary instruction, choral repetition, scaffolded language prompts, whole class, small group and pair discussions. Cognitive development in the second language occurs during Pre-Production, the first stage of second language acquisition at the time when the child is developing oral language skills, which include both listening and speaking skills. This stage of second language acquisition sets the foundation on which ELLs develop the academic language required to build reading and writing skills in the second language. Using the NYS ESL Standards that specifically address listening and speaking skills and the NYS Common Core Standards, as well as conference notes, goals will be set and taught by the ESL teacher during instruction. In addition, the classroom teacher and the ESL teacher will collaborate during planning periods, before/after school, and/or lunch time to further support oral language development for newcomers in their classroom.

P.S. 42, families of all ELLs who have received 0-3 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/ Learn & Lead after school program.

C. If a student still needs ESL services after three years in the bilingual/ESL program, his/her case will be examined and an extension of services will be determined. With the extension of services, the student will continue to stay in an ESL setting in order to be in an environment where they can excel academically, and to avoid inconsistency in program instruction. For ELLs who have been receiving services for 4 to 6 years, the ESL and the classroom teacher will review school and all ELL data to determine deficient areas in the modalities of listening, speaking, reading, and writing. The ESL teacher will ensure that all ELLs receive the instructional units allocated based on their levels of language fluency and academic proficiency. In addition, differentiating instruction by exposing students to more read alouds, listening centers, and oral conversations will ensure ELLs meet proficiency levels. Next, together the ELLs' instructors will set academic and language goals to be taught using the instructional resources from the RIGOR (Reading Instructional Goals for Older Readers) program to increase CALP through instruction of Tier II academic vocabulary and Tier III content area vocabulary. In addition, long-term ELLs will be offered an engaging curriculum, drawing on their backgrounds, and organizing collaborative activities to scaffold instruction. Also, in collaboration with the classroom teacher and the ESL teacher we will create learning communities in the classroom

where the students build confidence in themselves as learners. Instructional materials to support language proficiency are leveled and used accordingly based on the proficiency levels of the students. We take into account the point of entry of every ELL to improve student achievement and to ensure that ELLs are provided with a high quality education that will enable them to meet academic standards. The academic language development of our ELL population is planned accordingly to the program in which they are enrolled. Students in each grade level will receive daily, differentiated, small group guided reading instruction, using materials at the student's instructional reading level.

Apart from the aforementioned additional instructional support, as outlined in the Title III Instructional Program for P.S. 42, families of all ELLs who have received 4-6 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/ Learn & Lead after school programs.

D. For ELLs who have been receiving services for six or more years, both Tier 1 and Tier II interventions as well as the ESL academic and language needs will be reviewed by the classroom and ESL teacher, and then by the School Assessment Team. Upon completion of this review process, the academic and language needs will be revised and corresponding objectives will be taught over a six week period in small groups with no more than three students, using the instructional resources from the RIGOR program. After this period, academic and language needs will be reviewed and new objectives will be assigned.

E. Students who have reached proficiency on the NYSESLAT will be monitored for additional support and will be placed in the push-in program with the other students as needed. The classroom teacher will inform the ESL teachers as needed. In addition, ELL students reaching proficiency levels on the NYSESLAT will be entitled to continued to receive testing modifications for one more year.

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?

Teachers of ELL-SWDs use provide access to academic content areas and accelerate English language development by using ICT models and push-in services by all providers (ESL and related services). Several times a week ELL-SWD may be pulled out for additional services to help meet academic and language needs. Teachers model strategies that align with students needs. Additional materials such as visuals, glossaries, realia, scaffolded charts, and graphic organizers are used as well.

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?

Our curriculim embeds and incorportaes UDL practices for the teachers to implement to assist the ELL-SWDs. Use of technology , such as SMART boards and lap tops allow visual a, tactile and kinesthetic input to facilitate learning, all IEP services are provided with in the classroom settings to allow for scaffolding of the curriculim and meeting IEP driven goals within classroom instruction to assist the students with accessing the content. Flexible scheduling is provided to address individual program needs of the students. These strategies allow for students to have supports to allow for the LRE.

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:	, use of visual supports anu.			
Social Studies:				
Math:				
Science:				

Courses Taught in Languages Other than English ⓘ

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

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

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

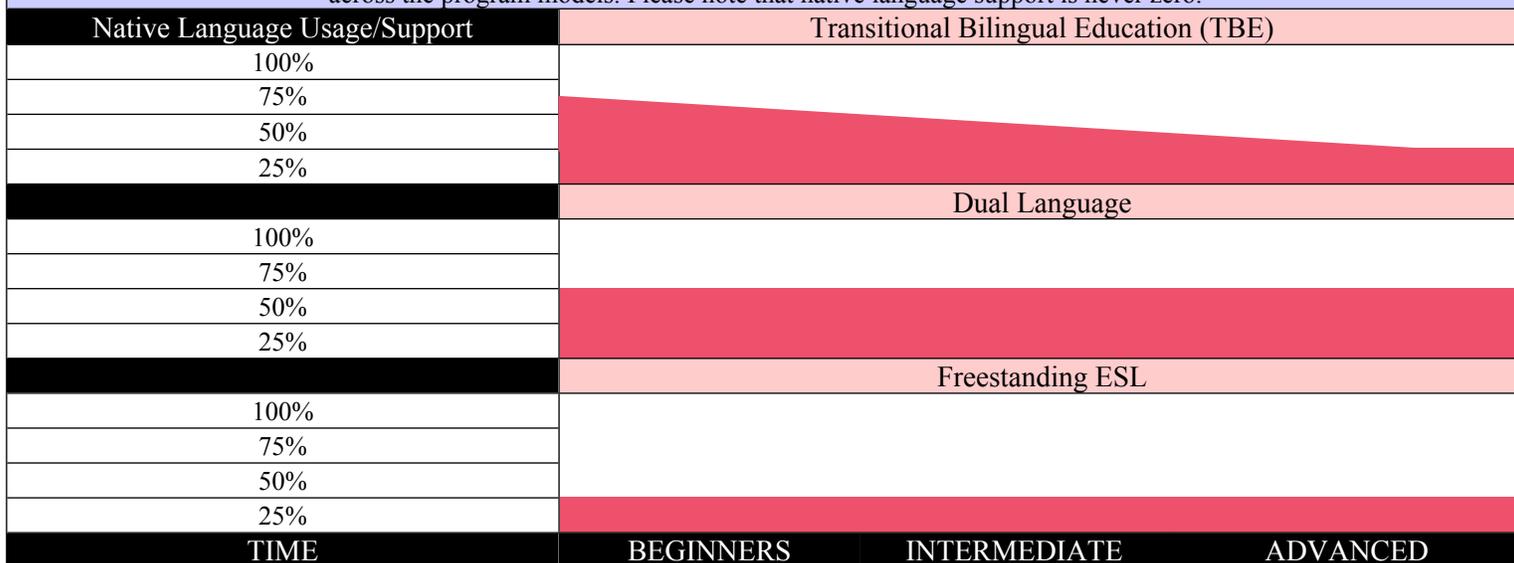
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math, and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier II academic vocabulary and Tier III area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on the increased number of ELLs that have met proficiency on the current ESL program model is meeting both the content and language development of students. In 2012 P.S. 42 had 12 ELLs become proficient on the NYSESLAT. On the 2013 NYSESLAT had 18 students become proficient and student growth across the board in all proficiency levels. It is clear to see that the ELLs are benefiting from having service providers push-in to their classrooms and aid them in their content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- At the end of this school year 2013-2014, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.
12. What programs/services for ELLs will be discontinued and why?
- No ESL programs/ services will be discontinued unless all students test out of ESL or unless the numbers of LEP students drops down to zero. Parent Survey and Selection forms will also indicate a need for a program change.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/ Learn & Lead; and the P.S. 42 Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, GO! Math and Harcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture and bilingual dictionaries, vocabulary-picturecards, and picture books. In addition, students will be provided with laptops/ computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain pop (and Brain Pop Jr.).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The P.S. 42 ESL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teacher provide language support when students are unable to communicate in English in the classroom. Language buddies are also provided to students whose teachers who are not able to communicate in the students native language if applicable. Language buddies are students who share the same native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL population receives ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.
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.
- Parents and students meet with the ESL teacher and receive the following in the student's native language if possible: tour of the

school and student's classroom, and explanation of classroom rules and procedures, the homework policy, an after school program application, and contact numbers of the Parent Coordinator and ESL teacher.

18. What language electives are offered to ELLs?

Not applicable.

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)?

Not applicable.

C. Professional Development and Support for School Staff

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

1. Teachers will receive professional development in multiple ways to monitor student progress. One way is through individual meetings after administering ECLAS, the ELL periodic assessment, and running records. The classroom teacher and the ESL teacher and the ESL teacher will share student progress by analyzing classwork and assessment data. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing classwork and assessment data, additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ESL teachers will attend network and citywide workshops, other teachers are encouraged to attend. Our workshops will focus on the implementation of ESL methodology throughout all content areas and the differentiation of instruction to meet the needs of our ELLs.

2. At P.S. 42 many different professional development resources are offered to teachers of ELLs in order to help support ELLs as they engage in the Common Core Learning Standards. Sara Martinez, from Fordham University, is providing professional development that is based on a needs assessment and data collection from the teachers of ELLs. We also hold grade level meeting that discuss strategies used to aid ELLs and scaffold/ differentiate instruction and have common planning time. Teachers of ELLs and other classroom teachers attend professional development offered by OELL and other organizations.

3. The school leadership, guidance counselor, and parent coordinator work together to create a well-designed transition plan to restore the sense of belonging once our ELLs leave our school. We have transition activities including open house visits to the new middle school. The guidance counselor and/ or parent coordinator will coordinate these visits and accompany parents and their children when needed. Also, we have information sharing between middle school administrators and counselors and elementary staff to help facilitate with the transition initiatives. In addition, our guidance counselor conducts individual and group meetings with ELLs to address the sensitivities and anxieties accompanying a move to a new school. The guidance counselor also ensures that parents attend middle school fairs. The school leadership encourages parents to work with us as partners in this effort to support our ELL population to help them recognize that becoming comfortable in a new school setting is an ongoing process. We make sure we build their self-esteem and encourage them to continue succeeding in this educational path.

4. In addition to individual meetings, teachers will meet during NYC Professional Development (PD) days. The professional development workshops will ensure that we are providing the required 7.5 hours of training for all staff. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition- on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing- ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students or need improvement. Teachers will also have the opportunity to observe the ESL teacher conducting demonstration lessons and discuss best ESL practices, techniques, and strategies. The ESL teacher will maintain sign-in sheets, agendas, and handouts to support teacher participation.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Research confirms that when parents participate in their child's school experience, a child is more likely to succeed. Levels of English language proficiency should not be a barrier for active parent involvement. We are committed to provide every child with the chance to excel academically and to become fluent in English and we are fully aware that parents are key players in order to make this happen for our children. Together with our Parent Coordinator, and our PTA executive members we continually strive to improve the communication with our LEP families. At our orientation session with all parents and our annual "Open House" (early September- within 10 days of student enrollment), we provide parents of new ELLs with guidance on how to make the right decision about a program as well as the "exit rate" from the ELL programs. Our sessions also inform our parents on state common core learning standards, assessments, school expectations, and promotion policy. Our parent coordinator and PTA president will assist with the translation services in Spanish. The HLIS will be used to determine if there is the need to contract an interpreter who speaks a language other than English if necessary.
 2. Our school is partnered with SCAN Community Based Organization. SCAN collaborates with the school to ensure that ELL parents have participation in parent workshops, such as ESL classes, Developing Good Parenting Skills, etc. Parents are also encouraged to volunteer in school activities and festivities during and after school hour. Our parent coordinator plans monthly workshops for all parents, ELL included, on various topics. The parent coordinator and ESL teacher assist with the translation during these workshops. We are currently working with Mercy College to provide parents with various workshops throughout the year. Mercy College has a Parent Center which provides and gives information to the parents of various services that they offer to the families.
 3. At P.S. 42 we use the Home Language Identification Survey (HLIS) to analyze the translation services we will provide the parents. We also have sent a parent form to indicate the language of comfort. To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school permission slips, school event memos, translated homework instructions, messages from the principal, and communications from the Chancellor of the Department of Education.
 4. Parental involvement empowers the parents to have the knowledge of what is going on in the school that their child is attending and gives them a voice. It gives them the opportunity to see how their child's school functions and gives them insight of the changes being made with the state standards. With parent involvement, the parents are able to more involved with their child's education. Through the use of a parent needs survey, activities are designed to address the results.

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: Claremont School

School DBN: 09X064

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucia Orduz	Principal		
Ivette Matos	Assistant Principal		
Oneida Solis	Parent Coordinator		
Angelique Annese	ESL Teacher		
	Parent		
Charles Gerber, Computers data	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carlos Munoz	Guidance Counselor		
	Network Leader		
Michelle Verdiner	Other <u>Assistant Principal</u>		
Janelle Ortiz	Other <u>Related Service Prov</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X042 School Name: P.S. 42 Claremont

Cluster: 400 Network: 401

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.

According to the Home Language Identification Survey, P.S.42 has found that 74.1% of the 58 ELLs speak Spanish at home. Within the first 30 days of student enrollment, P.S. 42 determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency cards. The UPPS, UPCO, and RAPL are retrieved from ATS to determine the parent preferred language.

To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific documents, school events, memos, translated homework instructions, messages from the principal, and communications from Chancellor Walcott. Centrally and regionally produced critical communications include: registration forms, standards and performance such as report cards, conduct and safety information, special education information, transfer and discharge forms. Student specific critical documents include student specific information regarding health, safety, legal, or disciplinary matters, entitlement to public education or placement in Special Education, ESL, or non-standard program, progress reports, and permission slips/ consent forms.

The staff at P.S. 42 are also reflective of the needs of the community. P.S. 42 has a bilingual principal, a bilingual assistant principal, parent coordinator, and a few bilingual teachers and support staff. P.S. 42 also has a parent room with bilingual resources.

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.

P.S. 42 is committed to providing parents with meaningful opportunities to participate in and have access to programs and services critical to their child's education. A major school goal is to improve family literacy services by providing more parent workshops, take-home resources in the native language of the families, and ongoing support. All these services will be provided in Spanish.

The top three languages in P.S. 42 are Spanish, followed by a variety of African dialects, and Arabic. In order to address written translation for these languages P.S. 42 uses a translator when needed if a staff member who is fluent in that language is not available. All written communications are sent home in both English and the preferred language. To address oral language needs a translator is used when required to communicate with parents who do not speak a language that is fluent with other staff members. P.S.42 uses the translation services provided by the D.O.E including but not limited to an over the phone translation and in-house translation services.

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.

We plan on meeting our written translation service goals by using our bilingual personnel and also ordering outside resources. On a school wide level, P.S. 42 will allow ample time for in-house school staff to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops Spanish resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teacher(s) have the capacity to use their bilingual skills to make daily communications, homework assignments, directions, and all other classroom communications in both English and Spanish.

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.

To meet the oral interpretation services goals, P.S. 42 will use their in-house school staff to meet the needs described in part A. During parent workshops and school wide events, a translator will be present to assist in all communications. During parent teacher conferences, all bilingual support staff will be able to be used for translation. When the teacher can not directly serve as a translator himself or herself, other in house staff will be available for translation. We plan on meeting our written translation service goals by using our bilingual personnel and also ordering outside resources. On a school wide level, P.S. 42 will allow ample time for in-house school staff to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops Spanish

resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teacher(s) have the capacity to use their bilingual skills to make daily communications, homework assignments, directions, and all other classroom communications in both English and Spanish. Our goal is to use the translator services offered by the NYC DOE for non-Spanish speaking students and parents when possible. These services include phone translators, document translations and translator, as well as other services that are provided to enable clear communication with our students. Translation services will also be provided to the school assessment to meet our students' needs.

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>.

P.S. 42 is responsible for providing each parent whose language is not English with written notification of their translation and interpretation services rights. These notifications will be made in appropriate languages. Parent communication in an appropriate language is also part of P.S. 42's school safety plan. Procedures will be established so that the parents in need of language may communicate with school administrative offices without language barriers.

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: Ms. Matos	DBN: 09x042
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 85 Grades to be served by this program (check all that apply): <input 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: 7 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 5

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: In order to supplement the core ESL push-in instructional program, we will provide an additional instructional program for ELL students in grades one through five targeting test preparation for the 2013 NYSESLAT, the 2013 NYS ELA, and the 2013 NYS Math. The rationale that supports the need for this instructional program is supported by the 2012 NYSESLAT, LAB-R and ELA data. Twelve students tested out of ESL in 2012; we did not make AMAO2. In order to ensure newcomers (those who have been receiving services for 0-3 years and are approaching the English proficiency level on the NYSESLAT) reach proficiency within three years; and to ensure Long-Term ELLs (those who have been receiving services for four or more years) score proficient on the 2013 NYSESLAT, we will offer ESL support during a Saturday Academy Program in which our goal will be to ensure students are able to review content objectives, language objectives, the test format and test-taking strategies. A second goal is to ensure our ELL students in grades one through five increase at least by one proficiency level on the NYSESLAT. Overall, the Saturday Academy will aim to address the development of oral language, listening, reading and writing skills and test sophistication strategies for students in grades 1-5. Additionally, for the remainder of the time all instruction will be dedicated to developing writing skills.

The language of instruction will be English and the focus will be ELA. Two ESL certified teachers will support five common-branch-classroom teacher (grades 1-5) instruction using ESL strategies that will scaffold the units and lessons in standards-based test preparation book. Both ESL teachers will provide this support through a push-in model of instruction/support to provide English language development to ELLs. Grades one and two will receive 1 1/2 hours and grades 3,4 and 5 will receive one hour of instructional support by a certified ESL teacher. These standards-based test preparation books will be purchased for use as the core instructional tool for the ELA and NYSESLAT test preparation in the PS 42 Academy. Aside from test preparation books, books will be purchased to increase academic vocabulary to supplement these test preparation lesson. ESL students in each grade (1st and 2nd) will receive approximately 450 minutes of additional ELA-ESL instruction (90 minutes each week times 5 weeks) through the Saturday Academy program (five sessions during the months of March and April); ESL students in each grade (3rd-4th-5th) will receive approximately 300 minutes of Literacy-ESL instruction through the Saturday Academy program (60 minutes each week times five sessions during the months of March and April). Saturday Academy instructional times will be 8:30 am to 11:30 am. As participation in Saturday Academy is voluntary, the total projected # of participants is projected to be 65 ELL students. All grades 1-5 ESL students will be invited to attend. The number of ESL students in each class should not exceed fifteen.

The After-school program will take place in April and May for a total of 10 sessions, twice weekly for 5 weeks. Students will participate in 90 minutes of NYSESLAT test prep activities provided by 2 certified ESL

Part B: Direct Instruction Supplemental Program Information

teachers.

In order to facilitate student scoring at Proficient Level in both subsections of the NYSESLAT test, both ESL providers will identify students advanced in one subsection and proficient in the other. The identified students will receive additional instructional minutes during extended day in the area of deficiency during extended day hours.

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: It is imperative to student success, that common branch teachers of general education classrooms are capable of delivering instruction to ESL students using proven ESL strategies as well as "best practices" strategies. To that end, funding will be used by the school will provide eight-two-hour-per-session staff development opportunities (9/5/12 -Language Objectives for classroom teachers and compliance for two ESL teachers; 9/24/2012-Understanding Data and AMAO; 10/22/12--Language Objectives Follow-up; 12/10/12--Data Driven Instruction and Inquiry Team; 1/14/13--Balancing Reading and Language; 2/11/13--ELL shadowing; 3/4/13--Listening and Speaking in CCLS; 5/20/13--Wrap Up the Year and Reflection) to six classroom teachers and 2 ESL teachers. The rationale for the professional development is supported by the ELA and NYSESLAT data. Classroom teachers attending a professional development sessions will review differentiation for ELL students within the four modalities for ELL students (listening, speaking, reading, and writing). Teachers will create lesson plans with ESL strategies to scaffold the units and lessons in the delivery of instruction. In addition, our instructional staff will be immersed in second language acquisition methods and strategies. For this reason, we will use the expertise of our ESL teachers to do on-site professional development in the field of language learning and acquisition. Professional Development will be provided by Sara Martinez of Fordham University including facilitating Inquiry Work with both common branch ESL classroom teachers and two ESL certificate teachers. Additionally, each of the five classroom teachers and both ESL providers will attend a minimum of one professional development session offered through the NYCDOE and /or Fordham. Each teacher will "turn-key" learning from attended professional development to teachers not attending a particular professional development opportunity.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: In order to educate parents and/or guardians of ELLs on the purpose and importance of test preparation, as well as to teach parents and/or guardians how to support and prepare their children at home for exams, PS 42 will provide a 90-minutes after-school parent workshop. This will be conducted by certified ESL pedagogues. Additional translation services will be provided by bi-lingual educational assistants and/or parent coordinator.

The workshop will be held after-school from 4:00 to 5:30 pm on March 12th, 2013. Ninety minutes will be devoted to teaching parents and/or guardians modified instructional strategies that parent and/or guardians can use at home; how to create schedules that support study habits and environments that are conducive to studying; how to incorporate short periods of quality study when family priorities and events arise. During the 90 minutes, parents and/or guardians will be given opportunities to develop materials needed for home study. Therefore, in order to implement these workshops, the following supplies will be needed: pencils, paper, notebooks, folders, and copy paper.

Parents will be notified of these activities via letters and flyers, and phone calls will also be placed to remind them of this workshop.

Additionally, bi-lingual staff members (teachers, educational assistants, school aides, parent coordinator) will be available at both Parent-Teacher Conferences for translation services between parents and teachers. Bi-lingual staff members will also be available for translation services for communication between parents and teachers at other times as necessary.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		