



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE SCHOOL OF HIGHER EXPECTATIONS PS 66  
**DBN (i.e. 01M001):** 12X066  
**Principal:** THOMAS DEGRAZIA  
**Principal Email:** [TDEGRAZ@SCHOOLS.NYC.GOV](mailto:TDEGRAZ@SCHOOLS.NYC.GOV)  
**Superintendent:** MYRNA RODRIGUEZ  
**Network Leader:** RUDY RUPNARAIN

**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
Thomas DeGrazia	*Principal or Designee	
Paul Turci	*UFT Chapter Leader or Designee	
Keisha Molby-Baez	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Mayra Vera	Member/ Parent/SLT Co-Chair	
Tulsa Johnson	Member/ Parent	
Lacena Knight	Member/ Parent	
Daisy Bermudez	Member/ Parent	
Michelle Dominguez	Member/ Teacher	
Jenna Camhy	Member/ Teacher	
Magdeline Leon	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By March 31 2014, 100% of our students will engage in two Common Core Learning Standards (CCLS) Units of Study in ELA and Mathematics, aligned to the 2013-2014 Citywide Instructional Expectations.

### **Comprehensive Needs Assessment**

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

In order to meet the requirements of the new Common Core Learning Standards (CCLS) and to better prepare students for college or career readiness, instruction must adapt to higher standards and expectations. The effort to focus on this goal is based on improving instruction and learning outcomes well before students begin to take high-stakes standardized tests. The SLT reviewed the Quality Review report 2010-2011, our Accountability Overview Report 2012-2013 (Progress Report) and other sources of data, including ACUITY and ARIS to determine the academic and student performance priority needs. The SLT conducted a local school-wide survey of both staff and parents, and we reviewed the NYC DOE school environment survey. We have incorporated these sources of data into the drafting of our CEP goals and action plans.

### **Instructional Strategies/Activities**

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

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

1. All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will use three teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain a team of three teachers with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services.

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

1. We will maintain a team of three Instructional Coaches to develop instructional strategies and practices to implement the new ReadyGen® (ELA) and Go Math® (mathematics) curriculum materials and ensure alignment with the CCLS. Instructional Coaches will turn-key their ideas at grade level meetings as a part of our ongoing professional development. Assessment tools will also be reviewed, revised and adjusted to align with CCLS. We will use some of the Teacher Team meeting time (during extended day) to work on training teachers to align their ELA and Math lesson planning to CCLS. We will utilize webinars, webcasts and on-site workshops to advance understanding and instructional practice.

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

1. We will use assessment tools such as, Fountas & Pinell, ACUITY, RALLY, simulated NYS tests, etc. to gather data on student performance. We will maintain a data team and conduct grade-wide data conferences to analyze student performance metrics, adjust student groups for AIS/RTI academic support; and discuss ideas for addressing instructional supports.

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

1. Delivery of critical instructional materials was not completed until mid-October. This delay was beyond the control of our school. We have adjusted the timeline for implementation accordingly. This task will begin by November 6, 2013, and it will be completed by March 31, 2014

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

1. The instructional coaching team will work with teachers on each grade during weekly common planning periods. Each grade will meet once a week for the sole purpose of instructional planning and development. Additional support for this activity is provided by goal #3 below.

**Strategies to Increase Parental Involvement**

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

PS 66 continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- Ongoing monthly Parent workshops pertaining to Common Core Learning Standards, Response to Intervention, facilitated by Parent Coordinator and Teachers.
- The School Leadership Team also holds monthly meetings, which are open to all members of the school community.
- Monthly parent/teacher curriculum workshops for parents of ELL and Special Needs Students, facilitated by Parent Coordinator and teachers.
- Parent Learning leaders who volunteer their time to help out within the classrooms.
- Weekly computer classes conducted by Parent Coordinator.
- ELA and Math State Exam workshops for parents, facilitated by Instructional Coach, ESL Coordinator and Technology Teacher.
- Parent Lending Library where parents borrow books to read to and with their children, maintained by PSA members and Parent Coordinator.
- Weekly ARIS Parent Link training for all parents.
- We host events for families and students.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, there will be a 3% increase in the number of students scoring a Level 3 or 4 on the New York State ELA Exam in grades 3-5 as compared to the 2012 – 2013 school year.

**Comprehensive Needs Assessment**

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

The SLT reviewed the Quality Review report 2010-2011, our Accountability Overview Report 2012-2013 (Progress Report) and other sources of data, including ACUITY and ARIS to determine the academic and student performance priority needs. The SLT conducted a local school-wide survey of both staff and parents, and we reviewed the NYC DOE school environment survey. We have incorporated these sources of data into the drafting of our CEP goals and action plans.

**Instructional Strategies/Activities**

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

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

1. All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will offer students afterschool classes for ELA and Math three days per week. We also utilize software programs, such as Imagine Learning® and RazKids® (Learning A to Z) to assist students in improving their skills and understanding in ELA. We will offer Saturday academy and vacation week classes. We will offer extended parent teacher conferences in November and March.

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

1. We will use three teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain a team of three teachers with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services. We will expand the instructional coaching team to include three coaches with specific grade level responsibilities.

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

1. The Principal, Assistant Principals, Instructional Coaches, and teachers will facilitate bi-monthly data reviews with grade level teams based on progress from baseline toward target on key indicators. The coaching team and Supervisors meet bi-weekly to review progress of students, analyze data, and make adjustments to lesson planning. All teachers will utilize a coordinated system of reading assessments and intervention to meet the needs of all students and to monitor progress. Our instructional Coaches will monitor fidelity and completion rates. We will use assessment tools such as, Fountas & Pinell, ACUITY, RALLY, simulated NYS tests, etc. to gather data on student performance.

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

1. This work will run the course of the school year, September 2013-June 2014.

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

1. Administrators and the coaching team will work to foster collaboration among all teachers and ensure adequate planning meeting/common prep periods by grade level for all teachers to support this goal. Identified students and teachers will participate in academic help/tutoring sessions before and after school, Extended Day, Academic Intervention Service afterschool, and Saturday Academy. In addition, the federal program enacted by the McKinney-Vento Act has supported the creation of our Students in Temporary Housing (STH) program, which is coordinated at school by two Social Workers, a Teacher and the Principal. The STH program offers counseling, academic intervention and enrichment activities which support this goal.

**Strategies to Increase Parental Involvement**

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

These strategies have been fully described in Goal #1.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

To increase by 15 % the amount of CCLS common planning time for homeroom teachers.

**Comprehensive Needs Assessment**

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

As indicated in Goal #1, our school will focus its energy and resources to complete the transition to the new CCLS and its higher expectations for student learning. Much of the focus has been directed at new learning standards and curricula; However, teacher training and support has not received enough attention. New programs such as CCLS, new NYS Testing format and the new teacher evaluation system (Advance) have added new demands and requirements for all teachers. Administrators and support staff also face new challenges. This goal seeks to address these challenges during the current school year. Additional time for common planning and data review by teachers will translate into more effective data collection, communication, assessment, instructional practices and student performance.

***Instructional Strategies/Activities***

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

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

1. A comprehensive review of all teaching staff schedules will be conducted. Schedules of all teachers will be adjusted to create an extra non-instructional period per week for all homeroom teachers. This additional period will be used for the sole purpose of common planning to align instructional practices to CCLS, review and assess student work with CCLS rubrics and devise strategies to meet specific student needs.

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

1. Administrators and the coaching team will work to foster collaboration among all teachers and ensure adequate meeting/common planning periods by grade level for all teachers to support this goal.

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

1. Administrators and the coaching team will meet monthly to review progress and student performance data. The coaching team will meet monthly with teachers of each grade to review the advancement of instructional planning practices and ensure alignment to CCLS.

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

1. This work will run the course of the school year, September 2013-June 2014.

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

1. These strategies have been fully described in goal # 1 and goal #2.

***Strategies to Increase Parental Involvement***

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

These strategies have been fully described in goal # 1 and goal #2

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #4**

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

***Annual Goal #4***

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

By March 31, 2014 we will increase by 5% the number of parents who participate in Parent/Teacher Conferences.

### **Comprehensive Needs Assessment**

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

Family engagement has a direct and positive effect on students' achievement and is the most accurate predictor of a student's success in school. A child's first teacher is his or her parent/guardian. The SLT prepared and distributed a local survey to assess parent/guardian sentiment. In addition, the SLT reviewed the 2011-2012 Learning Environment Survey results. Some of the factors we will use to increase parent involvement and communication within our school are to increase the level of literacy, language preference, daily commitments, availability and educational resources. By accomplishing this we can respond better to parents/guardians needs, expectations of their child/children and welcome more volunteers.

### **Instructional Strategies/Activities**

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

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

As a school community, we will increase the number of workshops and events for parents and guardians. Workshops and events will focus on helping parents/guardians develop understanding and ability in the following areas:

- To access their children's ARIS on line assessment; workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children's progress for success.
- Strengthening student work by having parent/guardian meetings, workshops and hands on training on how to access their children's assessments information on ARIS, how to interpret the data, determine next steps and set goals.
- Offer Learning Leaders training and ELL classes to demonstrate how parents/guardians can help their children with learning needs and enable themselves as partners in their Education.
- Conduct surveys of parent's/guardian's needs and parent/guardian workshop evaluations.
- Provide multiple parent information sessions based on the surveys.
- Conduct Parent support groups by having weekly Parent's/guardian's Talk about Health, Mentoring their children, and Book Club.
- Provide PTA discussions, SLT minutes and school newsletters for parents/guardians.
- Teach parents how to create a routine review, study and testing environment at home for their children by introducing the Parent/Guardian Action Plan that was created by the PSA President and SLT Co-Chair.
  
- Provide parents/guardians opportunities to participate in activities with their children at school, such as: family fitness day, open school night and field trips to local institutions.

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

1. The PSA and SLT will work with school administrators to organize teachers and staff into teams that will plan large-scale events for parents/guardians and their children. PSA members will provide outreach support and organize parent volunteers to assist in preparing and staffing events.

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

1. PSA, SLT and administration will collect attendance data from Parent/Teacher conference sessions (afternoon and evening) in November and March. Attendance data from the 2013-2014 school year will be compared to data from previous years to evaluate our progress.

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

1. This work will run the course of the school year from September 2013 to June 2014.

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

1. These strategies have been fully described in goal # 1 and goal #2.

**Strategies to Increase Parental Involvement**

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

These strategies have been fully described in goal # 1 and goal #2.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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



### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Service targeted students who received either a level 1 or 2 on the NYS ELA exam or other organic assessment tools.</p> <p>Data will be recorded by AIS staff for each student served to assess progress; tutoring and pull-out service will be based on assessment data (e.g., F&amp;P, ACUITY, running records and the Woodcock/Johnson Assessment) We also utilize software programs, such as Imagine Learning® and RazKids® (Learning A to Z) to assist students in improving their skills and understanding in ELA.</p>	<p>This program will be done through both push-in and pull-out models using small group and one-to-one alignment. The program will coordinate with ESL program</p>	<p>This program will occur during the regular school day, Extended day and After school programs.</p>
<b>Mathematics</b>	<p>Service targeted students who received either a level 1 or 2 on the Math exam assessment data.</p> <p>Data will be recorded by AIS staff for each student served to assess progress.</p>	<p>Service will be done through small group and one-to-one alignment on a push-in and pull-out basis. The program will coordinate with ESL program.</p>	<p>This program will occur during the regular school day, Extended day and after school programs.</p>
<b>Science</b>	<p>This subject will be covered during the nonfiction literacy portion of AIS program and AIS</p> <p>Push-in during the time this is being</p>	<p>Service will be done through small group and one-to-one alignment on a push-in basis.</p>	<p>This program will occur during the regular school day.</p>

	taught by the classroom teachers.		
<b>Social Studies</b>	<p>This subject will be covered during the nonfiction literacy portion of AIS program and AIS</p> <p>Push-in during the time this is being taught by the classroom teachers.</p>	Service will be done through small group and one-to-one alignment on a push-in basis.	This program will occur during the regular school day.
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	<p>Provide individual and group counseling to students that exhibit inappropriate behavioral patterns. Classroom observation to assess students with emotional stress. Making referrals to direct children and their family to community-based assistance providers and other community organizations. On-going parent conferences. Report allegations of physical abuse and educational neglect to the State Central Registry.</p>	These services will be provided on an individual or group basis in the appropriate office.	This program will occur during the regular school day. Additional STH services will be provided after school.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

While there are few incentives any school can offer, visiting teachers can feel the convivial and supportive atmosphere that exists inside the school. Teachers, staff and administrators help attract high quality teachers by their everyday actions. The effort and dedication of the staff at PS 66 is evident to all who visit the building.

To fill vacancies and maintain HQT, PS 66 has a Hiring Committee, comprised of members from the school administration, teaching staff and specialists/coaches. The Hiring Committee reviews unsolicited resumes, its members meet to formulate a list of needs, and they attend hiring fairs/events held in New York City. Through the Hiring Committee, PS 66 reaches out to qualified teachers, interviews promising candidates, and schedules potential hires to visit the school. The hiring committee conducts strategic interviewing throughout the year. To address the issue concerning the retention of Highly Qualified Teachers, we will use funds (through conceptual consolidation) to maintain lower class size on all grades and AIS push in for grades 1 - 5. The AIS teacher that has been provided will model best practices and push-in during literacy blocks to reduce class size and service at-risk students. In this manner, we have decreased the student teacher ratio during certain periods each day to serve those students in the subgroups that are at-risk, ELL or underperforming based on academic assessments.

**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).

We will expand our instructional coaching team to three members, and this team will coordinate all on-site professional development. In addition, the IEP Teacher and an ESL Coordinator will model lessons and provide on-site professional development. We will schedule an extra period each week for all homeroom teachers in order to provide additional support through ongoing workshops. Administrators and coaches will work to achieve the following tasks: foster collaboration among all staff levels; planning meeting/common prep period by grade level for all teachers; intra-grade and inter-grade visitation; provide opportunities for teachers to attend a variety of workshops; training on data collection; analysis and review and use to adjust instruction as needed; school-based new teacher mentoring; maintain a Teacher 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.).

Administrators, coaches and the Technology Teacher will work to foster collaboration among teachers and ensure coordination of activities by grade level. In addition, the federal program enacted by the McKinney-Vento Act has supported the creation of our Students in Temporary Housing (STH) program, which is coordinated at school by two Social Workers, a

Teacher and the Principal. The STH program offers counseling and enrichment activities which support this goal.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Our school proudly offers three Pre-Kindergarten classes. Pre-K teachers participate in PD with teachers of grades K, 1 and 2 on a regular basis. We maintain a Pre-K team that includes a family worker, Assistant Principal, social worker, and three classroom teachers. Through CCLS, the curriculum and rubrics are aligned to mesh with the academic programs in grades K – 5. An instructional coach works closely with grades Pre-K, K and 1 to ensure a step-by-step progression from preschool to elementary school. The office of the Parent Coordinator is located in the midst of the Pre-K and Kindergarten class rooms. Parent involvement is encouraged through a weekly “second cup of coffee” meeting in the Parent Coordinator’s office facilitated by two social workers.

#### **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.

As a part of the new teacher evaluation system, PS 66 created a team of teachers for the purpose of reviewing assessment tools for measuring student academic performance. This team includes an instructional coach, two classroom teachers and the ESL coordinator. This team will meet each month during the school year to evaluate and design assessments for use in school. In addition, The Principal, Assistant Principals and three Instructional Coaches will facilitate bi-monthly data reviews with grade level teacher teams. During these data review meetings, all classroom teachers will have the opportunity to provide feedback regarding assessments. Our school has scheduled weekly teacher-team meetings during one extended-day session, and these weekly meetings focus on student data and assessment measures. Finally, standardized tests will be done on a practice or simulated basis throughout the school year, and teachers will grade their students’ exams to evaluate the effectiveness of the assessment tools and the learning progress and educational needs of students.

### **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).

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## **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 66, 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 PS 66 and the families. PS 66'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 the PS 66 school community. PS 66 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;

PS 66'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. The PS 66 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 PS 66. 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 PS 66 and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 66 will further encourage school-level parental involvement by using the Title I set-aside funding to support the following activities:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- Additional activities will also include workshops and parent events for the purposes stated below:
  - To access their children's ARIS on line assessment; workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children's progress for success.
  - Strengthening student work by having parent/guardian meetings, workshops and hands on training on how to access their children's assessments information on ARIS, how to interpret the data, determine next steps and set goals.
  - Offer Learning Leaders training and ELL classes to demonstrate how parents/guardians can help their children with learning needs and enable themselves as partners in their Education.
  - Conduct surveys of parent's/guardian's needs and parent/guardian workshop evaluations.
  - Provide multiple parent information sessions based on the surveys.
  - Conduct Parent support groups by having weekly Parent's/guardian's Talk about Health, Mentoring their children, and Book Club.
  - Provide PTA discussions, SLT minutes and school newsletters for parents/guardians.

- Teach parents how to create a routine review, study and testing environment at home for their children by introducing the Parent/Guardian Action Plan that was created by the PSA President and SLT Co-Chair.
- Provide parents/guardians opportunities to participate in activities with their children at school, such as: family fitness day, open school night and field trips to local institutions.

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

PS 66, 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;
- offering extended-time parent/teacher conferences to at-risk students and students identified as promotion-in-doubt;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- conducting parent workshops for parents/guardians of ELL students;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>066</b>
School Name <b>PS 66 The School of Higher Expectations</b>		

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

Principal <b>Mr. Thomas DeGrazia</b>	Assistant Principal <b>Mrs. Ruby Moses</b>
Coach <b>Ms. Madeline Torres</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Myrna Brodwell</b>	Guidance Counselor <b>Ana Freyta</b>
Teacher/Subject Area <b>Ms. Cartularo/ ESL Teacher</b>	Parent <b>Daisy Bermudez</b>
Teacher/Subject Area <b>Ms. Doris Lopez/ ESL Teacher</b>	Parent Coordinator <b>Mrs. N. Intriago</b>
Related Service Provider <b>Louie Charvet/IEP Teacher</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>621</b>	Total number of ELLs	<b>104</b>	ELLs as share of total student population (%)	<b>16.75%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	24
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	90	7	19	14	0	5				104
Total	90	7	19	14	0	5	0	0	0	104

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	21	18	15	14	14								97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other	2			1		1								4
<b>TOTAL</b>	17	21	19	16	16	15	0	0	0	0	0	0	0	104

## 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)	8	3	2	4	5	6								28

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)	1	8	9	3	2	2								25
Advanced (A)	8	10	8	9	9	7								51
Total	17	21	19	16	16	15	0	0	0	0	0	0	0	104

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	4	11	0	0	15
4	9	8	1	0	18
5	13	1	0	0	14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	5	0	3	0	0	0	18
4	7	2	10	0	1	0	0	0	20
5	10	3	2	0	0	0	0	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	3	0	10	0	2	0	17
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
1-To assess the early literacy skills of our ELLs we use Fountas and Pinnell Benchmark Assessment System. The Fountas and Pinnell benchmark system is a individual assessment where the student reads a leveled text and answers comprehension questions. While the student is reading and answering questions a teacher is recording these answers. It tells us their reading and writing levels and their verbal communication. Through the use of this data our advance students need help in developing writing skills while our intermediate students need help in reading and writing skills. Beginner students need help to develop academic language. It helps us group and differentiate our ELLs according to their reading levels. When looking at our data we noticed the beginner ELLs are moving quickly through the levels because they are learning the language and it is reflected in the improved reading levels. We also noticed that once the ELL students reach a certain level their improvements slow down. This can be attributed to the complex text the students are reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2-Based on our data patterns in the LAB-R, we have noticed that our upper grade students tend to need more support in the reading and writing areas of this test. In the lower grades, we noticed that the students need help in language development. We noticed that new students to the country have limited vocabulary and basic reading/writing skills. Based on our data in the NYSESLAT test, we have also noticed that as students move from the early grades to the upper grades, their proficiency levels have improved in the speaking, listening, and reading area.
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](#))  
3-Based on the patterns across NYSESLAT modalities, instruction is going be affected. For instance, if the need is to provide more support in a particular area, the ESL teacher, along with the classroom teacher will have to prepare lessons geared towards that need. Taking the data into account the students are then grouped according to their reading level and the level of proficiency in the NYSESLAT. The Spring 2013 NYSESLAT results are not available on the RNMR 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?

In the lower grades the pattern has been students are in the beginning stage of language development. In the upper grades we have noticed that the students are advancing through the levels at a steady rate. If we compare the ELL population test scores in English to their native language tests, we can see that ELL students are moving towards the right direction as they are scoring approaching grade level, on grade level or exceeding grade level work. This holds true in the different content areas as well.

b-NA  
c-NA
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](#).)  
Using the NYSESLAT and LAB-R tests the school uses the results to determine which students will be receiving tier 1, 2, and 3 services. We equate tier 1 as our Advanced students. Tier 1 is the core of instruction. This instruction is rigorous and evidence based. We equate tier 2 as our Intermediate students. Tier 2 students get a double dose of instrction. The RTI teacher gives extra attention, activites, and experiece to these specific students. Finally, we equate tier 3 as our beginner group. Tier 3 is intensive intervention where the student gets individualized instruction by the RTI teacher. We continuously progress monitor these students to ensure they are getting the correct support. We also monitor the students' progress throughout these levels.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL providers ensures that the second language development is considered in instructional decisions by meeting with classroom teachers during common planning and during weekly data analysis meetings.
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?

7A. Not Applicable

7B. Not Applicable

7C. Not Applicable

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

To evaluate the success of our program we look at different data. One area of data we look at are our running records. We administer these running records every 6 weeks. We then monitor the students' progress and adjust our learning targets to address any area of concerns that arise. We also use the data from simulations assessments. We have two yearly simulations. Once the assessment is administered we look at the areas of both strengths and weaknesses. Having identified these areas we group the students according to their needs. We evaluate their success through their growth as students who were not proficient in English, but that little by little were able to make the right adjustments inside and outside the classroom in order to fit in a new systems filled with challenges, but at the same time in the end, rewarding.

## 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](#).)  
To initially identify students who may possibly be ELLs during the registration process, parents are asked to complete a Home Language Identification Survey (HLIS). An informal interview of parent/child is conducted by an ESL/Bilingual Education licensed pedagogue or the ESL Coordinator. When the ESL Coordinator is not available to administer the HLIS the following pedagogues will assist in the process: the ESL licensed pedagogue: Doris Munoz-Lopez or the IEP Coordinator Louie Charvet. After the HLIS is completed, the ESL Coordinator, Myrna Brodwell, reviews and completes the HLIS by making an OTELE determination. The first step we take is to look at the student's home language (HLIS). If the home language is other than English or student's language is other than English, we then conduct an informal oral interview in their Native Language and English. During the initial process the parents and the child wait in the parent coordinator's office. If the student speaks a language other than English or speaks little English we administer the initial assessment, the Language Assessment Battery-Revised (LAB-R). This assessment is administered within the first 10 school days after initial intake process by the following pedagogues: Myrna Brodwell ESL Coordinator, Mr. Louie Charvet, IEP Coordinator, Doris Munoz-Lopez, and Maria Cartularo ESL teachers. The next step is to look at their scores. If the student scores at the Beginning, Intermediate or Advanced Level, the student is considered Limited English Proficient (LEP). If student scores Proficient we then stop the process and student is considered non-LEP. For the students who are not proficient in English, the ESL Coordinator or ESL licensed pedagogue (Mr. Charvet, Mrs. Lopez) will administer the Spanish Lab to determine their proficiency in Spanish.
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.  
In order to reach out to parents and explain the programs that the New York City Department of Education offers, the ELL Coordinator along with the Parent Coordinator (Ms. Intriago) send out letters and flyers translated in the parents native language (as soon as the student is identified as entitled for ESL services), inviting parents to attend different workshops throughout the year. These workshops are held within 10 school days of the student being admitted to the New York City public school system and are conducted in both English and Spanish every month during the school year. We also have two staff members who speak Italian (Ms. Cartularo) and French (Ms. Leon). Also if the parents speak other language than English or Spanish the school call the Office of Translation Services to help with the translations. The workshops are also scheduled at different times during the day in order to facilitate the parents schedules. During these workshops, parents view the mandated video that our Chancellor put together explaining the different programs that the city is able to offer. After the presentation, the ESL Coordinator conducts

another workshop explaining the 3

choices: Transitional Bilingual, Dual Language and Free Standing ESL. The ESL Coordinator also explains to the parents that if the choice they selected is not offered at the school, their child's name will be put on a waiting list. If the grade reaches the 15 students, they will receive a call from the ESL Coordinator informing them of the changes and will invite the parents back to discuss the choices available at the moment.

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 [\[see tool kit\]](#).)

In order to make sure that our letters get returned in a timely fashion, our ELL Coordinator, Parent Coordinator, and ELL teachers work together in reaching out to parents/guardians through sending letters, making phone calls, meeting with parents before school starts, and at dismissal to remind them how important it is to return these letters to school, translation services are always readily available. The ESL Coordinator and the Parent Coordinator keep a copy of the entitlement letters in a binder. The Parent Survey and Program Selection Forms are also kept in a binder.

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 criteria that we use to place students in the right placement is to look at their data and see how they scored in their LAB-R test.

In order to help our students become proficient in English, we look at the areas in which they had low scores, so that we can provide

more academic support with our ESL push-in model. After looking at their data, we then arrange a meeting with the student's parents/guardians in order to explain their choices and what our school has to offer them. These meetings are arranged during different times in order to accommodate those parents that for some reason cannot make it at a given time. These meetings/workshops are conducted in the parent's native language or English if necessary. Placement letters are sent home and a copy is kept for our files in the ESL Binder. Continued entitlement letters are sent home the last week in September and copies are kept in the ESL binder. Once students are administered the LAB-R and identified as ELLs, the school enters the date the LAB-R was administered which should match the date entered on the LAB-R scan document. We also enter whether the parent was provided an orientation explaining the three ELL programs offered in New York City, which program the parent chose, and the program in which the student was placed. This ELPC screen is completed for each ELL new admit as soon as the student is placed in an ELL program. ELLs are placed in the parents' program of choice within 10 days of enrollment.

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

The ESL students will take the NYSESLAT annually in order to measure their progress in English in various areas such as Listening, Speaking, Reading and Writing. If student scores Proficient, the student will then not be considered to be an ESL student anymore.

However, if student scores within the following levels such as Beginning, Intermediate, or Advanced Level, they will continue to receive services. To determine NYSESLAT eligibility we use the RLER, RLAT, RYOS. The Testing Coordinator creates a calendar with the dates scheduled for each component and Make-Up dates to ensure that every child takes the test. The following pedagogues administer the Speaking part of the NYSESLAT: Myrna Brodwell (Coordinator), Doris Munoz-Lopez (ESL Teacher), and Maria Cartularo (ESL Teacher). Ms. Torres, Literacy Coach, handles the test preparation by creating testing groups, assigning proctors, and assigning teachers to administer the NYSELAT.

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. 

After reviewing past Parent Survey and Program Selection forms; we have noticed that the common trend in their program choices is Freestanding ESL. This school year 2013-2014 we had 23 new students, 3 of the parents chose bilingual education, 1 chose dual language and 18 of the parents chose Freestanding ESL Push-in Program. The program that we offer at our school does align with the parent's 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])?
    - 1a. At P.S. 66, instruction is delivered using The Push-In Model.
    - 1b. The ESL program models are homogenously grouped by the ESL teacher in a heterogeneous class in order to make mandated time in the classroom purposeful and effective. The Special Education students in the ICT classes receive instruction/services per IEP and per CR Part 154.
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)?

P.S. 66 is in compliance with the mandated number of instructional minutes according to proficiency levels in each program. Mandated minutes of ESL as per CR-Part 154 are provided by a certified ESL teacher. The ESL teachers use our push-in models to provide meaningful instruction to our ELL population and follow a rigorous schedule on a daily basis.
  - 2a. The Freestanding ESL program at P.S. 66 primarily uses the push-in model as per CR-Part 154. If student is a beginner or intermediate level they received 360 minutes during the week, a student at an advance level receives 180 minutes per week. ESL teachers base their instruction on the ESL and ELA standards, and make them an integral part of their planning sessions and delivering of content. The ESL teachers and the AIS teachers work together during the reading block and group the students according to their proficiency levels. The ESL teacher works with the beginners and intermediate students and the AIS teacher works with the advance students during this block. ESL teachers teach 100% of the time in English. They incorporate needed language skills, activities, technology, manipulatives, and hands-on materials to make the lessons and language of the home room teacher more comprehensible for the ELLs they are working with. ESL teachers use realia to build background knowledge and support understanding of academic content. They also use Foundations as needed for phonics and building vocabulary. ESL teachers provide support during guided reading blocks, as well as with their writing blocks, giving the ELL's the differentiated

instruction needed to increase their reading and writing levels. We also use “Getting Ready for the NYSESLAT and Beyond” texts, which gives support in Speaking, Listening, Reading, and Writing as well. This text also prepares them to take the NYSESLAT test in the spring. ESL teachers also work collaboratively with classroom teachers during their common planning, guided reading block as well as with their writing blocks to assess student progress and evaluate data. Then they are able to use the data to develop language objectives for future lessons. Literature in the Native Language is available for ESL teachers to support the reading of ELL students. ESL teachers use NYSESLAT data and ATS data to determine ELL groups and plan accordingly.

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.

P.S. 66 also has a Special Education Transitional Bilingual Education Program. According to the ELL’s proficiency level, those enrolled in this program receive instruction as follows: Beginning Level receives 60% Native Language Instruction and 40% in Target Language. Intermediate Level receives 50% Native Language Instruction and 50% in Target Language. Advanced Level receives 25% Native Language Instruction and 75% in Target Instruction. Math, social studies and science instruction is delivered according to the student's proficiency levels. The ESL teachers push in the classroom providing support during math, reading and science.

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

Students are evaluated in their natives language using a series of assessments: El Sol, Fountas and Pinell, interview. Students have access to multicultural libraries, math, and science books in their native language. Each classroom has access to computers in which students who need additional support may access.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

\*Throughout the year P.S. 66 ensures that all ELLs are appropriately evaluated in all four modalities of English acquisition. Our students are daily serviced based on their levels of speaking, listening, reading and writing which is dicated by their NYSESLAT score. Once this test determines their level as beginner, intermediate or advanced students are grouped into appropriate levels by an ELL teacher. The ELL teacher provides push-in services for these ELLs by creating language lessons supporting that student in all four modalities which that student will encounter all year long, prior to the Spring NYSESLAT. During the school year the student are evulated and on-goingly assessed with speaking and listening activities, as well as numerous opportunities for reading (individually and in groups) and assessed with an array of writing projects and assignments. Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Once we determined that the student is SIFE we provide them with extra support in all content areas. The AIS teacher pulls them out one period a day and pushes in the classroom everyday she scaffolds academic language and vocabulary development.

6b-For the newcomers at P.S. 66 that have been in the U.S. school system for less than three years many things are being done to help them with the language transition. First, all newcomers are tested immediately upon registering and options are communicated to parents so that students can begin to receive needed language services as soon as possible. Next, teachers at P.S. 66 plan to push accordingly to student’s data in order to increase their reading levels which will then in turn increase their writing levels which will help them to perform well on the NYSESLAT expediting their transition to a monolingual classroom setting. To accomplish this, teachers communicate with their student where they are and where they need to be during reading and writing conferring. They scaffold academic language to support student participation during content area study. They use instructional in both languages and build on what the students already know in their native language. Assessments for the ELL students, such as the State Math, Science and Social Studies tests are offered in the students’ native language. Newcomers are also eligible to attend the AIS After School Program and Extended Day during which time they receive strategies for reading comprehension and fluency. Since NCLB now requires ELA testing for ELL’s after only one year, these newcomers are in great need of the things mentioned above. They also participate in Kaplan test preparation for the ELA and our NYSESLTAcademy’s “Getting Ready for the NYSESLAT and Beyond”.

6c. For ELLs receiving service 4 to 6 years we use data to plan accordingly to the students' needs. The AIS teacher push in their classroom for reading, writing and math. Students participate in the programs for Extended Day and are invited to the Afterschool and Saturday programs.

6d. For the Long Term ELL's, teachers focus on helping the students build foundations and schema they are lacking by explicit vocabulary instruction and one on one conferences. Students participate in test preparation for the NYSESLAT so they will be familiar with the test format and rubrics. Excellent teaching with the use of realia and explicit modeling are crucial for the long term ELL's. The ELL students that are identified as having special needs are placed in Bilingual Special Education Classes. For those in general education classes, ESL and other services such as speech and SETTS are available to them. For these students, IEP's are reviewed individually to determine the best instructional methods and to plan lessons accordingly.

\*6e. Our plan for former ELLs (in years 1 and 2 after testing proficient) provides those students with one weekly visit of ELL services in which the ELL teacher pushes into that student's class and provides support in either an individual basis or in a co-teaching style environment. In years one and two after testing English language proficient that student is still provided with time and a half on testing.

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-SWD use a wide range of instructional strategies and materials to provide students with the best possible access to academic content areas; thus accelerating their language development. Most importantly, the IEP coordinator keeps in constant contact with the ESL department and coordinator, ensuring that the student's IEP is both update to date and being met. Among the strategies used are: Scaffolded Instruction, Modeling, (Compare and Contrast, Retelling Facts, Making Inferences), Cooperative Learning, Accountable Talk, and Questioning to promote Higher Order Thinking (Blooms Taxonomy). Instructional strategies are diversified by grade as well as per level. Classroom communities are safe and comfortable as well as an environment where they can feel comfortable sharing ideas about the subject being taught. The materials that teachers use are: ReadyGEN, Go Math!, Imagine Learning, F & P, Being a Writer (ELL writing program), and Foundations for lower grades.

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?

P.S. 66 ensures that our ELL – SWD's population receives multiple opportunities to succeed by offering these students the following:

Push-in AIS, Extended Day, After School, Spell Read, ReadyGEN, Imagine Learning, Foundations and Being a Writer. Classroom instruction is based on data obtained from ARIS/SEIS, NYS Tests as well as NYSESLAT scores and other formal/informal assessments to better and effectively deliver instruction to our ELL – SWD's population within the least restrictive environment throughout the school year.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs for ELL's in ELA, Math, and other content areas are: Extended Day with small group instruction,

AIS (Academic Intervention Services) with push-in models scheduled at different times during the school day. We used data from the ELA, Math, and NYSESLAT tests to group our students. Students at the beginning level are placed in small groups no more than 8 students, intermediate and advance students are geoup accordingly to the years of servic We also offer AIS services in After School in ELA, Math, Social Studies, and Science on Tuesdays, Wednesdays and Thursdays. As soon as the AIS After School Program is done, we also offer our students the opportunity to attend a program called the NYSESLAT Academy, which focuses on how to take and pass the NYSESLAT test. We use a phonics program called Foundations. We also use other programs such as Imagine Learning, which is a technology based program that gives our ELL students the extra support they need using technology. With the exception of Imagine Learning, which has a part of their program that can direct students in their native language if they are at the Beginning level in English, our programs offered are conducted in English and Spanish to those who need it.

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

\*The effectiveness of our current program in regards to meeting the needs of our ELLs in both content and language development is based off of our continual assessments and analyzation of trends that we encounter with the ELLs in our program. We strive to use programming that is both cohesive and scaffolded so that ELLs can lucidly understand both the content and language objective required for their development.

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

For the upcoming year, we are planning to integrate more technology through the use of smart boards, the Imagine Learning Program and the Foundations Program on all our Bilingual Special Education classes on grades 3, 4, and 5. We will also be adopting Ready Gen and Go Math programs with scaffolding to help support our ELLs.

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

We will not discontinue any programs/services for ELL's.

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

Our ELL students have the same opportunities as the rest of our students to attend the different programs that we offer. Our process to invite students to our after school programs is to send letters home and have the students return their letters signed by their

parents/guardians approving their placement into our programs. 12b. We offer an AIS After School Program geared to give support in different areas such as ELA, Math, Science, and Social Studies. We also offer a program called the NYSESLAT Academy to provide support our ELL population in taking and passing the NYSESLAT test. We are using Title III and Title III Immigrant funding to supplement these services.

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

In regards to technology, Smartboards and laptops are readily available to help support ELLs. Visuals and oral language are a major basis of our instructional support for our ELLs allowing for a graphic aid. We all use Ready test prep materials throughout the school to prepare our students to take and pass the ELA, and Math tests. We also use a program called Foundations, which concentrates in teaching phonics, word help and letter sounds. We also use Imagine Learning, which is a technology based program geared towards providing support in reading, speaking, writing, and listening in English for our Beginners and Intermediate students. We also use "Getting Ready for the NYSESLAT and Beyond" texts, which gives support in Speaking, Listening, Reading, and Writing as well. Students have access to multicultural libraries in their native language.

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

Native Language support is provided in Freestanding ESL model. The ESL Coordinator and an AIS teacher provide native language

support in the classroom. Materials used are Go Math, multicultural Libraries and Science books in the student's native language.

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

The services that we provide are aligned with and support the students by being grade and age appropriate. The required services meet the student's academic needs as well as meet his or her language level based on what that student is being expected at that

age/level/grade according to the NYS CCLS. The services correspond to the students's age level primarily by supporting what that student is being taught and required to know, learn and understand as well as read, write, speak and listen. Our programs which are state and common core alligned also allow our ELL department to position all materials and lesson plans accordingly.

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.

\*Activities in our school that assist newly enrolled ELL students before beginning the school year consist of summer programming for those starting school in September. For the new ELLs who enroll throughout the school year we offer extended day, reading buddies, Foundations as well as our high effective push-in and pull-out. We also offer NYSESLAT practice and NYSESLAT RTI services.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A:

## C. Professional Development and Support for School Staff

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

1-Our school is very culturally diverse and because of this, we must be sure to address specific knowledge and attitudes that are relevant to teaching English Language Learners. Our professional development sessions(also called Teacher Academies), often focus on the basic constructs of bilingualism and second language development, the nature of language proficiency and the role of the first language and culture in learning. These items may be the main focus or sub-focus during professional development sessions(it varies). Teachers are given opportunities to discuss the demands that mainstream education places on culturally diverse students as well. P.S. 66 Calendar of Professional Development (1 hour sessions). Professional Development opportunities will support teachers in delivering Common Core aligned instructions by:

- Assisting teachers with designing rigorous and coherent instructions aligned to the Common Core.
- Assisting teachers in developing culturally responsive teaching strategies.
- Improving best practices in all academic areas that impact ELL students both academically and emotionally.
- Providing extensive support for teachers working with students with English language acquisition.
- Developing academic vocabulary and conceptual knowledge.
- Assisting teachers with using differentiating instructions to meet the varied and specific needs of ELL students.
- Preparing teachers to maximize learning opportunities while incorporating best practices.
- Assisting teachers in creating classrooms that are inviting and support literacy and math learning centers.
- In addition these Professional Development opportunities will help teachers to navigate nonfiction literature and all genres of literacy as well as math for Common Core alignment.
- Increasing opportunities that will articulate rigorous grade level expectations that prepare our students for college and/or careers.

2-We constantly provide opportunities for our staff to attend different workshops, and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teachers provide support in the Middle School selection process by explaining the importance to assist to these Middle School fairs. Our guidance counselor is actively involved in the selection process and reaches out to parents/guardians in their native language. The guidance counselor meets with the 5th grade teachers during their common planning and walks them through the articulation process for the middle school application. She also calls the parents and set up appointments to go over the application and the process, providing translation as needed.

3.At P.S. 66 we provide our ELL students with information about the different middle schools and the programs they have to offered. In addition the bilingual school pschycologist meets with the students as needed to support with the transition to middle school. Staff members are provided with a translated copy of the middle school directory for all of our ELLs. Classroom visits are conducted in English and Spanish to help assist with any questions and/or concerns studentss and teachers may have. Parents with questions and/or concerns are scheduled to meet one on one to help with making the right choice selection for their child.

4. The minimum 7.5 hours of Ell training for all staff is offered during various Teacher Academies. These professional development sessions are offered on various Mondays throughout the school year. Further ELL professional development sessions may also be conducted for all staff during the school day (1 hour in length). All agendas and attendance sheets are maintained by the Literacy Coach and are easily available.

November 18, 2013-Creating an Inviting Classroom Environment.\*

December 16, 2013-Differentiated Learning Centers Supporting Literacy Growth in All Students.\*

January 13, 2013 - Maximizing Learning Opportunities for ELL Students and Beyond\*

January 20, 2014- Common Core: Navigating Nonfiction Literature\*

February 10, 2014-Culturally Responsive Effective Teaching\*

February 24, 2014 Teaching Vocabulary Through the use of Poetry (Supporting Language Acquisition)\*

March 17, 2014-Using English Language Acquisition levels to Plan Performance-Based Assessments\* (1.5 hours)  
April 21, 2014-Addressing the Needs of the ELL  
May 19, 2014-Looking at ELLs at Different Performance Definitions  
June 16, 2014-Preventing the Great Summer Slide-Creating Fun and Easy Learning Kits!

\*\*All professional development sessions are 1 hour in length, unless otherwise noted

## 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-Our parental involvement has grown a great deal and this is shown at our many activities that we house at our school. We have a great turn out at our “Meet and Greet the Teacher”, School Assemblies, Parents Workshop on different topics, such as how to assist/support their children at home in different areas such as Understanding the NYSESLAT Test, Reading, Writing, Math, Science, Social Studies, and Parent-Teacher Conferences. Our Parent Coordinator assists our ELL parents to sign up to free ESL classes, as well as GED and writing courses offered at various locations throughout New York City. Our Parent Coordinator conducts the activities and when necessary translation is available to ensure that our parents understand and participate in all activities.

2-We are not currently involved with any agency or Community Based Organization.

3-The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school. We provide the comfort to bring anything to the table at our meetings, and workshops. Our main facilitator between our school and parents is our Parent Coordinator, Mrs. N. Intriago. Our school is very accessible and this is shown through our great turn out rate at the activities mentioned above.

4-Our Parent Coordinator assists our ELL parents to sign up to free ESL classes, as well as GED and writing courses offered at various locations throughout New York City. Our Parent Coordinator also conducts different workshops through out the year geared to help parents support their children in different academic areas at home. Our Family worker in conjunction with our one of Social Workers offer two workshops per month on topics such as on attendance and how important is for their children to attend school on a daily basis, how to support their students in literacy, math, and other content areas. They also conduct workshops on how the importance of immunization shots, and any other health related issue. Arts and crafts workshops are also provided to our parents throughout the school year.

## 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: PS66**

**School DBN: 12X608**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Thomas DeGrazia	Principal		1/1/01
Ms. Ruby Moses	Assistant Principal		1/1/01
Ms. N. Intriago	Parent Coordinator		1/1/01
Mrs. Myrna Brodwell	ESL Teacher		1/1/01
Daisy Bermudez	Parent		1/1/01
Mrs. Doris Lopez	Teacher/Subject Area		1/1/01
Mrs. Maria Cartularo	Teacher/Subject Area		1/1/01
Ms. Madeline Torres	Coach		1/1/01
	Coach		1/1/01
Ana Freyta	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mr. Louie Charvet	Other <u>IEP Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 12X066 School Name: PS 66

Cluster: 06 Network: 608

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

### **Part A: Needs Assessment Findings**

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

According to the most recent School Profile Data, 21 % of the student population at PS 66 comes from Spanish speaking homes. This information is based on the school's demographic data, and it is derived from the Central NYC DOE Office of School Improvement. In addition to looking at this data, we also looked at the RHLA report from ATS and this gives us further information about our students' and their families' home language. We have 140 Spanish speaking students, 1 French speaking student, and 4 students who speak other languages, i.e. Woloff, Arabic and other African dialects. All our written documents are translated in Spanish by a staff member. Also in our offices, we have the Department of Education Language Identification Cards available so that new parents can identify their language and then we can request the appropriate translation services requested by the parents/guardians. At the beginning of the school year (and on going throughout the year) the Parent Coordinator sends home a survey to determine their language preference. The Parent Coordinator informs the school community about available services in PSA meetings. Our school keeps track of language information recorded through Emergency Cards, ATS Binders, and Home Language Identification Surveys, which are included in the student's cumulative records. We have a diverse number of parents who speak different languages. We have 1 parent who speaks Arabic, 1 parent who speaks Ewe, 4 parents who speak French, 2 parents who speak Polish, 3 parents who speak Twi, 2 parents who speak Wolof, 227 parents who speak Spanish, and 372 parents who speak English..

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.

In general, PS 66 has ample bilingual staff to meet Spanish translation needs. The evaluation of students for special education services is conducted by a licensed bilingual school psychologist. Also, there are a small number of students who come from non-English and non-Spanish speaking homes. (e.g., West African, Middle East and Asian/Pacific Island immigrants). A small number of PS 66 staff members can speak French and are able to help parents as needed. Written translations of some documents are available for some of the lower incident languages that take place at PS 66. These documents are provided to those parents as needed. This information is also discussed at faculty

meetings, school leadership meetings, PSA meetings and parent workshops.

## **Part B: Strategies and Activities**

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

All public written documents such as school event notices, permission slips, monthly calendars and information about after-school programs are available in both English and Spanish. PS 66 has a number of highly qualified bi-lingual staff members – teachers, paraprofessionals and school aides. When needed, documents are translated from English to Spanish by on-site staff. Translation service is budgeted as a “per-session expense. As requested by parents of low incident languages we will reach out to other schools for translation assistance and if needed a company who provides translation.

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.

Bi-lingual staff members are assigned to the main office and security positions, ensuring that first contact with students, parents or guardians will be correctly understood and responded to in an appropriate manner. In addition, bi-lingual staff is strategically assigned during parent-teacher conferences and other school events, so that oral translation is readily available to parents or guardians. PS 66 currently has a Spanish-speaking school psychologist to improve the special education evaluation process. If a student needs to be evaluated in any other language besides English or Spanish, PS 66 will make the necessary accommodations to evaluate that student in their native language.

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>.

The school will designate staff members to serve as translators during the regular school day. Selected staff members will be notified as to their roles and responsibilities in serving as translators, and they will be available during regular school hours. Parents and guardians will be notified about translation services in writing, on posters in the lobby, main office and on our public bulletin board. In addition parents will be notified of translation services at PSA meetings and parent workshops. The school will outreach, when needed, for translation services in low incident languages. Our School's Translation and Interpretation Unit provides parents with an internal resource of oral interpretation services such as:

1. Multilingual Welcome poster is placed visibly at the entrance of our school. This poster serves to remind parents that our school can assist with interpretation services.
2. An informational brochure lists free translation and interpretation services.
3. We also provide over the phone services.
4. An Interpretation card is passed to our school safety agent, which serves as a reminder of interpretation needs.
5. A card is distributed to limited-English proficient parents in our school community. With this card, parents will be able to identify their language of preference when visiting a DOE school.
6. All materials sent over to our school by DOE are offered in their native language based on our needs.

Our Parent Coordinator is also fluent in Spanish  
We have staff members who are also fluent in French.

## 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: School of Higher Expectations	DBN: 12X066
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The purpose of the program is to reinforce the students' reading, writing, listening and speaking skills to prepare them for the NYSESLAT exam. Students to be served are at beginners and intermediate levels based on their LABR scores for Kindergarten and NYSESLAT scores in grades 1 and 2. Students will be grouped based on their NYSESLAT and LABR test scores. The afterschool program will run from January 22, 2013 until May 1, 2013 on Tuesday, Wednesday and Thursday from 3:00PM to 4:00PM. The language of instruction will be English. The four teachers providing direct instructions are Certified in ESL, Bilingual and Common Branches. The Common Branches teacher will be co-teaching with the bilingual teachers. The Common Branches teacher will be responsible for teaching independent, guided and shared reading in addition to the writing curriculum. Emphasis will be placed on academic vocabulary. The bilingual/ESL teachers will be responsible for teaching the listening and speaking utilizing read alouds. The bilingual/ESL and Common Branches teachers will work in small groups of five to six students. Materials to be used will be appropriate to diverse students' level. Teachers will devote twenty minutes per modality. The Building Block for Academic Success will be used to accelerate the students' language acquisition, reading and writing comprehension skills.

### 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: Bilingual teachers, Common Branches teachers and ESL teachers will attend professional development starting January 21, 2013 thru April 29, 2013 on Mondays from 3:00PM to 4:00PM. These workshops will develop the teachers instructional craft and maintain awareness of new development in the field of ESL. Professional development will be provided by the Literacy Coach, ESL Coordinator, IEP Coordinator and the Assistant Principals. Topics to be covered include Common Core Learning Standards for ESL, January 21 st and January 28th, provided by Ruby Moses and Myrna Brodwell. Developing academic vocabulary, February 11th and February 25th, provided by Joshua Glaser. Language acquisition, reading and writing is scheduled for March 11th, March 18th and April 8th, provided by Stacy Adams, Myrna Brodwell and Ruby Moses. Using Technology to Help ESL students, April 15th, April 22nd and April 29th, provided by Madeline Torres.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To better assist the parents (majority of whom do not speak English) of ELL students, we will offer a variety of monthly workshops for two hours each session. Workshops for parents will be held monthly from 8:15AM to 10:15AM beginning January 25, 2013 and ending May 3, 2013. Topics to be covered:

- \* How to Help Your Child at Home, January 25th, provided by Noemi Intriago
- \* Understanding the ELA and Mathematics Exams February 8th, provided by Yvette Diaz-Lopez and Stacy Adams
- \* Questions to Ask During the Parent Teacher Conferences, March 1st, provided by Myrna Brodwell
- \*How to Understand and Use ARIS, April 5th, provided by Noemi Intriago
- \*Understanding the NYSESLAT Exam, May 3rd, provided by Myrna Brodwell

All workshops will be led by the Literacy Coach, ESL Coordinator, IEP Coordinator, Assistant Principals and the Parent Coordinator. Parents will be notified by letters, phone calls, and monthly calendars with translations.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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