

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 75K396
School Name: RAMON E. BETANCES SCHOOL
Principal: NIRA SCHWARTZ-NYITRAY

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: K - 8 School Number (DBN): 75K396
School Type: Special Education (D75) Grades Served: K - 8
School Address: 110 Chester Street
Phone Number: 718-385-6200 Fax: 718-345-3021
School Contact Person: Nira Schwartz-Nyitray Email Address: nnyitra@schools.nyc.gov
Principal: Nira Schwartz-Nyitray
UFT Chapter Leader: William Gliem
Parents' Association President: Oglesby
SLT Chairperson: William Gliem
Student Representative(s): N/A

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: 75 Cluster Leader: Gary Hecht
Network Number: 754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nira Schwartz-Nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Leader or Designee	
Yvonne Oglesby	*PA/PTA President or Designated Co-President	
Dana Middleton	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sheanel Simon	Member/PA Secretary/Parent	
Charmaine Villabrera	Member/PA Treasurer/Parent	
Marcia Cumberbatch	Member/Parent	
Loretta Jennings	Member/ Parent	
Leslie McCall	Member/ Teacher (289)	
Dr. Robert Williams	Member/ Speech Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P396K, the Ramon E. Betances School, is part of District 75 and provides IEP-driven special education services to a multicultural, multi-linguistic, school community. We are committed to inspiring, guiding, and supporting our students and their families, through standards-based instructional programs, supported by a full array of related and support services. Staff members work collaboratively in a respectful and nurturing environment to ensure that our students make the most growth possible throughout the twelve-month school year.

Our Mission Statement documents our belief that all students can learn given the necessary supports, multiple entry points and a rigorous, well planned instructional program:

"The mission of our school is to ensure that every student will perform to his/her greatest level of independence in accordance with the Common Core Learning Standards in preparation for life as an adult.

This includes:

- *rigorous functional academics including reading, writing, math and pre-employment skills*
- *self regulation and initiation of social behaviors*
- *a system of communication*
- *activities of daily living ."*

Students' learning needs are documented on our alternate assessment tools, NYSAA, SANDI and FAST as well as within each IEP. The staff incorporates a full range of strategies, techniques and specialized programs such as Structured Teaching, PECS, and PBIS; classroom technology and augmentative communication devices; and specialized curricular programs (UNIQUE, SMiLE and EQUALS) designed and adapted to support the unique learning needs of our students. We facilitate staff participation in on-going professional development within and outside the school, to ensure that current best practices are being implemented.

Our 2014 School Survey indicated high satisfaction (95%) among parents regarding the Instructional Core elements. Teachers rated the same area at 91% satisfaction. The System Improvement elements were also highly rated by parents 94% satisfaction. Teachers rated this area at 87% satisfaction. Lastly, School Culture was rated at 94% satisfaction by parents and 87% satisfaction by teachers. SANDI data for the past 2 school years indicate that the average gains from September to June have been 3 – 5% in the areas of Reading, Writing, Communication and Math.

Programmatically, we stress an integrated instructional/therapeutic model, which allows therapists, teachers and paraprofessionals to work collaboratively with students in the classroom and other instructional settings. This allows for frequent instruction in the environments where skills are utilized, with all staff aware of student learning goals and strategies that support instruction. Our students are thus afforded many more opportunities to learn skills in the settings they are needed, than if they received isolated therapy in specialized therapy rooms.

The school is housed in two locations; one in District 23 and the other in District 17. All students at both sites are transported door to door by yellow school buses. Both sites are within easy reach of some of Brooklyn's finest cultural, historic and recreational sites such as Brooklyn Children's Museum, Brooklyn Botanical Gardens, Prospect Park Zoo, and Grand Army Plaza Library. Brookdale Medical Center is nearby, as are many of the special service agencies which support our students and their families. Having ready access to these facilities enhances the instructional program and the learning opportunities for our students, as well as providing essential support to students and their families. UCP, Elmys and Evelyn Douglin agencies provide after school opportunities in addition to the school's own Middle School After School (MSAS) program. We

work with Penny Harvest and a local church organization to extend the students' learning opportunities further into the community. We work with Brooklyn Conservatory of Music to bring music therapy into classes. We are developing our relationship with a neighborhood clinic program to provide accessible medical services to the students and staff of the school.

The main site is located in the Brownsville section of Brooklyn. Students at this site range in age between 4.9 years and 13.9 years. We have 10 classes for students in a 12:1:4 ratio program, typically for students with multiple disabilities. One of those classes is Bilingual – Spanish. Additionally, we have 16 classes for students in the 6:1:1 ratio, typically for students with autism. We have 1 class in the 8:1 ratio, for students with IEPs who are supported and included in general education classes at our co-located school, PS327K. Lastly, we have one class in the ratio of 12:1:1.

The site located in Crown Heights at 900 St. Marks Avenue, is within PS 289K. This site houses 6 classes for students in the 6:1:1 ratio; 2 classes in the 8:1 ratio, and 1 class in the 12:1:4 ratio. There are 2 Bilingual-Yiddish 6:1:1 classes and 1 Bilingual-Yiddish 12:1:4 class. Students at this site range in age from 4.9 to 10.9 years.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013 – 14 data indicated Our Quality Review specifically cited a need to improve the level of rigor in teachers’ questioning to support and encourage higher order thinking for all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All students will demonstrate a 5% gain from SANDI Fall baseline in Communication/Literacy skills as measured by SANDI administered in Spring 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Purchase and implement UNIQUE curriculum package, SMiLE kits, and SANDI.	All students	Yearlong	All teachers, APs
Continue to develop, disseminate and implement the Instructional Guides for UNIQUE.	All students	Monthly	Instructional Guide Teacher Team and AP
Create monthly newsletter for parents regarding Instructional Units and related activities in school and home extension ideas.	Parents	Monthly	Instructional Guide Teacher Team, Class Teachers, AP
Support required, ongoing teacher cohorts to examine student work collaboratively; “lunch and learns” including topic - use of questions	teachers	Yearlong	Cohort Lead Teachers, Teachers, APs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common Core funding supports purchase of UNIQUE and SANDI. School funds are used for SMiLE. Budget allocated for purchase of large quantities of paper. Additional support is provided through careful scheduling which allows Instructional Guide Teams to meet twice per month to develop the guides, and supports regular twice weekly teacher cohort meetings and AP support of Cohort Leaders. Printing is done by school aides who staff the copy room. District supports copy machine lease and maintenance.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

District funds copy machine.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Early Spring FAST will indicate trends in Literacy/Communication Skill Development.

Monthly IEP data collection will be monitored for trends on Literacy/Communication goal mastery for all classes.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2013 – 14 Quality Review found the school to be Well Developed in 1.4 and 3.4 which address school culture. The 2013- 14 School Survey indicated the greatest range (74 – 100%) of levels of satisfaction on School Culture elements by both parents and teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will show an increase of 5% in PBIS CRESTS earned for positive behavior compared to the 2013 – 14 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Continue bi-monthly PBIS teacher cohorts; conduct PBIS paraprofessional trainings (PDGs) twice during the school year.	Teachers and Paraprofessionals	Yearlong	PBIS Lead Teachers
Designate PBIS Lead Teachers; create scheduling to allow meeting times and PBIS work periods	PBIS Teachers (2)	By September and ongoing	Principal
Provide funding to support the staff and student reward component of PBIS.	Students and Staff	Yearlong	Principal, PBIS Teachers, Reward and Recognition Committees, Budget Manager
Conduct Parent Workshops regarding PBIS in school and help parents develop matrix for home.	Parents	4 times throughout the year	PBIS Teachers, PC, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Careful scheduling to release two teachers for approximately 10 periods per week. Funding to purchase reward items. Committee membership and time allotted for Committee meetings. Scheduling to support staff trainings. Funding to host parent meetings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Internal data system monitors CREST earning on a weekly basis. PBIS Grand Committee will monitor CREST progress monthly and report to Principal.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

On the School Survey, teachers report a very high level of satisfaction (100%) in working with each other to improve their instructional practices and 93% satisfaction about working productively with colleagues. An area not addressed by the survey is the role/satisfaction of the paraprofessional – the largest group of staff in the school. Additional staff members who should be included in collaboration are the Related Service Providers (OTs, PTs, Speech, Vision, Hearing, Mobility)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All Paraprofessionals will participate in monthly professional development covering a range of topics (integrated therapy, Danielson, teamwork, etc.) resulting in greater satisfaction scores by teachers for other elements of the School Culture category on the Spring 2015 School Survey and/or on a school survey completed by paraprofessionals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Paraprofessionals are scheduled for once monthly professional development, led by the Principal and other specialists (i.e. OT/PT/Speech Supervisors, PBIS Lead Teachers) regarding job related topics	All paraprofessionals	Yearlong	Principal, Supervisors, Lead Teachers
Once monthly class team meetings allow all staff serving each class of students to meet and share professional learning, resolve problems and support each other.	Classroom teams	Yearlong	Principal, Coverage staff

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling to allow paraprofessionals to meet once per month. Space in which to hold meetings. Scheduling to support class team meetings with all classroom staff together once per month. Coverage staff to supervise students during class team meetings. Supervisors/specialists/Principal to conduct professional development sessions.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

School generated survey regarding school culture to parallel School Survey administered in January. Review of feedback sheets from PD sessions and verbal feedback from presenters. Class teacher reports and informal observations of class team meetings.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The School Survey indicated that the Principal makes expectations for meeting instructional goals clear, that administrators support collaboration among teachers, set high expectations, and place a high priority on quality teaching. Ongoing work toward building staff capacity continues to be a significant component in supporting the school’s movement forward as indicated by the progressively improved yearly Quality Review ratings 2010-11 through 2013 -14.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Continued support of professional growth throughout the school community, through paraprofessional development, cultivation of teacher leaders, and enhanced performance of the administrative team will result in higher satisfaction ratings on the 2015 School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Paraprofessional development groups will continue to provide all paras with strategies and skills to better address student needs and to work more collaboratively within classroom teams.	paraprofessionals	Yearlong	Principal, Supervisors, Lead Teachers
Once monthly class team meetings allow all staff serving each class of students to meet and share professional learning, resolve problems and support each other.	Classroom teams	Yearlong	Principal, Coverage staff
Principal meets monthly with new teachers and those reaching tenure to review expectations, address issues and prepare for future.	New teachers, Tenure candidates	Yearlong	Principal

Administrators (Principal and/or APs) meet regularly with Teacher Leaders to monitor work, plan next steps and support leadership development.	Teacher leaders	Yearlong	Principal, Assistant Principals
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

January check-ins will be used to determine if Teacher Leaders are progressing on target. March tenure conferences will determine tenure recommendations. January school survey will assess school climate

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2013 – 14 School Survey reports a very high level of parent satisfaction, trust, and connection to the school. We are working to expand our relationships with our community neighbors and support agencies.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By July 2015 we will have established our partnership with a nearby medical clinic that will serve students and staff, enabling both to receive semi-urgent medical treatment in the immediate neighborhood.
Expand working relationship with partner church/food pantry to host additional vocational opportunities for students from 1 day/week to 2 days/week – doubling student participation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Continue outreach meetings with partner clinic, and complete terms of service agreement.	Clinic	Completed by May 2015	Parent Coordinator, Assistant Principal, Clinic Director
Publicize service availability at clinic. Disseminate guidelines. Complete enrollment process.	Students and staff	Beginning in July 2015	Parent Coordinator, Assistant Principal, Clinic Director, Principal
Arrange schedule for church/food pantry and vocational teachers to support students 2 days per week.	Junior high school aged students	September through June	AP, vocational teachers

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling to support vocational teacher program, and meeting with church manager to arrange activities. Legal consultation to review agreement with clinic. Paper and printing to generate notices, forms etc. for enrollment.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

District supports copy machine.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Agreement in place by May. Schedule in place for twice weekly vocational program by September. Students identified, permission obtained, participating in program by October.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Goal remains, however, timelines have been modified.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)		UNIQUE program supports students on 3 levels with adapted instructional materials. DEAR supports and encourages independent reading. SMiLE supports literacy acquisition for special populations.	UNIQUE and DEAR are flexible and can be used individually and as small group. SMiLE is done individually.	Throughout the school day.
Mathematics		UNIQUE imbeds math in all units. EQUALS is more in-depth adapted math program aligned to CCLS.	Flexible programs can be done individually or in small group	Throughout the school day.
Science		UNIQUE imbeds science in all units.	Flexible programs can be done individually or in small group	Throughout the school day.
Social Studies		UNIQUE imbeds social studies in all units.	Flexible programs can be done individually or in small group	Throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 396
School Name Ramon E. Betances		

B. Language Allocation Policy Team Composition [i](#) 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 Nira Schwartz - Nyitray	Assistant Principal Shawna K. Hansford
Coach Hope Ffrench	Coach type here
ESL Teacher Esther King	Guidance Counselor Amsel Powell
Teacher/Subject Area Daphne Valentin/ Bil Spanish	Parent Marcia Cumberbatch
Teacher/Subject Area Eufemia Nunez/ Bil. Spanish	Parent Coordinator Linda McKenna
Related Service Provider Anna Caba	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	253	Total number of ELLs	53	ELLs as share of total student population (%)	20.95%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	53
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	3

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	6	0	6	11	0	11	1	0	1	18
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	26	7	0	7	2	0	2	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	0	32	18	0	18	3	0	3	53
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

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
Spanish	0	1	0	0	0	5	6	1	5					18
SELECT ONE														0
SELECT ONE														0
TOTAL	0	1	0	0	0	5	6	1	5	0	0	0	0	18

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	1	2	1	3	0	1	1	1	2	0	0	0	0	12
Chinese	1	0	1	1	1	0	0	1	0	0	0	0	0	5
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	1	1	1	0	0	0	0	0	4
Urdu	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Arabic	0	1	0	0	0	1	0	0	2	0	0	0	0	4
Haitian	1	1	1	0	1	0	0	2	0	0	0	0	0	6
French	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	3	5	4	4	2	4	2	5	6	0	0	0	0	35

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)	3						1							4
Intermediate(I)														0
Advanced (A)	1													1
Total	4	0	0	0	0	0	1	0	0	0	0	0	0	5

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									

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

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)								

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.

Our school uses the SANDI (Student Annual Needs Determination Inventory) data results. SANDI is a comprehensive classroom system for students taking Alternate Performance Assessments. assessment to identify students' IEP goals in grades K-8.

 - FAST is used school-wide to benchmark students' academic development twice during the year.
 - Work Sampling System (WSS), an authentic, cross-curricular assessment is being implemented in five early childhood classes.
 - SMILE is being used in a pilot by four early childhood teachers this year.
 - UNIQUE is used throughout our school (K-8) as the instructional program for students in alternate assessment.

The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals for ELA.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Of the five students who were administered the LAB-R this school year (September - November administration), four (3-Kindergarten and 1 sixth grader) have received a scoring decision of Y, which equates to the beginner level in ESL. One kindergarten student scored at the Advanced (A) level.

In reviewing the 2013 NYSESLAT, we found that the students' strengths are in the listening and speaking modalities. Reading and writing continue to be an area of need for our ELLs. Results of the spring 2013 NYSESLAT showed the following decisions: Kindergarten - 1 Beginner, 3 INV, and 1 NSC; First grade - 5 NSC; Second grade - 4 NSC; Third grade - 1 NSC; Fourth grade - 1 ABS, 1 Beginner, and 4 NSC; Fifth grade - 7 NSC; Sixth grade - 6 NSC; Seventh grade - 1 ABS, 2 Beginners, 2 INV, and 4 NSC. The 5 students who are served as per IEP all received NSC NYSESLAT decisions in spring 2013. The NYSESLAT decisions are interpreted as ABS=absent, B=beginner, INV=invalid, and NSC=No Score. An invalid NYSESLAT score is obtained when students do not complete one or more subsections of the exam. Due to global cognitive delays as well as NYSESLAT scores, we have classified our ELLs who obtained INV or NSC NYSESLAT decisions as functional beginners.
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 [AMAQ tool](#))

In reviewing the 2013 NYSESLAT as well as the data from the 2011-2012 schoolyear, we found that the students' strengths are in the listening and speaking modalities. Due to global cognitive delays, reading and writing continue to be an area of need for our ELLs. We have targeted students who received an INV or NSC NYSESLAT decision to participate in our supplemental Title III program.
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?

The majority of our school population (K-8) functions on a kindergarten reading and writing level as measured by the fall 2013 SANDI data results. SANDI is a Comprehensive Classroom System for Students Taking Alternate Performance Assessments. As evidenced by the 2013 NYSAA scores, our ELLs achieve competitive scores on English language exams that are designed for alternate assessment students. Due to the severe cognitive disabilities that our students have, the ELL Periodic Assessment tool is currently not a valid assessment tool for use with our ELLs because it cannot assess all of our students in the four modalities : reading, speaking, listening, and writing.
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](#).)

We are familiar with the RtI model for ELLs. We adhere to the principle that the (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties and consider it in the team development of our students' IEPs and progress monitoring.
6. How do you make sure that a child's second language development is considered in instructional decisions?

In consideration of second language development, our ELLs are exposed to the same rigorous instruction as their non-ELL peers. We

encourage and utilize the use of the push-in model so that ELLs will not lose out on valuable instructional time. The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using Common Core Learning Standards (CCLS), ESL and NLA Standards, are all an integral part of the instruction of our ELLs. UNIQUE, our school-wide instructional program is CCLS aligned. In addition, the SANDI assessment was also universally aligned to the CCLS by Riverside, its parent vendor.

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?

Currently, our school only features ESL and TBE (Spanish) programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Primarily, we evaluate the success of our programs for ELLs by students' progress on the NYSESLAT exam. However, since the current NYSESLAT exam was designed for a General Ed./Standardized assessment population and our 53 ELLs are all in a full-time Special Ed./Alternate assessment population, the current NYSESLAT exam is an insufficient stand-alone measure to determine ELL progress. In addition to the NYSESLAT, we utilize our students New York State Alternate Assessment (NYSAA) scores as a comparative data source.

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](#).)

Initial screening of ELLs is completed at the Committee on Special Education (CSE) level, they administer (1) the Home Language Identification Survey (HLIS) and (2) LAB-R if and when an ELL is identified. When students are admitted to P396K there is collaboration between the CSE at P396K and the intake team which is comprised of the parent, the Parent Coordinator (Ms. McKenna), Family Worker (Ms. Middleton), translator for the parents' native language support as necessary, the Intake Coordinator (Mr. Soodoosingh) and the school nurse. If the HLIS, the LAB-R, and informal interview were not administered by the CSE both are administered at P396K by the ESL teacher, Ms. King within the mandated ten days. For new admits, all bilingual Spanish speaking teachers in our organization assist in administering the Spanish LAB when requested to do so by Ms. King. Our two Spanish Bilingual classroom teachers administer the LAB-R and Spanish LAB for the students in their respective bilingual classes.
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.

Typically, initial screening and placement of ELLs is done at the CSE level.
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 District 75 this is done at the CSE.
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.

Our Parent Coordinator and Family Worker also support our ELL Program by administering and organizing the HLIS in Conjunction with Ms. Hansford, our Assistant Principal, who is also a certified ESL teacher. In addition, the ESL teacher and/or A.P. conduct informal oral interviews when necessary. If a translator is required one is provided. The HLIS is reviewed and interpreted by the Assistant Principal, Ms. Hansford and once it is determined that a student is eligible, the LAB-R is administered by our ESL and/or Spanish bilingual classroom teachers and sent to the testing depot. Upon enrollment, our students' IEPs are available for viewing in SESIS. The IEP coordinator, Ms. Rutledge, reviews the student's mandates, inclusive of ESL and Bilingual mandates. Based on CSE/parental decisions, the student is then placed in either our Spanish Bilingual class or our Freestanding ESL program. Annual assessments for ELLs include (1) NYSESLAT, which is administered in the spring of each school year, and (2) NYSAA (Alternate Assessment) which is administered from October through mid-February of each school year, and the LAB-R, which is administered

within the first ten 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.

Our aforementioned ESL and Bilingual teachers work in conjunction with our A.P., Ms. Hansford to review the NYSESLAT testing manual. In creating a testing roster of students who are required to take the NYSESLAT, we review data from our ELL Compliance binder documents and the following ATS documents: NYSESLAT Eligibility Roster (RLER-LAT)/ (RLER-LBR). In addition, the A.P. creates a formal testing/coverage schedule so that it will be feasible to test all our ELLs in a timely fashion. After following these procedural steps, the team then coordinates, evaluates, and executes the NYSESLAT process each year.

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. *D*
In District 75 this is done at the CSE

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])?

P396K is a specialized school for students with special needs in District 75. During the 2013-2014 school year, P396K will serve a total of 53 ELLs which is 20.95% of the total population of 253 students, at the main site and the offsite, P. S. 289. The two 12:1:4 Spanish Bilingual classes are self-contained and we utilize a blended Push-in/Pullout model for ESL instruction. The heterogeneous Spanish Bilingual classes travel as one whole group throughout the day. The ESL teacher provides her services in a separate location within a classroom (pullout) or provides (push-in) services in classrooms that have the highest number of ELLs. The ESL teacher is continuing to work on obtaining New York State certification. We use a blended Push-In [Co-Teaching] and Pull-Out organizational model.

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)?

Transitional Bilingual Program:

Our Transitional Bilingual Program is made up of a nine period day, where each period is defined as a 46 minute block of time, for a total of 414 minutes per day. This program is composed of two bilingual classes totaling 18 students (6 Elementary and 12 Middle School students), all of whom participate in Alternate Assessment. Based on the students' proficiency in both language and academics which places them as beginners, their ratio for instruction is 60:40, students receive instruction in all subject areas, including a minimum of four discrete periods of NLA. All TBE students receive the mandated number of minutes as per C.R. Part 154, which is 360 minutes of ESL, for students at the beginning ESL level. All of our TBE teachers are NYS certified/ NYC. In the Alternative Assessment program, teachers adapt the instruction to the students' individual needs. All of our TBE students participate fully in the UNIQUE instructional program and are exposed to the CCLS as well as the Instructional Shifts. The TBE teachers' schedule consists of the following: Breakfast, Sensory Block, ESL, Lunch, Math, NLA, Science, Social Studies, PBIS, Gym, and Library. The bilingual teachers attend ELL Cohort meetings with the district coach and the Assistant Principal. In the Cohort meetings we have discussed multiple entry points, differentiated Instruction, lesson planning, ELL compliance issues and the integration of the CCLS in our classrooms.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols or SymbolStixs, iPad Apps for ELA and Math, adapted switches and the use of the UNIQUE instructional program during pullout sessions are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided with AIS (Math & ELA) instructional support for up to two years.

Native Language Arts: All students in Spanish speaking TBE classes receive 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combing the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. ELA instruction for ELLs follows the NYS Common Core Learning Standards and the Balanced Literacy Program. The Instructional Shifts are embedded into the school day through the utilization of the UNIQUE instructional guides (ELA, Math, Science and Social Studies). The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the UNIQUE instructional program and content areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. We also use VizZle, an on-line software program designed to meet the needs of visual learners like kids with autism to supplement our ELA program.

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

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition in the TBE program, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYS CCLS and the curriculum embedded instructional shifts. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instructional day.

In the Freestanding ESL program, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, SymbolStix, and Scaffolding Techniques. Content Area Instruction follows the CCLS and ESL standards. The use of technology is incorporated into ESL and content area instruction to give our students additional supports and access. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

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

All Spanish speaking ELLs are given the Spanish LAB following the LAB-R. We will begin using the NYSITELL to replace the LAB-R in February 2014, however, Spanish speaking ELLs who are identified as per HLIS will continue to receive the Spanish LAB. During the CSE process, all ELLs are evaluated in their native languages. The students in the TBE program receive 180 minutes of discrete NLA instruction in Spanish and are evaluated therein as a component of their program. ELLs who are mandated for a TBE program as per IEP are provided with an alternate placement para for additional support when we cannot provide a TBE placement in their native language.

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

The four modalities (listening, speaking, reading, and writing) are embedded into the NYS CCLS. All of our ELLs participate in the Unique instructional program, a standards based program for alternate assessment students. UNIQUE features monthly pre and post assessments each month. Finally, the students are assessed by the NYSESLAT in the spring of each year.

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).

By virtue of having an IEP and the additional support of UDL strategies, instruction is seamlessly differentiated for all of our ELLs.

The instructional focus of our school this year is to incorporate multiple entry points into all aspects of the students' instructional day.

Newcomers, SIFE, Transition Plan, Long Term ELLs and Extension of Services: Currently, we have twenty Newcomers and no SIFE students. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Should we have SIFE students in the future, they would also be paired with an English proficient buddy to help them adjust to life in an academic setting. Transition Plan: students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction and project arts enrichment.

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?

Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. This year, the instructional focus of P396K is to incorporate multiple entry points into all aspects of the students' instructional day. By virtue of having an IEP and the additional support of UDL strategies, instruction is seamlessly differentiated for all of our ELLs. In addition to the aforementioned ESL strategies, our students are exposed to the following focusing strategies each month across grade levels and content areas in the UNIQUE instructional program: turn and talk, exit slips, cooperative learning groups, and graphic organizers.

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?

All of our ELLs also happen to be SWDs. Through a rigorous team-based approach, our students are provided with a new IEP on an annual basis. Our related service providers make a substantial effort to push into the classroom so that students will not lose valuable instructional time. During push-in, while simultaneously working on academic skills and related service skills (physical

therapy, occupational therapy, and speech,) the related service providers and ESL teacher have an opportunity to share their expertise and learn from their special Ed. counterparts. Our ELLs participate fully in all aspects of instruction (UNIQUE, PBIS, GRTL, EQUALS, and the inclusion program) and extracurricular programs (field trips, PBIS movie days, student council, a library program, a vocational program, a music therapy program, a horseback riding academy, a bowling program/annual tournament, community service, Title III, weekend "Family Fun days" and a summer program (Chapter 683).

Courses Taught in Languages Other than English 

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

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

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

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

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

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

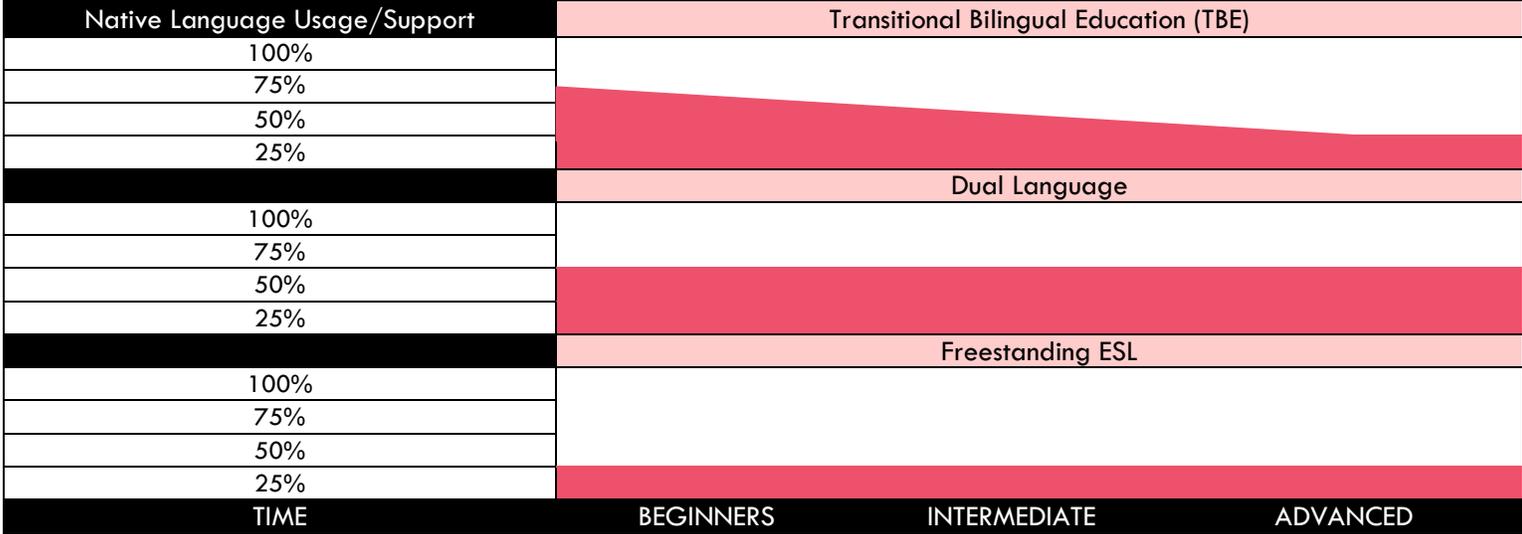
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We use the following interventions: ELA – SMILE and WSS, Math – EQUALS, and Title III. At this time, the language of our intervention programs is English. All of our teachers work collaboratively in cohort teams to develop monthly instructional guides and rubrics to enhance the CCLS and deliver rigorous instruction that is differentiated for a diverse group of learners. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Should we have SIFE students in the future, they would also be paired with an English proficient buddy to help them adjust to life in an academic setting. Long term ELL students/Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction and project arts enrichment. Students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to global cognitive delays, reading and writing continue to be an area of significant need for our ELLs on the NYSESLAT. We have targeted students who received an INV or NSC NYSESLAT decision to participate in our supplemental Title III program. In addition we use the NYSAA to strategically guide and support ELL needs and growth because it is an exam designed for alternate assessment students.
11. What new programs or improvements will be considered for the upcoming school year?
- We would like to expand the music therapy and horseback riding programs for the upcoming school year. Also, we would like to incorporate the library program at the 289 offsite.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan on discontinuing any programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- For all students, content area instruction is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. Our ELLs participate in the inclusion program, student council, PBIS, and our vocational program. All ELLs are invited to participate in the Title III program and families have the option of signing up for the free after-school program that we offer through UCP
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The use of technology and hi-tech and low-tech augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols or SymbolStixs, VizZle, SmartBoards, classroom computers and iPads, and adapted switches are incorporated to give ELL students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.
- NLA literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela may be found in the TBE programs. The use of bilingual software, books, websites, and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Sine we offer only a Spanish TBE program, we provide alternate placement paraprofessionals to our students who are mandated for TBE as per IEP. Classroom libraries contain books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Appropriate age and grade level materials are incorporated into all aspects of instruction. Our ELLs participate fully in the UNIQUE instructional program and the schoolwide PBIS programs. In addition, we conduct annual evaluations that will lead to the development of a comprehensive IEP that prioritizes students' language needs and strengths.
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.

Project jumstart is not offered in District 75. However, all of our newly admitted ELLs have an opportunity to participate in our summer program (Chapter 683). ELLs who come during the school year will be given a classroom buddy.

18. What language electives are offered to ELLs?

At the current time, we do not offer language electives to our ELLs.

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)?

Our school currently features ESL and TBE programs.

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.

The Title III professional development will be provided to all teachers and paraprofessionals working in the program. Participants will each receive a schedule to attend the professional development workshops. Topics for professional development for the ESL, TBE, and support staff are included in our annual Title III program. Our program will be held on the following dates - 1st and 3rd Saturday of the following months: April 2014(*we will be meeting on the 4th Saturday), May 2014, and June 2014. This year we will offer the following options: (A) fine motor development in creating Bead Jewelry Design Session I, presented by the O. T., (B) writing standards based lessons for ELLs with CCLS, AGLIs and linguistic goals, presented by the A. P., (C) fine motor development in creating Bead Jewelry Design Session II, presented by the O. T., (D) effective use of graphic organizers with ELLs, presented by a licensed bilingual teacher and/or an ESL teacher, (E) effective use of visual communication cues in reading instruction, presented by a speech teacher, (F) integrating fine motor development into the ELA/Math content areas, presented by the O.T. The aforementioned topics are aligned with the focus on listening, speaking, reading and writing and Math skills for students in K-8 NYSESLAT and NYSAA assessments.

The ESL teacher participates in and facilitates some professional development for our (ESL&TBE) teaching staff. She coordinates how her push-in and pull out instruction occurs throughout the course of the day. During push-in sessions, the ESL teacher models key ESL methodologies and strategies to support ELL population for the classroom teachers. In addition, she collaborates with classroom teachers during IEP conferences to develop students' ELA/ESL goals.

P396K's teachers and paraprofessionals serving ELLs are also supported by the district's ELL Coaches. We make every effort to sign our new teachers up for the Jose P. ELL training that is provided by the D75 Office of ELLS each year. A record of staff members who have received Jose P. training is maintained by the school in the ELL Compliance Binder (Document 8). In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs.

As a K-8 school, the guidance counselor and other key staff (parent coordinator, family worker, intake coordinator and pupil personnel secretary) support articulation from elementary to middle and middle to high school in order to assist ELLs as they transition from one level to the next. As students articulate out of P396K to high school we take both students and families on school visits to a range of high schools in District 75. We also offer a vocational training program for our students.

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?

P396K believes that effective parental engagement is a key indicator of student success. Joyce Epstein, a noted researcher in the field of parental engagement has proposed six Types of Parent Involvement, "Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term by engaging them through the six types of parental engagement as highlighted by Epstein. P396K parents of ELLs have equal access and opportunity to participate in the programs and activities described below. Translation and/or interpretation services are available for all school events.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. In District 75, options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Our Parent Coordinator, Linda McKenna offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, D75 parent engagement workshops (the EPIC fair), home activities to support learning, outside supports from a range of CBOs, weekend respite programs, medical insurance options, vision services, free after-school programs through UCP, and parent interest needs surveys. At the school level, our Parents Coordinator hosts weekly parent meetings with specific topics and guest speakers throughout the academic year. We have an operational PTA and our parents also participate in SLT meetings. Through the events committee, we host monthly "Family Fun Day" activities throughout the year. This year, our PBIS program was expanded to include a parental component by offering workshops to parents so that they would understand how our students are being rewarded at school as well as how the PBIS program supports academic achievement, student motivation, and overall self-regulation. In addition, the speech department holds monthly parent meetings to demonstrate effective ways that parents can enhance communication skills and activities with their youngsters at home.

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.

During the LAP process, our team has evaluated our program needs by looking at various streams of data (ATS, Exam Scores, ELL Compliance Binder, and current ELL research. Materials and programs are currently meeting the needs of our ELLs. We will continue the process of creating an ESL schedule to cluster the ELL students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ESL services. In order to facilitate a maximized ESL mandate schedule, we have secured a large room for our ESL teacher, Ms. King to use during pullout sessions.

Part VI: LAP Assurances

School Name: Ramon E. Betances

School DBN: 75K396

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nira Schwartz - Nyitray	Principal		11/15/13
Shawna K. Hansford	Assistant Principal		11/15/13
Linda McKenna	Parent Coordinator		11/15/13
Esther King	ESL Teacher		11/15/13
Marcia Cumberbatch	Parent		11/15/13
Daphne Valentin/ Bil Spanish	Teacher/Subject Area		11/15/13
Eufemia Nunez/ Bil. Spanish	Teacher/Subject Area		11/15/13
Hope Ffrench	Coach		11/15/13
	Coach		
Amsel Powell	Guidance Counselor		11/15/13
	Network Leader		
Anna Caba	Other <u>Speech Teacher</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75K396**

School Name: **Ramon E. Betances**

Cluster: _____

Network: **4**

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

Part A: Needs Assessment Findings

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

To ensure that all parents are provided with appropriate and timely information in a language they can understand parents at P396K are required to complete a Home Language Identification Survey (HLIS) at the school building level if it was not completed during the initial intake process at the Committee on Special Education (CSE). Upon enrollment, a trained school staff member meets with parents to complete the HLIS and an informal interview is conducted with the assistance of interpreters as needed in order to determine of the child's home language and subsequent eligibility for the LAB-R. The information obtained from the HLIS is then entered into ATS as the parents' official home language. In order to determine parental preference for written communication, we send home an informal parent survey at the start of the school year that tabulates the parents' preferred language for receiving written communication. In addition, the school reviews incoming students' IEP's to ensure that the correct home language has properly migrated to SESIS for ATS. Students who arrive throughout the school year will continue to be checked for accurate home language determination as per HLIS, ATS, and SESIS/IEP.

All of the aforementioned documents are carefully reviewed and data is noted for future reference regarding written and oral communication preferences to students' homes. All future communication is conducted in the native language in either written form or verbally by a staff member who reads and speaks the students' home language. Our parents receive written information about upcoming events, school and/or DOE policy, and ongoing student needs in English as well as the native language. Parents are informed in a timely manner concerning events that are taking place at the school level and throughout the District 75 by written notification and follow-up telephone calls. We provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. In the event that we are unable to offer in-house translation and/or interpretation support services at the school level, we contact the NYCDOE Translation and Interpretation unit for assistance.

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.

P396K recognizes the importance of communicating in an effective manner with all parents. All non-English speaking parents at P396K need written translation as well as oral interpretation services. The Parent Coordinator, Intake Coordinator, and Family worker record the language needs of our parents and keep staff/parents abreast of issues/concerns resulting from communication needs. Written translation and oral interpretation services are provided by school staff members such as bilingual teachers and paraprofessionals, the pupil accounting secretary, and alternate placement paraprofessionals on a daily basis and also at weekly parent meetings. In assessing our school's written translation and oral interpretation needs, we cross-referenced the HLIS documents with key ATS documents such as the Home Language Report (RHLA). After reviewing these documents, we found that our English Language Learner (ELL) parents speak the following native languages: Arabic (4), Bengali (4), Cantonese (3), Chinese/any (1), French (1), Haitian Creole (6), Mandarin (1), Mandinka (1), Spanish (30), and Urdu (2). The parents of the 53 ELLs receive notices in their native languages. The findings of our written translation and oral interpretation needs assessment is documented in our school's Comprehensive Educational Plan (CEP) and has been shared at staff meetings as well as parent teacher association meetings.

Part B: Strategies and Activities

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

Parents who require written language assistance services will receive translation services from in-house bilingual paraprofessionals, teachers, or any designated school staff who can effectively write in the parents' native language. We have staff members who are able to translate school documents into the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Mandarin, Russian, and Spanish. Our parent coordinator, Linda McKenna and other key staff members have also utilized online translating websites (i.e., <http://www.babelfish.com> or <http://translate.google.com>) to translate documents. In addition, we have posted written notification on the parent involvement bulletin board concerning the available documents and translation services that the DOE/school provides. Translations for school-wide documents in languages for which we are unable to provide a written translation by an in-house staff member or which may require a more complex degree of linguistic sophistication are emailed for translation to the NYCDOE Translation and Interpretation Unit. In order to ensure timely provision of translated documents, the written documents are typically emailed to translation services a minimum of a month in advance of the date of the planned event.

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.

Parents who require oral language interpretation services will work with a designated bilingual staff member who speaks the parents' home language via telephone and/or in person. We have staff members who are able to serve as oral interpreters in the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Mandarin, Russian, American Sign Language, and Spanish. We provide in-house oral interpretation services to parents for the following: school conferences, new student enrollment, social events, PTA meetings, and IEP meetings. Parents of ELLs are also encouraged to attend all school conferences, social events, PTA meetings, and IEP meetings with an interpreter of their own choosing if it is possible. Should an emergency arise, for which it is not immediately possible to translate a notice; parents will be contacted via telephone and provided with an oral interpretation in their native languages.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services P396K will post signage in a conspicuous location at the main door and by the security desk in each of the nine covered languages detailing where the main office is and how parents can obtain notification of their rights regarding timely translation and interpretation services. Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site; all parents have access to this room. Furthermore, we provide parents with a copy of the Parents Bill of Rights in a language that they can understand each September.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: <u>Ramon E. Betances, P396K</u>	DBN: <u>75K396</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

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:

P396K is a District 75 school that provides a comprehensive range of Special Education services to approximately 265 students, including 61 English Language Learners (ELLs) in grades K-8, 12 in a Spanish Bilingual class, 14 in the Yiddish Bilingual classes and 35 in freestanding ESL. Our students' ages range from 4 years, 9 months to 14 years. Our classes (12:1:4, 6:1:1, and 8:1:1) are held at the Main Site as well as at an off site located at P.S. 289. All of our ELLs participate in Alternate Assessment. During the 2014-2015 school year, all 61 ELLs, will participate in the NYSESLAT in the spring of 2015. In addition, all of our NYSAA age eligible ELLs will participate in the NYSAA exam, which will begin in the fall of 2014 and be completed in February 2015. Currently, P396K has (1) fully certified Special Ed. Spanish Bilingual teacher. Ms. Renteria is a 12:1:4/Middle School grade level teacher (6-8). Ms. Tabak, the teacher who is providing NLA instruction in the Yiddish bilingual program (grades K-5) is awaiting her NYS bilingual extension certification. In addition, we have (1) ESL teacher, Ms. King, who services students in grades (K-8).

Transitional Bilingual Program:

Our Transitional Bilingual Program is made up of an eight period day, where each period is defined as a 46 minute block of time, for a total of 368 minutes per day. This program is composed of a Spanish bilingual class of 12 middle school students, all of whom participate in Alternate Assessment. We opened a Yiddish bilingual class at the 289 offsite during the fall of 2014. Currently, there are 14 students enrolled in the program across two classes, a 6:1:1 and a 12:1:4. The components of the bilingual program are: (a) English as a Second Language: All students in bilingual classes receive 360 minutes or more of mandated ESL instruction, all students receive a minimum of 180 minutes of NLA as per CR Part 154. ESL instruction incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques and the use of graphic organizers. A key feature seen in our classrooms is the embedded use of Augmentative and Alternative Communication (AAC) devices, which can range from Big MACs to iPads and are typically paired with SymbolStix, an engaging collection of symbols designed by News-2-You, Inc. as an online component of their UNIQUE instructional program. Additional technologies utilized include, but are not limited to the use of the Internet, software programs, adapted switches, our internal P396K e-IEP data system, the SANDI assessment (online), the FAST benchmarking assessment (online), and the UNIQUE instructional program (online), which are incorporated into all aspects of the instructional day in order to give our alternate assessment ELL students additional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. (b) Native Language Arts (NLA), in which the bilingual students receive 180 minutes or more of mandated Native Language Arts instruction in Spanish or Yiddish and (c) English Language Arts (ELA), in which students at the advanced level of proficiency receive 180 minutes of ELA and 180 minutes of ESL.

Freestanding ESL Program:

This program is comprised of 35 ELLs including 29 students whose IEPs indicate ESL only and 6 students whose IEPs indicate bilingual instruction (these students work with an Alternate Placement Paraprofessional who speaks the students' native language as well as English). We utilize both a push-in

Part B: Direct Instruction Supplemental Program Information

and pullout instructional model in our Freestanding ESL Program. ESL instruction incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques and the use of graphic organizers. Content Area Instruction, inclusive of English Language Arts are infused into all aspects of instruction. In addition, our ESL provider utilizes UNIQUE, our school-wide instructional program during pullout sessions so that our ELLs will not lose valuable instructional time. Multisensory and multicultural ESL materials are incorporated throughout all aspects of instruction.

The theme of our Title III Supplemental Instructional Program is "Bead Jewelry Design and Real Work Skills for ELLs." Our goal for the Title III Supplemental Instructional Program is to have our ELLs work on strategies that will help them to improve their knowledge in the ELA and Math content areas through the use of the UNIQUE instructional program, with an additional focus on career awareness and readiness skills as well as 21st century work related skills for ELLs in grades 6-8 as mandated by the NYS Common Core Learning Standards (CCLS). Our teachers will address the NYS CCLS, the NYS ESL Standards, the NYS Bilingual Common Core Progressions, and the Career Development and Occupational Studies Standards (Intermediate) in their lesson/unit plans. With regard to the development of work related skills, our students will participate in a structured work program at a local food pantry as a component of the 2015 Saturday Title III program. With the support of an occupational therapist, our students will learn to create bead jewelry, which will be sold to family, friends, and staff during our showcase on the last day of our Title III program. According to Dr. Robert Reiner of New York University, "Craft therapy is healing and invigorates the mind as well as the body...the act of performing a craft is incompatible with worry, anger, obsession, and anxiety.... They're stress-busters in the same way that meditation, deep breathing, visual imagery, and watching fish are." The materials used to create our bead jewelry will stimulate the development of our students' tactile sensory needs. Our occupational therapist will provide professional development to staff on jewelry making during our regularly scheduled Title III professional development period as well as during push-in support in the classroom. The Title III program will supplement the regular mandated ESL and NLA instruction that the students receive during the school day. A total of (12) grade 6-8 ELL students, from both our ESL only and Spanish Bilingual programs, will participate in the Title III Supplemental Program for ELLs. We plan to have one instructional group of students in grades 6-8, utilizing a 12:1:4 ratio. Our Title III program will address the instructional needs of our newcomer ELLs as well as those ELLs who have been in the program for more than three years. Classes will meet for a total of (32) instructional hours to be completed during the spring of the 2014-2015 school year. We plan to commence the Title III program in March of 2015 and end in June of 2015. Our instructional hours will be from 11:00 A.M. - 3:00 P.M. We will meet during an 8-week period, beginning on March 21, 2015. In order to present and sell the materials created by both parents and students during the Title III program, we plan to host our culminating ELL showcase on the third Saturday in June, the 20th. The anticipated start date for our Title III Bilingual ELL Academy will be the third Saturday in March 2015 and the anticipated end date will be the third Saturday in June 2015.

An administrator will be available to supervise the Title III program during each instructional day of the program. The (3) instructors in our Title III program will include: a certified bilingual and/or ESL teacher, a certified speech teacher, and a certified occupational therapist (O.T.). Student-to-staff ratios will be maintained as two pedagogues will be providing direct instruction to students at all times during the program. We also plan to hire three paraprofessionals to work in the Title III program. We will make every effort to hire paraprofessionals who speak the native languages of the students represented in the Title III program. In order to further develop the students' fine motor skills, the occupational therapist will work in collaboration with the ESL teacher and the speech teacher in the classroom. Having an occupational therapist is pivotal to the success of our Title III program because we will focus on jewelry making and bead threading skills. The occupational therapist will work closely with students on the

Part B: Direct Instruction Supplemental Program Information

following: the continued development of fine motor skills, tactile sensory input, visual motor skills, and visual perception skills. All functioning human beings need to have a bilateral approach or bilateral coordination in order to perform their activities of daily living to the highest degree possible. Bilateral coordination is defined as the ability to “cross the midline.” Having a well-developed sense of bilateral coordination enables both feet or both hands to work together. Based on our internal school data (IEP system, the School Functioning Assessment (SFA) and other informal assessments) collected by our occupational therapists, this skill is primary for all of our alternate assessment students because it must be taught discretely and then embedded into our curriculum across content areas. The occupational therapist will not be compensated with Title III funds, with the exception of the professional development periods, since he or she will be the lead presenter for a majority of our professional development offerings. The O.T. will receive 'comp time' for the instructional hours worked in the Title III program. In order to develop students' communication skills, the speech teacher will work in collaboration with the ESL teacher and co-teach. The speech teacher will focus on the students' expressive and receptive language development from a clinical perspective using AAC devices, picture cues, and verbal/gestural directions. The language of instruction for the Saturday Bilingual ELL Academy will be English, native language will be used when required as a support for students.

Based on parent participation responses from the 2013-2014 Title III program, we anticipate that the participating parents and students will speak the following languages: Spanish, Chinese, Bengali, and Haitian Creole. These students were identified to participate in the program due to their INV/NSC 2014 NYSESLAT test scores. In addition, these students require supplemental ELA and Math instruction as indicated by the aforementioned test results. The students' Alternate Assessment scores, IEP goals, NYSAA scores and general readiness for the transition to high school were also taken into consideration. Most of our participating students will be either newcomers or students between 4-6 years of service.

The Saturday Title III program will assist students in developing their listening, speaking, reading and writing skills, particularly in the specified content areas of Math and ELA for the forthcoming 2015 NYSAA and NYSESLAT assessments. The following ESL standards will be incorporated into the instruction: Standard 1 (the students will read, write, listen, and speak for information and understanding) and Standard 2 (the students will read, write, listen, and speak for literacy response and expression). ESL Standard 2 will be aligned to the 2014 NYS CCLS Bilingual Progressions. In addition to the NYS ESL standards/progressions, grade appropriate CCLS in ELA and Math will also be incorporated into our instructional program. The Saturday program will include the use of iPads for ELA and Math instruction, teacher made materials for ELA and Math that focus on career readiness themes, and adapted lessons from UNIQUE. The students' instructional day will consist of one period of ELA, one period of Math, and one period of Bead Jewelry Design and/or vocational work preparation at the food pantry on each day of the program. The speech teacher will push-in and co-teach with the ESL teacher. The speech teacher will assist the ESL teacher and staff to develop functional communication materials in ELA, Math, jewelry design and the vocational component. The occupational therapist will work with the teachers to strengthen the students' global fine motor development, particularly in the areas ELA, Math, jewelry design, and the vocational program. Student progress will be measured by teacher created assessments as well as 2015 NYSAA and NYSESLAT scores.

Instruction will be provided in English with minimal Native Language assistance from our ESL teacher and (3) educational assistants. In order to provide native language assistance, we plan to hire paraprofessionals who are fluent in the students' native languages. Instruction will be differentiated according to the functioning levels of the students as well as NYSESLAT scores. Instruction will be delivered in English in a classroom format with a licensed bilingual or ESL teacher as the instructional leader and bilingual educational assistants who are employed by the Department of Education. The

Part B: Direct Instruction Supplemental Program Information

enrichment component will focus on jewelry making, it will be designed and taught in collaboration with the ESL or bilingual teacher. Our ELLs will learn about the skill of jewelry design, as well as the vocabulary and technical terms needed to be successful in this domain specific craft activity. In addition to teacher made materials, we will purchase communication devices, and learning puzzles that focus on career awareness for our ELA theme, and assorted beading material for the jewelry design component of our program. Pre- and post-test results from Unique , teacher made checklists, and bead jewelry work samples will be used to assess the students' growth at the beginning and completion of the eight sessions.

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:

Professional development for an assistant principal, an ESL or bilingual teacher, a speech teacher, an O.T., and 3 educational assistants will take place from 10:00 A.M.-11:00 A.M. prior to the start of each Title III instructional program session for a total of eight sessions, beginning on March 21, 2015. The anticipated start date for our Title III Bilingual ELL Academy will be the third Saturday in March 2015 and the anticipated end date will be the third Saturday in June 2015. Topics for professional development will include:

(1) Fine Motor Development in Creating Bead Jewelry - Session I, presented by the O. T., (2) The Effective Components of a Vocational Program for ELLs, presented by one of the P396K vocational teachers, the vocational teacher will receive 'comp time' for her participation, (3) Writing Standards-based Lessons for ELLs aligned to the CCLS and linguistic goals, presented by the A. P., (4) Fine Motor Development in Creating Bead Jewelry Design - Session II, presented by the O. T., (5) effective use of graphic organizers with ELLs, presented by a licensed bilingual teacher or ESL teacher, (6) The Effective Use of Visual Communication Cues in Reading Instruction, presented by a speech teacher, (7-8) selected chapters from the text, "Jewelry and Beading Designs For Dummies" by Heather Dismore and Tammy Powley, presented by the O.T. Three copies of the text will be purchased with Title III funds for use doing our book study component.

The aforementioned topics are aligned with the focus on listening, speaking, reading, and writing as well as Math skills for students in K-8 NYSESLAT and NYSAA assessments.

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:

Title III funds will be used to provide workshops to parents concurrent with the Saturday Title III program from 11:00 A.M. - 1:00 P.M. during each of the eight sessions beginning on the third Saturday in March. Our speech teacher, O.T., and/or Parent Coordinator will present these workshops. Our Parent Coordinator will not be compensated with Title III funds, she will receive 'comp. time' as remuneration for her services. Parents will receive information about our proposed Title III program during our ELL Parent orientation in the late fall. In addition, parents will receive the DOE Title III letter, in their native language, a couple of months in advance of the program (this will occur in February before and after the DOE school holiday break). Our ESL or bilingual teacher and educational assistants will make telephone calls to parents concerning the program once the Title III letters have been disseminated. Since we plan to begin Title III recruitment in January of 2015, our speech teacher, assistant principal, and parent coordinator will provide the orientation session for parents on the first day of the program from 11:00 A.M. - 11:30 A.M. Following the orientation, the speech teacher will work with the parents for an additional 1.5 hours. Parents will be encouraged to assess their own personal home needs for communication with their children. Parents will participate in a parent workshop model of instruction that will help them to create communication materials, e.g., communication boards and cues to use at home with their children. Following the parental engagement portion, the speech teacher will co-teach with the ESL or bilingual teacher in the classroom from 1 P.M. - 3:00 P.M. It is an expectation of the program that our parents return to the classroom to work alongside their children and learn about the instructional strategies used to support during the day.

The parent coordinator is responsible for overseeing the parental engagement component of our program and she will survey the parents concerning topics of interest. In the past, the topics for the workshops that we have provided to parents included: "Accessing the 'Front Door' Service", "Connecting with Medicaid Service Coordinators", "Creating a Communication Rich Home", "How to Make Communication Boards and Visual Cues – a Hands on Approach", "What Are Augmentative Devices and How to Use Them to Communicate with Each Other", and "Creating a Daily Routine That Is Adapted for All." After the parent workshop, parents will be invited to work alongside their children in the classrooms for the remainder of the instructional day (two hours). In order to encourage family literacy practices, we will host a raffle for parents for 1 (\$30.00) gift card to Barnes and Noble at the completion of our program. Refreshments will be served to the parents during each Title III workshop.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>Instructional Program:</u> <u>1,616.00</u> <u>\$2,788.80</u> <u>\$1,690.88</u> <u>\$1,616.00</u> <u>Subtotal - \$7,711.68</u> <u>Professional Development:</u> <u>\$404.00</u> <u>\$697.20</u> <u>\$422.72</u> <u>\$404.00</u> <u>Subtotal - \$1,927.92</u> <u>Total Salary - \$9,639.60</u>	<u>Professional salaries include per session rate. In addition, professional development will be include in the salary for all staff who participate in the Saturday Academy.</u> <u>Instructional Program:</u> <u>1 teacher x 1 day per week x 4 hours per day x \$50.50 per hour x 8 weeks = \$1,616.00</u> <u>3 paras x 1 day per week x 4 hours per day x \$29.05 per hour x 8 weeks = \$2,788.80</u> <u>1 administrator x 1 day per week x 4 hours per day x \$52.84 per hour x 8 weeks = \$1,690.88</u> <u>1 speech teacher x 1 day x 4 hours x \$50.50 per hour x 8 weeks = \$1,616.00</u> <u>Subtotal - \$7,711.68</u> <u>Professional Development:</u> <u>1 teacher x 1 day x 1 hour per day x 8 weeks x \$50.50 per hour = \$404.00</u> <u>3 paras x 1 day x 1 hour per day x 8 weeks x \$29.05 per hour = \$697.20</u> <u>1 administrator x 1 hour per day x 8 weeks \$52.84 per hour = \$422.72</u> <u>1 speech teacher x 1 day x 1 hour per day x 8 weeks \$50.50 per hour = \$404.00</u> <u>Subtotal - \$1,927.92</u> <u>Total Salary - \$9,639.60</u>
Purchased services <ul style="list-style-type: none"> • High quality staff 	<u>_____</u>	<u>_____</u>

and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$44.91</u> <u>\$199.99</u> <u>\$318.00</u> <u>\$138.00</u> <u>\$100.00</u> <u>\$54.85</u> <u>\$31.90</u> <u>\$21.00</u> <u>\$70.00</u> <u>\$51.75</u> <u>Subtotal - \$1,030.40</u>	<u>3 copies Jewelry and Beading Designs For Dummies x 14.97 = \$44.91</u> <u>1 iPad mini x \$199.99 = \$199.99</u> <u>2 Quick Talker 7 - 2 x \$159.00 = \$318.00</u> <u>2 Quick Talker 1 - 2 x \$69.00 = 138.00</u> <u>Speech iPad apps = \$100.00</u> <u>1 "What Do You Say...What Do You Do...At School", pragmatics board game - x \$54.85 = \$54.85</u> <u>2 "Say and Do® Social Scenes for Home, School, and Community", pragmatics board game x \$15.95 = \$31.90</u> <u>Bead Stretch Cording \$7.00 x 3 = \$21.00</u> <u>Student Prizes (Notebooks, stickers, and awards) = \$70.00</u> <u>Program supplies for families for the culminating event = \$51.75</u> <u>Subtotal - \$1,030.40</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$250.00</u>	<u>50 metrocards x \$5.00 = \$250.00</u>
Other	<u>\$30.00</u> <u>\$250.00</u>	<u>Raffle for parent engagement</u> <u>1 (\$30.00) raffle tickets for Barnes and Nobles = \$30.00</u> <u>Refreshments will be served to</u>

	<u>Subtotal - \$280.00</u>	<u>parents = \$250.00</u> <u>Subtotal - \$280.00</u>
TOTAL	<u>11200.00</u>	<u>11200.00</u>