

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** ASSEMBLYMAN ANGELO DEL TORO EDUCATIONAL COMPLEX  
**DBN (i.e. 01M001):** 04M108  
**Principal:** GRYSSELE MACHICOTE  
**Principal Email:** GMACHIC@SCHOOLS.NYC.GOV  
**Superintendent:** ALEXANDRA ESTRELLA  
**Network Leader:** LUCIUS YOUNG

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Gryssele Machicote	*Principal or Designee	
Amanda Walsh	*UFT Chapter Leader or Designee	
Desiree Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joanna Aquino	Member/ Staff	
Kelly Ferguson	Member/ Staff	
Abigail Medina	Member/ Staff	
Tina Louallen Susie Soto	Member/ Parent Member/ Parent	
Evelyn Syeinhart	Member/ Parent	
Debbie Turner	Member/ Parent	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 90 % of teachers will plan and deliver CCLS aligned instruction that will decrease the number of students in Level 1 and 2 by 25% in grades 4-8.

### **Comprehensive Needs Assessment**

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

- Based on individual student data profile sheets reviewed by our staff in Grades K-8, and comparing state ELA assessment scores Grades 4-8 from the 2014-15 school year, we will remain with this focus for our school.
- Reviewing individual, class and school as a whole data on ARIS, we are able to identify progress patterns needed in increasing our student's performance on the state ELA assessments.
- Reviewing individual student F & P levels and report card results to identify trends.

### **Instructional Strategies/Activities**

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

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

1. Grade level /Content Area teacher teams Grades K-8 examine and analyze formative and summative assessment data to develop implications for practice while implementing and revising the common core curriculum while implementing the Ready Gen(Grades K-2) and Expeditionary Learning (Grades 3-8)programs as needed and develop further the CCLS
2. As per Chancellor's Instructional Expectations, conduct 'Looking at student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics, c) analyze each grade's Literacy assessments for cognitive rigor to check for balance and range of higher order thinking skills being assessed
3. Professional development for teachers Pre-K to 8 to focus on specific daily effective teaching practices that have multiple entry points for all learners
4. Afterschool program to support the needs of the lowest third students in ELA through various cycles
- 5.Align all After school and Saturday Academy sub groups-Ell's, SWD's to effective small group literacy instruction by:
  - a) Identifying students who are not at grade level standard
  - b) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to before/after-school and Saturday academy instruction, focused on specific text processing and text comprehending strategies as needed by each student.
- 5.View data from F & P levels, Conference notes, ARIS Item Analysis Tool (Lead by Instructional Leads/data specialist team)
- 6.Access Network Instructional Point member to support teacher team meetings, guidance to instructional leaders and in-classroom coaching

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

1. (10)Grade Level /Content Area teacher leads and (1)Model teacher to support as well
2. (1)Principal, (2)AP's, (1)Literacy Coach, (1)PD Liaison and (1)Network Instructional Point member to support teacher team meetings and provide guidance to instructional leaders and in-classroom coaching
3. (1)Principal, (2)AP's, (1)Literacy Coach, (1)Model Teacher
4. (2-12)Flexible teaching staff dependent on the cycles
5. (2-15)Flexible teaching staff, Principal, 2-AP's, Literacy Coach
6. (1-2) Network Points

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

1. Lesson Plan revisions and results of the Grade and Content Area Assessment Analysis Sheets and Instructional Plan forms worked on by the teams throughout the year
2. After implementing 'Looking at student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics, c) analyze each grade's Literacy assessments for cognitive rigor to check for balance and range of higher order thinking skills being assessed
3. Teacher made rubrics, student and peer rubrics
4. Individual student test data, classroom teacher data, Conference notes
5. F & P levels for Early childhood, results of the Assessment Analysis by grade and content area
6. Item analysis sheets and instruction plan to assist with prioritizing grade and content area focus and next steps

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

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. December 2014- April 2015
5. December 2014- April 2015
6. September 2014-June 2015

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

1. Continue to modify and implement common core curriculum aligned to the Common Core State Learning Standards.
2. Implement the CIE 2014-15
3. Offer PD and high quality instruction in all content areas
4. Use academic learning time more strategically in the afterschool for identified students
5. Monitoring progress for identified afterschool and Saturday academy students and provide cycles to meet the needs of more subgroups.
6. Help students to achieve F & P learning goals as well as make individual progress through data analysis reviews

**Strategies to Increase Parental Involvement**

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

1. Continue our Collaboration with Learning Leaders to increase the number of trained volunteers at our school.
2. Designate monthly days as a Parent Engagement Day and create a Parent Resource room
3. Ramapo for Children materials and training to help parents work with their children to improve their achievement level.
4. Encourage Parents to attend District 4 sponsored workshops and parent academies
5. Provide parents with the information and training needed to effectively become involved in planning and decision- making in support of the education of their children.
6. Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
7. Provide assistance to parents in understanding standards and assessments.
8. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand as frequently as possible

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015, 90 % of teachers will demonstrate effectiveness in the use of assessment student data to inform and improve their teaching and student learning as evidenced by consistent growth and improvement on the Danielson Framework.

### Comprehensive Needs Assessment

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

- Analyzing the trends of the overall MOTP ratings to identify next steps for PD to increase the number of highly effective staff ratings from 1 Staff member in 2013-14 to 10 or more staff in 2014-15
- Analyzing school as a whole and classroom data to create multiple entry points when creating lessons and rigorous units of work from clearly evident in some classrooms in 2013-14 to all classrooms in June of 2014-15.
- Analyzing the 2013-14 all grades ELA -12.4% Proficiency and Math -19.2% Proficiency Level results to identify targeted students for afterschool and Saturday Academy groups to meet or exceed the 2013-14 all grades District 4 ELA -22.2% Proficiency and Math -26.2% Proficiency Level by June 2015.

### Instructional Strategies/Activities

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

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

1. Implement on-going, data driven assessments to determine and communicate specific student's needs and goals
2. Schedule common (vertical and horizontal) planning-Mondays, develop teacher reflective practices, and individual administrative conferencing that supports collaboration and measurable performance
3. Implement Differentiated PDs to train staff on PD requested
4. Principal, (2)AP's and (1)Literacy Coach will attend PD sessions offered by the D4 ADVANCE Talent Coach and CFN408 Network as often as possible
5. Plan grade-level collaborations and Data in Hand principal/assistant principal/teacher feedback sessions that identify, monitor and assess instructional strategies that reflect academic rigor.
6. Monthly SIT/RTI team meetings (consisting of teachers, IEP and Respect For All Staff Liaisons, Admin.) to monitor at risk and interventions of identified students

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

1. Principal, (2)AP, (1)Literacy Coach, PD Liaison, (10)Grade Level /Content Area teacher leads, Classroom Teachers and (1)Model teacher
2. Principal, (2)AP, (1)Literacy Coach, PD Liaison, (1)Model teacher
3. Principal, (2)AP, (1)Literacy Coach, PD Liaison, (1)Model teacher, designated PD staff or PS 108 Staff turnkeying PD to staff
4. Principal, (2)AP's and (1)Literacy Coach, D4 Talent Coach and CFN408 PD Liaisons
5. Principal, (2)AP, (1)Literacy Coach, PD Liaison, (1)Model teacher
6. Network Instructional Point member to support SIT/RTI team and provide guidance to staff members

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

1. Student data is monitored through student conferences, class profile sheets, assessment analysis and instructional plans, lesson plans that outline strategic next steps and identified at risk students
2. ADVANCE implementation sessions attended and given by staff to support the 2014-15 for teacher effectiveness implementation and rating scales.
3. Mondays, Tuesdays and additional designated times to attend or work on PD
4. PD sessions that support job embedded implementation of ADVANCE
5. Grade and Data in Hand meetings used to interpret and develop further the best way to utilize the data to meet the needs of all learners
6. Review of the SIT/RTI data and special ed referrals

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

1. September 2014- June 2015
2. September 2014- June 2015
3. September 2014- June 2015
4. September 2014- June 2015
5. September 2014- June 2015
6. October 2014 –June 2015

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

1. School Created Professional Development Plan
2. ADVANCE Implementation Calendar
3. School Created Professional Development Plan
4. D4 Talent Coach and CFN 408 Network Professional Development Sessions/Workshops attended by P, AP, and Literacy Coach onsite or at designated location
- 5.

**Strategies to Increase Parental Involvement**

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

9. Provide workshop opportunities for parents to help them understand the accountability system, e.g., F & P student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
  10. Continue workshops on ARIS, Common Core Standards and Jupiter grades for MS 108 Families as well
  11. Encourage Parents to attend District 4 sponsored workshops
- Continue Various Parent Engagement Workshops facilitated by school staff, PC and Learning Leaders Liaison and Ramapo for Children program

**Budget and Resource Alignment**

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

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

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

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

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

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

By June 2015, 95% of the parents responding to the NYCDOE Learning Environment Survey will be satisfied with understanding what their children are studying, as well as being satisfied with their level of understanding of the programs offered by our school.

#### **Comprehensive Needs Assessment**

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

- Our School Quality Snapshot data for 2013-14
  - Engagement, Safety and Respect data as compared to last year's results and in comparison to other Citywide elementary and middle schools
- Principal Conversations with parents and feedback shared with the Administrative team and staff throughout the year

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

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

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

1. Monthly Parent Association meetings
2. Community School District 4 Parent academies
3. Academic Meetings with staff during Tuesday Parent Engagement time
4. ELA, Math, ESL workshops throughout the year and across the grades in Pre-K through 8<sup>th</sup>
5. Translate school documents and provide interpretation during meetings and events as needed
6. Family Curriculum Nights
7. Parent teachers Conferences
8. Parents as Reading Buddies/Learning Leaders
9. Ramapo for Children/Cool Culture & LeAp workshops
10. School Calendar
11. Middle school Jupiter Grades
12. School e-chalk website
13. Electronic school messenger to inform parents about events and attendance status
14. Encourage more parents to become trained school volunteers
15. Support school-level committees that include parents who are members of the School Leadership Team. Provide technical support and ongoing professional development especially in developing leadership skills

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

6. Principal, AP, Literacy Coach, Parent Coordinator
7. Grade Level /Content Area teacher leads, Classroom Teachers and Model Teacher Learning Leaders, PD staff
8. Community School District 4 Parent Advocate
9. Network Instructional Parent Point member to support parent coordinator provide guidance to instructional leaders and in-classroom coaching designated

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

1. Attendance Sheets from all parent meetings and workshops to track attendance record
2. Compare the number of parent responses in the NYCDOE Learning Environment Survey from 2013-14 to 2014-15
3. Parent workshop surveys

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

1. September 2014-15

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

1. Ramapo for Children, LeAp parent workshops, Learning Leaders
2. Jupiter online grade website
3. eChalk school website
4. District 4 parent workshops
5. PA 2014-15 from PS 108

**Strategies to Increase Parental Involvement**

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

- 12. Celebrate parent participation through certificates at award assemblies
  - 13. Invitation to special grade assemblies (holidays, awards, etc.)
  - 14. Provide materials and training to help parents work with their children at home
  - 15. Provide school planners for regular written communication between teacher and the home in a format that parents can understand in Grades 3-8
    - On-going, regular communication with families via the e-chalk website as well as Jupiter grades for the Middle School families
    - Ensure that the Parent Involvement Policy is distributed and discussed with parents, students and staff
- Ensure and Active PA is facilitating parent engagement workshops and events for students and families

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

6.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

6.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>			
<b>Mathematics</b>			
<b>Science</b>	Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum.	Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic.	Our teaching staff employs a wide variety of methods and approaches to improve the Science achievement of all our children
<b>Social Studies</b>	Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts.	Our teaching staff employs a wide variety of methods and approaches to improve the mathematics achievement of all our children	Our teaching staff employs a wide variety of methods and approaches to improve the Social Studies achievement of all our children
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk services are determined on a needs basis per child	At risk services are differentiated based on the needs per child	At risk services are differentiated based on the needs per child

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

16. All elements of the *All Title I Schools* section must be completed\*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• NYC DOE Mentoring Plan for new staff.</li> <li>• Differentiated PD for new/untentured and tentured staff.</li> <li>• Assigned 1 on 1 Admin/Coach team in addition to DOE assigned mentor for first/second year staff as needed.</li> <li>• Admin Staff will model and train Instructional Leads to build capacity in our school as we implement the CIE 2014-15.</li> <li>• Encourage staff to pursue Bilingual Certification and or Special Education Extensions and or Middle School Licensing to further our mission in increasing the number of HQT, especially in our Middle School</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Participation on various grade level and content area teacher teams to further build collaboration and communication with staff in unpacking the Common Core Curriculum year 2 at our school in 2014-15.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In our efforts to ensure we are building communication with all of our constituents in our community, we have implemented the use of multiple forms of communication; letter, e-chalk website, school messenger, principal monthly events newsletter and an informational table located in the main entrance. Our Parent Coordinator, Mrs. M is conducting outreach and workshops that address the needs of our population in the community. We have implemented Respect for All Initiatives at our school to build positive school climate. We have Implemented the Asphalt green Recess Enhancement program at lunch to build positive social interactions. We are also conducting pre-school activities to assist the transition into elementary school. This year we have taken a whole school approach to town hall meetings in K-8 <sup>th</sup> grade

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
. We are conducting pre-school activities to assist the transition into elementary school. Our Parent Coordinator, Mrs. M is conducting outreach to families to support and address the needs of our population in the community as needed.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
[Our staff is invited to provide input in many of our decision making opportunities. Whether it is via our grade level or content area teacher teams, participating in the school wide implementation team focus group, at faculty conferences or in person with the Admin team. It is through this collaborative process that we are able to come together as a school community to reflect and refine our current programs or initiatives. This will then support the development of action plans for future implementation to further our school in achieving its mission.]

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**PS/MS 108 School-Parent Compact**

We will develop ongoing partnerships that encourage and assist each child in reaching his/her highest potential. Our students will master the tools of technology, which will enable them to compete in a global society. It is our mission to prepare children to become functional and productive citizens of a global community who are able to interact positively in society as life-long learners.

**SCHOOL RESPONSIBILITIES**

- ~ Holding a meeting of all parents by the third week in September to inform parents of the instructional program as it is offered at P.S./ M.S. 108
- ~ Informing parents of their rights and responsibilities and their participation in their child's instructional program
- ~ Providing high quality curriculum and instruction
- ~ Working through communication issues between teachers and parents by actively involving parents in planning, reviewing, and improving the Title 1 Parent Involvement Program
- ~ Encouraging parents to join committees which will be involved in reviewing, planning, and improving the instructional programs
- ~ Providing parents with timely information on programs available to their children
- ~ Providing performance profiles and individual student assessment results for each child and other school related information
- ~ Provide middle school parents with student progress reports except for report card months
- ~ Providing for effective parent-school communications by giving sufficient notice of Parent-Teacher Conferences, frequent reports to parents, reasonable means to speak to the staff and varied opportunities to volunteer and participate in their child's classroom activities
- ~ Providing opportunities for parents and to assure parents that they may participate in appropriate developmental activities, literacy workshops on reading strategies and test preparation, parents and partners in reading, family math, ESL classes, and other school related workshops
- ~ Working together with the entire school community through the School Leadership Team in order to provide optimal educational experiences for children

## **PS/MS 108 School-Parent Compact**

### **PARENT RESPONSIBILITIES**

- ~Providing a quiet place that should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc. to do homework
- ~Setting aside a specific time to do homework
- ~Requiring and monitoring homework on a daily basis
- ~Reviewing homework assignments to check for understanding and accuracy
- ~Being available to assist their child when needed
- ~Maintaining a Home/School communication folder and check it on a daily basis
- ~Encouraging positive attitudes toward school and monitor school attendance
- ~Attending Parent-Teacher conferences
- ~Responding to school notes, letters, or telephone calls to a student's home.  
on what kind of assistance they need to help them be more effective parents in assisting their children educationally
- ~Becoming involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan
- ~Using or asking for technical assistance training that the school may offer on effective parent practices
- ~Supporting our school by working with their children on their schoolwork and reading to them and by having them read to us
- ~Sharing in the responsibility for improving our children's achievement in school
- ~Reading middle school student progress reports
- ~Actively participating in the Parents' Association for P.S./ M.S 108

### **STUDENT RESPONSIBILITIES**

- ~Asking the teacher any questions they may have about the homework
- ~Taking home the materials and information needed to complete assignments
- ~Completing homework in a thorough, legible, and timely manner
- ~Returning homework signed by parents
- ~Complying with school rules
- ~Attending school regularly
- ~Respecting the personal rights and property of others
- ~Showing the PS/ M.S. Parent Home/School communication agenda section on a daily basis
- ~Reading at least 30 minutes every day outside of school time.
- ~Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

### **TEACHER RESPONSIBILITIES**

- ~Providing quality teaching and leadership
- ~Assigning grade level appropriate homework
- ~Coordinating with other programs to make sure nightly assignments do not exceed time limits
- ~Giving positive corrective feedback
- ~Recognizing that students are accountable for every assignment
- ~Checking that homework has been completed on a daily basis
- ~Respecting cultural, racial, and ethnic differences

**PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER** Date: \_\_\_\_\_

Child's Signature \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

Mrs. Machicote, Principal \_\_\_\_\_ Title 1 Liaison \_\_\_\_\_

7.

**DBN: 04M108**

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$424,458.54	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$139,635.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,000,071.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 <b>4</b>	Borough <b>Manhattan</b>	School Number <b>108</b>
School Name <b>PS/MS 108</b>		

### 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 <b>Gryssele Machicote</b>	Assistant Principal <b>Diana Patino</b>
Coach <b>Alison Kearns</b>	Coach <b>type here</b>
ESL Teacher <b>Ramona Rovira</b>	Guidance Counselor <b>Claudia Belloso</b>
Teacher/Subject Area <b>Arabella Cintron</b>	Parent <b>Magdalena Sosa</b>
Teacher/Subject Area <b>Madeline Salazar</b>	Parent Coordinator <b>Adelina Murphy</b>
Related Service Provider <b>Abigail Medina, Bi-Li Sp Ed</b>	Other <b>Ivette Jimenez, Bi-Li Sp Ed</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>697</b>	Total number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>11.05%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	1	0												1
<b>Freestanding ESL</b>														
Pull-out	0	0	1	2	2	2	1	1	1	0	0	0	0	10
Push-In	0	0	0	0	0	0	1	1	1					3
<b>Total</b>	1	0	1	2	2	2	2	2	2	0	0	0	0	14

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	16
SIFE	1	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	16

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. [i](#)

	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										0
Dual Language	11									11
ESL	22	1	2	29		8	16		6	67

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	
<b>Total</b>	<b>33</b>	<b>1</b>	<b>2</b>	<b>29</b>	<b>0</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>78</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	18
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>3</b>	<b>18</b>	<b>0</b>	<b>3</b>	<b>18</b>															

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>8</u>	Asian: <u>    </u>
Hispanic/Latino: <u>38</u>	Other: <u>0</u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>

**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	3	8	6	4	10	8	14	10	9	0	0	0	0	72
Chinese														0
Russian														0
Bengali			1	1			1							3
Urdu														0
Arabic					1			1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		0	0	1	2	2	0	1	0					6
Intermediate(I)		3	7	1	3	2	4	3	1					24
Advanced (A)		5	0	3	6	4	12	7	7					44
Total	<b>0</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>			0	0	0	0	0	0	0				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I			0	0	0	0	0	0	0				
	A			0	0	0	0	0	0	0				
	P			0	0	0	0	0	0	0	0			
READING/ WRITING	B			0	0	0	0	0	0	0				
	I			0	0	0	0	0	0	0				
	A			0	0	0	0	0	0	0				
	P			0	0	0	0	0						

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	9	2	0	0	11
5	4	2	0	9	15
6	14	2	0	0	16
7	5	3	0	0	8
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	4	0	0	0	0	0	11
4	4	0	1	0	0	0	0	0	5
5	15	0	1	0	3	0	0	0	19
6	5	0	4	0	0	0	0	0	9
7	8	0	1	0	0	0	0	0	9
8	8	0	1	0	0	0	0	0	9
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	3	0	3	0	6
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- 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.  
We use a variety of assessment tools to collect data and gain insight as to how we can improve the performance of our ELL students. Specifically, we assess their literacy skills by using ECLAS-2, Fountas and Pinnell levels using the TCRWP running records and comprehension tools as well as curriculum assessments from the ReadyGen K-2 and Expeditionary for Grades 3-8. In addition, we

also use data from NYC periodic assessments and the NYSESLAT exams. The above data helps us determine the reading, comprehension, and writing skills of our ELL students. Using this data, teachers drive their instruction by setting/planning long and short-term goals to help make the students successful. They also refer to it when planning to differentiate instruction and modify lessons accordingly. This data can also be used in revising curriculum maps, implementing project based assignments, and assessments. We believe the raised state standards and the change in format and scoring contributed to our ELLs scoring at levels 1 and 2. Our special education students were particularly affected by the changes in scoring as many of them received a level 1. Fortunately, our Math and Science scores were not greatly effected by the new raised standards and the majority of our students did very well scoring level 3s and higher.

Generally speaking, the students who enter our school in an early grade tend to test out of the ELL program very quickly. While we have many beginner and intermediate students in Kindergarten and first grade, all of our students become advanced or proficient in listening and speaking by the fifth grade. However, we have found that our Special Education ELLs struggle scoring Proficient on the NYSESLAT and generally are our Long term ELLs. In reading and writing, most of our students have achieved the intermediate level or above. These scores indicate that we have a strong ELL program grounded in sound ELL methodologies and strategies to promote student achievement. Ms. R and classroom teachers often collaborate to assess student progress. Ms. R also use data found on ARIS and Acuity as well as data from past NYSESLAT exams to formulate groups and drive instruction. Student profile sheets have been created to track yearly academic progress as well as to measure increased proficiency from grade to grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals that students were improving in the Listening and Speaking Modalities and struggling in the Reading and Writing portions of the NYSESLAT. Students in the Middle school moved from the intermediate levels to the Advanced levels on the 2013 NYSESLAT. Most students entering kindergarten are either testing out or testing in the advanced levels of the LABR. This can be attributed to students attending our Pre-K program which lays the foundation for basic language skills. Based on the 2012-2013 Progress Reportour number of ELLs at 75growth percentile or higher in ELA is 47.9%, Math 35.4%, students who have moved to least restrictive environments is 52.1%.
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](#))  
Looking at the patterns across the NYSELAT modalities, we make instructional decisions to improve the reading and writing skills of our ELLs. We accomplish this by implementing a wide variety of curricula, strategies, and methodologies. Our teachers use the modifications provided by the three literacy curricula in the various grade levels: ReadyGen in K-2 and Expeditionary in grades 3-5. In analyzing the NYSESLAT data, we realized that more emphasis needed to be placed on a writing program. We emphasized the writing programs in the above curricula to expose students to writing in a variety of genres. They also model the entire writing process from beginning to end and provide teachers with modifications to the lessons to support ELLs and SWD. The data yielded by the AMAQ is used to focus on the progress toward achievement of proficiency of our ELLs, and design effective instructional programs and/or interventions for those students. Allows for an increased focus on ELL sub-population and provides the school with the names of AT-Risk students and allows teachers and school leadership to tailor interventions specifically to the child.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. Our ELL students did not make as much progress as we would have liked on the on the NYS ELA assessments. On the NYS Math Test, of our ELL students who tested scored levels 3 and 4. On the NYS Science Test, of our ELL students who tested scored levels 3 and 4. None of our ELLs take the assessments in their native language.

B. We do not administer the ELL Periodic Assessments. However, classroom teachers and Ms. R group students and provide services based on their individual strengths and weaknesses. In addition, teachers differentiate lessons in the classroom and use ACUITY to assign individualized passages based on the students' needs and skills to practice in school and at home.

C. The Periodic Assessments allow us to gauge how the ELL students will perform on the NYS Exams. None take the tests in their native language.
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](#).)  
Our school uses the data to guide our instruction within the RTI Framework for grades K-5 by providing instruction that has strong Tier 1 strategies. Teachers plan and implement lessons that are vocabulary rich, discussion based, and provide multiple entry points for

expanding oral language by building background, asking open ended questions, and discussion based projects. Teachers have word walls, use both student and teacher generated charts, and seizes opportunities to make connections both the community and their home lives.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
School leadership ensures that a child's second language development is considered in instructional decisions by encouraging teachers to log into ARIS to identify their ELL students in the beginning of the year. They collaborate with Ms. R to discuss what the child is struggling in and how Ms. R can address these areas in ESL class. Teachers are also asked to differentiate their lessons according to the resources provided in their new curriculums to allow for students to build their second language skills.
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?

English Language students are assessed in the second language using the ESTRELLITA program for grades K-1. As this is the second year of our Dual Language Program our students have not taken the state test.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program by monitoring the proficiency of our English Language Learners from year to year. Our goal is to have our ELL students achieve fluency and/or proficiency on the NYSESLAT within 5 years. The programs that are currently in place for our ELL students are highly successful. In addition, if a child entered our school in Kindergarten the majority have become advanced or proficient in all NYSESLAT modalities by the 4th grade. 10 students in grades 1-8 have tested out of ESL services and 20 of our ELL students moved up at least one level as per the 2013 NYESELAT. We attribute this success to having highly qualified teachers with a strong foundation in ELL teaching strategies and methodologies contribute to the success of our program.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
P.S. 108 is an elementary/middle school serving students in grades K - 8. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). The certified ESL teacher, Ms. R is made available to work one-on-one with the parents of new registrants to facilitate the registration process, assist with the HLIS completion, and conduct both formal and informal assessments to determine eligibility. Then Ms. R, who speaks spanish, conducts an informal interview to determine if the student is eligible to take the LAB-R. Depending on the results of this interview, if it is deemed the student may be eligible for ESL services. Ms. R will administer the LAB-R within 10 days of registration to determine entitlement for ESL services. When entitlement is verified, Ms. R holds a Parent Orientation Meeting with the parents/guardians of the newly enrolled ELLs. At the Parent Orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Our school only offers a freestanding ESL program and Dual Language Program. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, we use the NYSESLAT test, which is given annually.
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.  
Within the 10 days of registration, when entitlement has been verified Ms. R holds a Parent Orientation, where information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Ms. R then presents a NYC DOE video in the Parent's native language describing the different programs that are available for their children in the parent's home language. She explains the differences/benefits of each model so that the parents can make an informed choice. This choice is then inputted into ATS within 10

days of the registration. Each time a new student is registered Ms. R is present at the registration to facilitate the process and make both parents and students feel welcomed.

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].)

A mandatory meeting is held at the beginning of the year to distribute Entitlement letters. At this meeting, entitlement letters are distributed as well as parent surveys, program selection forms, and how to interpret the new NYSESLAT Test Results. These forms are then collected at the meeting so that we can ensure their return. Then Ms. R also follows up with parents who did not attend the meeting via phone contact or availability during PTC, morning line up/dismissal, and any school function parents attend such as parent workshops. Ms. R keeps a master binder with copies of all documents, i.e. sign –in sheets, Parent Choice, HILS, and Agendas.

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.

4) The NYSESLAT (New York State English as a Second Language Achievement Test) and LAB-R will be administered to all identified ELL students and potential ELL students. These tests are aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students are classified as Beginner, Intermediate, Advanced, or Proficient students. They are then placed accordingly based on their scores. Our Parent Coordinator, Mrs. M and our ESL teacher Ms. R frequently communicate with parents via School Messenger, formal and informal meetings and letters home. Communication is generally presented in both English and Spanish, however when necessary, a translator service is occasionally utilized to communicate information to families.

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.

Identifying students eligible for taking the NYSESLAT is done through ATS reports such as the RLAT., RLER, and the RBPS. These reports are cross checked to ensure that all students identified as ELLs take the NYSESLAT. The NYSESLAT is administered in compliance with testing administration guidelines set forth by the state. A schedule detailing the administration is given to the staff during the testing window to ensure that all students eligible to test are tested. The four components of the test are administered on different days to ensure that all students take all components of the test in the allotted time. Test materials are separated and secured by Testing Coordinator, Ms. P, Assistant Principal and distributed the morning of test administration. Teachers must sign out and in materials each day. Materials are counted and any student who was absent the day that the test was administered is put on a make-up session list. Ms. R, ESL teacher, Ms. S, bilingually certified teacher, Ms. M, Bilingual Special Education certified teacher, and Ms. C, Bilingual certified teacher all administer the test for the grade band K-2, 3-5, 6-8 during the window allotted for test administration. Teachers must take attendance at each session of testing and students are tested within the make-up period allotted for the test. At the end of testing administration window, materials are counted and secured for pick up and delivery to borough offices.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and program selection forms, we determined that 100% of our parents with students in grades 1-8 choose our freestanding ELL program. In Kindergarten, we are finding that most parents are choosing the Dual Language program for their children. Parent Choice Surveys are placed in Cumulative Folder and copies are kept in a Master Binder. The program models at our school are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 108 utilizes a freestanding pullout program to service our ELL students for grades 2-8. In Kindergarten and 1st grade we offer the Dual Language program where ESL service is provided to identify ELLs in the class. B. For the 2013-2014 school year, students are grouped according to their proficiency level (i.e. Beginner, Intermediate, or Advanced). The children are pulled out and some of the groups consist of different grade levels in order to service them for the correct mandated amount of time.

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)?

Our school utilizes four teachers to meet the mandated time requirements of the ELL students. One full time certified Ms. R, Ms. C certified bi-lingual teacher who services the ELLs, and 2 NYC certified bi-lingual special education teachers who service ELLs from grades K-8. Ms. R services the bulk of the ELL students in grades 1-8, Ms. S. services the ELL students in K, Ms. J services services ELL students in grade 6, and Ms. Cintron supports in servicing ELL students in grades 3-5. This schedule has allowed that ELL students receive the mandated ELL instructional time according to their level. Beginner and Intermediate students receive 360 minutes of ELL instruction per week and Advanced students receive 180 minutes per week of ELL instruction.

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.

The content areas are taught in English using ELL methodologies. Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking to scaffold content and language learning.

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

We ensure that our ELLs are properly evaluated in their native language by reaching out to parents in the community, local Universities, The Department of Translation and Interpretation, as well as staff within the building to ensure that the students are reaching their highest potential.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The teachers who service ELLs ensure that they are evaluated in all four modalities of English acquisition throughout the year through formal and informal assessments. Teachers use the FOuntas and Pinnell levels to track student reading levels.
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).

6) We currently have 1 SIFE student admitted at our school. We developed an action plan to meet the needs of this student by having the ESL teacher work intensively with the student in their native language. This plan will allow the child to begin to transfer second language acquisition. Role-playing, songs, picture books, and incorporating manipulatives in lessons will provide ample opportunities for the child to acquire basic skills in both native and second language. All teachers of this child will be informed of the best practices in ensuring

that the student is successful. Outreach programs with community organizations to support the family in the transition to school.

b. Our school immerses our new, beginner ELL students in the English language. Ms. R uses methodologies in academic content area instruction to develop English language skills. The ESL program aims to help students acquire English language proficiency in the areas of listening speaking, reading, writing and critical thinking to make content more accessible for the ELL student. Ms. R targets areas of concentration for newcomers as phonics, blending, and fluency. As ELA testing is mandated after one year for newcomers, teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

c. We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

d. We continue to service our ELLs who have completed six years of service by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

e. We continue to service our former ELLs in years 1 and 2 after testing proficient by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of former ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. Former ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines.

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?

Our school examines the schedules to ensure that students receive the appropriate mandated instruction in ESL and their mandated services outlined in the IEP and avoid conflicts. Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction as indicated on their IEP i.e. SETSS, Counseling, Speech, OT/PT. Our literacy programs (ReadyGen K-2, Expeditionary grades 3-8) and GoMath (K-5) CMP3 (6-8) come with supplemental resources for ELL-SWDs that simplify the material, build vocabulary, and provide context clues and background information. These materials are on grade-level. They incorporate vocabulary enrichment, reading comprehension, visual and audio support, as well as technological components that allow for ELL-SWDs to reinforce vocabulary skills and strategies taught by honing in on tactile, visual, and auditory learning styles. Teachers of ELLs incorporate the use of SmartBoards to make lessons interactive and meet the needs of visual learners.

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?

Aligning the Core Curriculum with the goals as set forth in the ELL-SWDs IEP helps meet their diverse needs. All students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. Teachers utilize strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students. Teachers of ELLs differentiate instruction to provide ELL students with the interventions they need during the day in content areas. The ELL students are invited to AIS programs that are held before/after the regular school day such as Early Risers (Elementary), Extended Day (Middle), After School, and Saturday Academy where small group instruction takes place. Students are given opportunities to socialize with non-disabled peer through recreational activities during school such as recess, gym. We currently have only one 6<sup>th</sup> grade ICT class . Students were placed in

this class because of the mandates stated on their IEP.

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

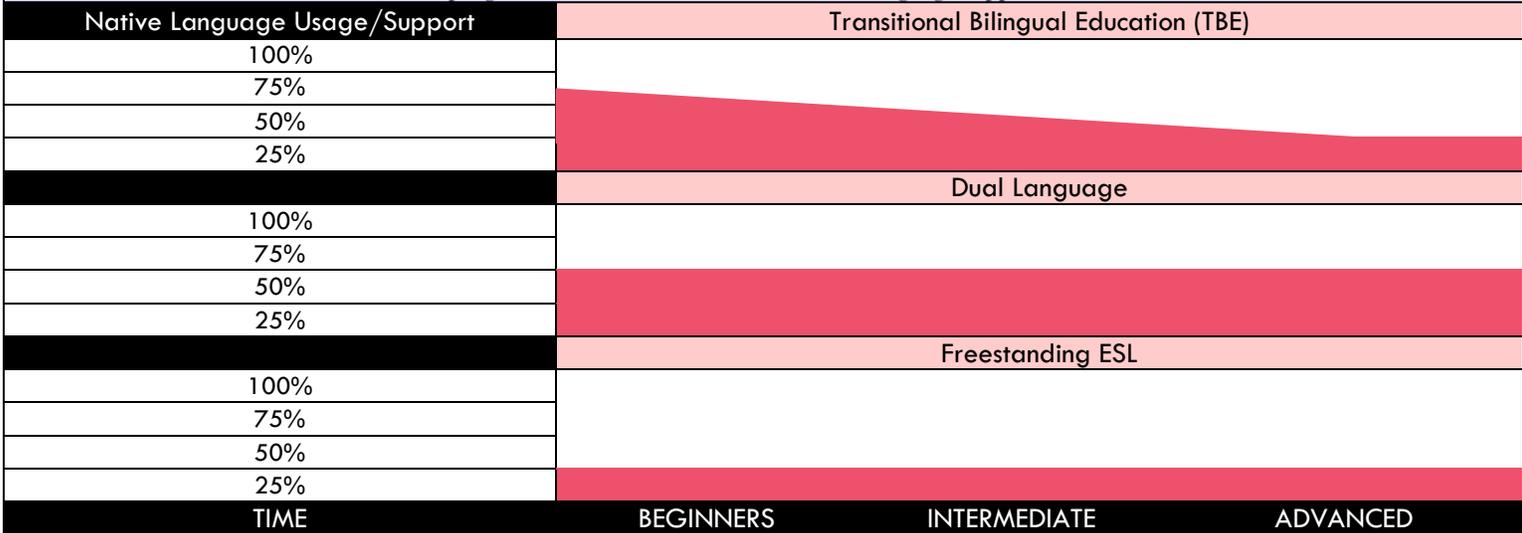
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs requiring additional academic interventions are invited to attend Before/Afterschool Interventions Programs, such as Early Risers, After School from Tuesday-Thursday from 8:02-8:40 and 2:20-3:00 respectively. The programs provide modified small group instruction. Programs run in 8-9 week cycles with content specific focuses i.e. writing, math, reading. English as a Second Language students receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying text, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hand-on work, and assessing all students. Teachers use guided and shared reading across the content areas to service ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the beginner/intermediate students our program is meeting their needs by having the students pulled out for small group instruction focusing on language acquisition through ELL methodologies such as vocabulary development language development through cooperative learning, and building background. For the advanced ELLs the ESL teachers provides support in the classroom by providing additional support through close reading of passages for comprehension through the newly implemented Core Curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
- To support our ELLs have access to on-line programs such as Ticket to Read, Book Flix and True Flix, Brain POP/ Brain POP ESL! iready, MobyMax that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read to them modeling fluency and expression. All grades have access to Mac Books that can be used to further differentiate lessons, provide enrichment or review for ELLs. These laptops allow students access to programs in class, as well as completing online assessments that are specific to the students' needs through Acuity, and GoMath.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling students, including Early Risers, Extended Day, and the Saturday Academy. Some of our Extended Day and Saturday Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. All efforts are made to send notifications to parents in their native language. Our Parent Coordinator, Mrs. M, is made available to translate and explain if necessary. Our ELLs are invited through both written and verbal outreach. Most of our ELL students do attend these sessions these additional sessions.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (ReadyGen and Expeditionary) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3-8 have access to laptops as a tool to enhance learning. ELLs in Grade 8 also have access to laptops through iLearn and Special Education self-contained students in grades 5 and 8 have laptops carts that can be used to enhance and support their learning. 3 classes utilize document cameras to aid ELLs in instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support can be given in many ways in the different classrooms. Glossaries, dictionaries, and materials (electronic or hard copy) in the native languages represented by ELLs are available in the classrooms, teachers who are able to provide support to students during the school day in the content areas with translations, as needed, visuals, and ample opportunities for hand-on learning. Peer support with students of the same language for certain activities can also provide native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required support services support and resources that are provided to ELLs are grade and age appropriate. Support services and resources are carefully chosen by the teachers and ESL teacher to ensure that students' needs are met across the grade levels

and abilities. We use technology based programs to ensure that resources and support correspond to the age and grade level of the ELL students.

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.

P.S. 108 communicates with students and families in both English and Spanish to convey important information to them. Our Parent Coordinator, Mrs. M and ESL Teacher, Ms. R also host the workshops in the beginning of the year that will introduce the parents to our school and explains the various ELL school models available to them. Our Parent Coordinator, Mrs. M also works with the families in finding afterschool programs, medical/health support, outside counseling services, and ensures all students are provided with the basic supplies for school if the family is in need.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

a. The target language is used 50% of the time for EPs and ELLs in each grade.

b. EPs and ELLs are integrated 100% of the day. None of the content areas are taught separately.

c. Language is separated by time of day using the roller coaster model.

d. The Dual Language classes are self-contained classes.

e. The Dual Language class teach the emergent literacy simultaneously using a roller coaster model.

### C. Professional Development and Support for School Staff

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

1. At P.S. 108, we will conduct workshops for our teachers, service providers (counselors, OT/PT, speech, SETSS, S.A.T. members) administrators of ELLs. These staff members will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers and service providers of ELLs will be exposed to the ELL Identification process and the importance of NYSESLAT Testing. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress. Teachers are invited to attend Professional Development through the Office English Language Learners as well as NYCDOE ELL workshops and training

2. Teachers of ELLs will differentiate their lessons that will enable them to meet the needs of their ELLs. Professional development will be offered to assistant principals, all service providers i.e. speech, OT/PT, SETSS, SAT members, and all teachers of ELLs through monthly workshops with topics such as Data Collection, Creation of Student Data Profile Sheets, Establishing active learning projects and curriculum mapping, RTI strategies for ELLs. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs. Training will be made available to all ELL staff.

3. In assisting our ELLs as they transition from elementary to middle school and middle school to high school we engage in formal and informal conversations and workshops that outline expectations as well as resources to support in this transition.

4. We will conduct workshops for our teachers, service providers (counselors, OT/PT, speech, SETSS, S.A.T. members) administrators of ELLs. These staff members will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers and service providers of ELLs will be exposed to the ELL Identification process, the importance of NYSESLAT Testing and its impact on ELL-SWDs. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  - 1) Parental Involvement is strong. Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen in participating in these celebrations as well as contributing to fund raisers and activities such as Spirit Day. Parent Association Activities such as the Harvest Festival provide a forum for ELLs as well as their parents to socialize and volunteer. Weekly parent workshops provide ELL families with support and resources to help them better understand the changes in education and how they can support at home. We offer spanish speaking parents with opportunities to become active partners in their child's education and community.
  - 2) We work with Mt. Sinai, North Side Center, New York Public Library, and Union Settlement to name a few that assist parents with ESL classes, medical/health support, and afterschool programs encourage parents to use the various resources in the Library.
  - 3) We evaluate the needs of our parents informally through conversations after workshops. The Parent Coordinator, Mrs. M. is available at all Parent Workshops to answer any questions parents may have. Parents often come to school to share concerns about their child and learn how they can support at home despite the language limitations. These opportunities allow us to evaluate and plan workshops to address these concerns. We also use the results of the Learning Environment survey to guide us in our next steps.
  - 4) Our activities address the needs of our parents. We hold monthly PA meetings in the school to provide a forum for parents to voice concerns. We also hold weekly parent workshops in 2 sessions designed to address the concerns surfaced in our Learning Environment Survey as well as previous workshops. These workshops address topics ranging from outlining the Special Education Evaluation Process to the new Common Core Curriculum. These workshops provide a forum for parents to become comfortable with the changes in their child's education. We will continue to host our Principal's Roundtable as a forum to encourage Parental Input in a comfortable environment.

## 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.

## Part VI: LAP Assurances

School Name: 108

School DBN: 04M108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G. Machicote	Principal		1/15/14
D.Patino	Assistant Principal		1/15/14
A.Murphy	Parent Coordinator		1/15/14
R.Rovira	ESL Teacher		1/15/14
M. Sosa	Parent		1/15/14
A.Cintron	Teacher/Subject Area		1/15/14
M.Salazar	Teacher/Subject Area		1/15/14
A.Kearns	Coach		1/15/14
	Coach		
C.Belloso	Guidance Counselor		1/15/14
	Network Leader		
Y.Jimenez	Other <u>Bi-Li Sp Ed Teacher</u>		1/15/14
A.Medina	Other <u>Bi-Li Sp-Ed Teacher</u>		1/15/14
	Other _____		
	Other _____		

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

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

DBN: 04M108

School Name: 108

Cluster: 408

Network: Lucius Young

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

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

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

PS 108 uses data collected from the HLIS and ATS as well as teacher surveys to determine the native language needs of the school. During parent teacher conferences we try to pair bilingual teacher with monolingual teachers for translation. We encourage teachers to use the DOE telephone translation services as well as google translate.

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.

PS 108 has found that the majority of our families speak Spanish, although we have a rising population of Bengali, Arabic, and Urdu families. The findings are shared with the community through school events such as PTA meetings, staff announcements and Faculty Conferences.

## Part B: Strategies and Activities

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

Generally our school prints the translated notices from the DOE website to support us in disseminating important information. For school notices, Spanish written translation is generally done by bi-lingual staff. We will also look into utilizing the DOE vendor The Big Word. Google translations can also provide additional support for the small number of families with other languages. Our school website also provides a translation tool where families can access pertinent information in their home language.

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.

Whenever possible, school translations are done in-house with school staff. Our ELL population is predominantly Hispanic and we have a large number of staff members to assist teachers. Additionally, we also have a small number of Bengali students and teachers have the option to use the translation unit number to reach a translator.

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>.

PS 108 will provide parents with a copy of the Parents Bill of Rights and Responsibilities in their native language. We will also post in the main entrance a sign that downloaded from the DOE of the availability of translation and interpretation services. Posters and the number to the the Translation and Interpretation Unit will be provided to the Teachers so that they may utilize the service if they need to.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: Assemblyman Angelo Del Toro	DBN: 04M108
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The direct instruction supplemental program will consist of both an Afterschool Program and Saturday Academy. The Afterschool and Saturday Academy program will serve ELLs in grades 3-8 as they build on their prior knowledge, build their comprehension skills, and develop their writing skills. The students in these testing grades will benefit from smaller groups, which will provide a safe non-competitive environment where students will feel secure, as well as opportunities for students to use technology to enhance speaking and listening skills. The Afterschool program will target students in grades 3-8 who are at the Beginner/Intermediate Level.

Schedule and Duration:

The Direct Instruction Supplemental Program will run in the following manner:

- Title III will fund an Afterschool Program: Wednesdays and Thursdays from 2:30- 4:00 pm for a total of 6 hours per week. The program will begin December 10, 2014 and end April 16, 2015 totaling 30 sessions.

The program will continue in 2015-2016 school year.

Subgroups and Grade Levels:

Students in Grades 3-8 will be grouped by Proficiency level (Beginner/Intermediate).

Teachers:

The afterschool will require 4 teachers who have bilingual and/or special education extensions or are ESL certified

Materials:

Students will use materials that will support them in understanding the new NYSESLAT test as well as build their skills for the NYS exams. Teachers will also have opportunities to utilize technology to

### Part B: Direct Instruction Supplemental Program Information

enhance the program and meet the varied learning styles of students.

### 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: At P.S. 108, we will conduct workshops for our teachers of ELLs on site as well as have staff attend our CFN 408 workshops and the NYCDOE ELL PD sessions.

Title III program staff will participate in professional development activities which will enable them to work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs in their classes. The NYCDOE Specific Considerations for Teachers of ELLs PD document as well as the New Language Arts Progressions/Home Language Arts Progressions will be utilized as the main resource and best practices by our staff. This document outlines specific questions for teachers to consider within the 4 Domains of Danielson's Framework as well as online resources which enable teachers to create learning environments that will support our CEP goals. Professional Development will center around Domain One: Designing Coherent Instruction. All staff who work with ELLs work together to incorporate learning activities that are designed to engage ELL students in their classes and advance them through the content, intentionally organize their instructional groups to support ELL student learning and produce clear and sequenced lesson and unit structures to advance ELL students through their learning targets. Teachers will also receive Professional Development on RTI planning and focus for their students. Teachers will gain a deep understanding of the RTI model as it relates to effective instructional supports for ELLs, analyze current approaches to assessment, with considerations for key necessary adjustments, analyze data at the classroom and school level to surface patterns and trends, consider the corresponding adjustments needed to strengthen the instructional core and supplemental supports, as they relate to ELLs.

Teachers will be afforded opportunities to read and discuss current research, share best practices, materials, NYS-Bilingual Common Core Initiative, instructional strategies and alignment to core curriculum and the application of the New Language Arts Progressions/Home Language Arts Progressions. Teachers will also be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers of ELLs will be exposed to the the ELL Identification Process, NYSITELL testing, and the importance of NYSESLAT Testing as well as RTI for ELLs. These best practices will be shared to ensure that ELLs make progress throughout the Modalities.

## 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: Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen participating in these celebrations as well as contributing to fund raisers and activities such as Family Fall Fest, International Day, concerts, monthly school sponsored workshops, and our end of the year School As A Whole celebration, Spirit Day. These Parent Association activities provide a forum for our ELL students as well as their parents to socialize and volunteer in the school community.

We will conduct Parent Engagement workshops for parents of ELL students during the Parent Engagement time on Tuesdays. We will hold these bi-weekly Tuesday parent engagement workshops beginning in December through June. These workshops will address topics ranging from outlining the Special Education Evaluation Process to Understanding the Core Curriculum. Providers of these workshops will range from teachers to guest speakers. Parents will receive notification of these workshops through the school messenger system, letters sent home, as well as accessing the school's E-Chalk website where events are updated frequently.

December: Neighborhood Trips and Free Community Events

January: Internet Safety

February: Special Education Process

March: Math and ELA workshops getting ready for Parent Teacher Conference

April-May- Getting your child ready for the NYSESLAT/Promotional Criteria for ELLs

We also hold monthly PA meetings in the school to provide a forum for parents to share best practices, receive parenting skills, training, and information, as well as voice concerns. We also host workshops that outline the Middle/High School selection process, Understanding the Teenage Brain, Cyber-Bullying, Common Core Assessments DOE Parent Resources, and Internet Safety. We have found that as our ELLs reach the Middle School years their parents are having a difficult time understanding why their child's behavior has changed. These bilingual workshops help parents navigate through the Middle School years and encourage them to remain actively involved in their child's education. This academic year District 4 has scheduled monthly parent engagement/information sessions, which range in topics such as: The DOE Instructional Expectations, Special Education Reforms; ELLs, Preparing for Parent Teacher Conferences, Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), Promotional Policy, Assessments and Social and Emotional, and Summer School. These sessions support and reinforce the parent engagement focus of our Chancellor. Translators will be made

**Part D: Parental Engagement Activities**

available as requested by our parents.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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