

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

DBN: (i.e. 01M001):	25Q021
School Name:	EDWARD HART
Principal:	DEBRA BUSZKO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): Q25021
School Type: Title I SWP Grades Served: Pre-Kindergarten Through Grade 5
School Address: 147-36 26th Avenue Flushing, New York 11354
Phone Number: 718-445-8833 Fax: 718-358-0891
School Contact Person: Lisa Liatto Email Address: L.Liatto@schools.nyc.gov
Principal: Debra Buszko
UFT Chapter Leader: Sarah Waldman, Leslie Feldman
Parents' Association President: Betsey LoDestro
SLT Chairperson: Ellen Singleton
Student Representative(s): N/A

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354
Superintendent's Email Address: DDimango@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7690

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 535 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Buszko	*Principal or Designee	
Sarah Waldman	*UFT Chapter Leader or Designee	
Betsey LoDestro	*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	
Lisa Liatto	Assistant Principal	
Ellen Singleton	Teacher	
Mariann Weiser	Teacher	
Felicia Gallo	Teacher	
Donna Vetter	Parent	
Christine Kraus	Parent	
SuJean Hwang	Parent	
Denise Martinez	Parent	
Christine Coniglio	Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 21 is a large urban elementary school in Flushing, Queens, serving 1361 students in Grades Pre-K-Grade 5. With 65% of these students eligible for free lunch; and 22% limited in English proficiency, we faced the many challenges that other Title I schools faced: the need for a unified mission; a cohesive instructional program in literacy, math, science and social studies; well-trained teachers; and a strong partnership between home and school.

All members of the school community work cooperatively to achieve our mission which is to “to know our students well and to teach them what they need to know to be successful.” It is our vision that all teaching be personalized to the students' needs so that all students receive a well-rounded education, academically, socially, physically and emotionally. To this end our staff focuses their energy and enthusiasm on helping students to be the best they can be.

In order to accomplish this goal, our priorities are made transparent at the very beginning of the school year at the first faculty conference. Our priorities included an emphasis on teaching well using Balanced Literacy, *Go Math* Mc Millian- Mc Graw Hill Science and Social Studies. Additionally, they included an emphasis on using formative and summative assessments, and differentiating instruction for all students; not only the struggling students but the high performing students as well. They included improving instruction for our ELLs and Special Education students by having teachers co-plan and co-teach in the classroom. All students participate in Physical and Health Education classes. This year three certified Arts teachers provide instruction in Music, Visual Art and Dance. Finally, they included strengthening our parent involvement through our collaboration with the community and our Title I Advisory Committee and bilingual Parent Coordinator. Finally, they included a multi-tiered approach that provided enrichment activities for all students.

We made great growth in having our children reach the New Common Core Learning Standards. In 2014, 51% of our students scored at Level 3 & 4 on the New York State Exams in ELA, and 63% scored at Level 3& 4 in Mathematics. Those students who are at risk of not meeting the standards were identified in September by the Data Team, and they are our Key Area of Focus this year. A structured plan for providing RTI services to these risk students include having three Special Education Teachers providing direct instruction in small groups to all Level I students. In addition, our teachers focus on the Level 2 students in small groups during the literacy and math block. Students identified with special needs are placed in either our Collaborative Team Teaching classes (K-5) or our Self-Contained classes (K-5). Students with less restrictive needs are served by the SETTES and Speech teachers as well as our occupational and physical therapists and our adaptive physical education teacher. Students identified as gifted and talented are placed in our Gifted and Talented classes, in grades K-5.

Our ESL students receive services either through a co-teaching model or through a pull out model. Our ESL teachers participate in the school wide professional development using the workshop model of teaching and attend workshop days at Teachers College alongside our General and Special Education Teachers.

Our strength lies in our strong academic programs, particularly our partnership with Teachers College and using the Units of study in Reading and Writing. Additionally our focus on tiered enrichment provides students in all grades the opportunity to participate in a variety of nonacademic activities. Our children rave about our cycles of School

Wide Enrichment on Friday afternoons. Here children have an opportunity to select “fun” activities taught by our talented staff. We have strong partnerships with Carnegie Hall, City Center, New York Ballet, LEAP and the NY Road Runners. All students attend grade appropriate programs and performances at these cultural arts organizations and local universities. Finally we have a partnership with the Samuel Field Y which provide afterschool care for students until 6:00 P.M where children finish their homework, have physical and social activities to complete their day.

Our biggest accomplishment is being the large school with a small school feel.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Created a Data Team that includes Principal, 3 Assistant Principals, 2 Guidance Counselors, 2 ESL teachers, and 3 Special Education Teachers to Review Student Data and create a plan to support our students not performing on level 3 & 4. The Data Team Conducted a Data Dive.</p> <p>Review of New York State Assessments in ELA indicated 51% of our 3, 4, and 5th grade students scored Level 3 & 4.</p> <p>Review of New York State Assessments in Math indicated 66% of our 3, 4 and 5th grade students scored Levels 3 & 4.</p> <p>Review of Early Childhood Students’ Data (ie. Reading Levels) and identified students not at recommended Teachers College Benchmark.</p> <p>Review of Students Data identified the students who scored Level 1 on ELA or Math or both</p> <p>Review of Students Data identified the students who scored Level 2 on ELA or Math or both</p> <p>Review of Student Attendance identified students most at risk due to absences and lateness</p>	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the school will implement a plan to identify and develop systems to ensure that all students at risk will have the academic, social and emotional supports they need for academic success before they transition to middle school. This plan and its effectiveness will be monitored (reviewed and revised) every 8 weeks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>All Literacy, Math, Social Studies and Science are aligned to the Common Core Learning Standards.</p> <p>All teachers participate in professional development that is aligned with the Citywide Instruction Expectations.</p> <p>All staff participate in weekly professional development based on school-wide needs assessment, and professional interests.</p> <p>The Data Team meets for progress monitoring every six weeks to</p>	All Students	9/14-6/15	All Staff

<p>assess, analyze, and create revised action plans based on various forms of data.</p> <p>Vertical and horizontal articulation amongst teachers and paraprofessionals around standards based instruction, positive behavior intervention systems, and best practices.</p> <p>The Arts teaching team collaborates with classroom teachers to support the infusion of the Blueprint for the Arts.</p> <p>School personnel provide parent trainings/workshops to deepen the school –home partnership.</p> <p>All teachers utilize interactive technology- including web based programs , and researched based content area support.</p> <p>The school collaborates with community partners to enrich classroom instruction for all students.</p> <p>All classrooms utilize the workshop approach in literacy and mathematics to provide individual and small group lessons based on the needs of each learner.</p> <p>In every classroom there is a component of choice and student voice in terms of final products/projects.</p> <p>All students use rubrics and checklists to self- monitor progress.</p> <p>All teachers confer with students providing real time feedback to promote independent practice.</p> <p>All students are exposed to the New York City Curriculum map for Go Math enriched with Engage NY modules to deepen mathematical thinking and practice.</p>	<p>All students at Level 1</p>	<p>9/4-10-30 10/30-1/8 Every 8 Weeks</p>	<p>Data Team</p>
<p>SETTS Teachers provide targeted instruction in small groups to all Level 1 students using LLI (Leveled Literacy Intervention) and /or Go Math, TouchMath ,Mathletics</p>	<p>All Level 1 students</p>	<p>9/4-10/30 10/30-1/8 In cycles every 8 wk</p>	<p>3 Special Education Teachers provide AIS & Mandated Services</p>
<p>Special Education Teachers provide small group targeted instruction to all Level 1 & 2 students using LLI and Go Math, TouchMath Mathletics</p>	<p>All Level 1 & 2's</p>	<p>9/14-6/15</p>	<p>Special Education Teachers in ICT/Self Contained</p>
<p>ESL teachers provide small group targeted instruction to all Level 1 & Level 2 students using LLI, Imagine Learning, Go Math Mathletics</p> <p>Classroom teachers provide guided reading, as part of their Literacy block to all Level 2 students</p> <p>Guidance Counselors provide mandated and at-risk services to reluctant learners</p> <p>Parent Coordinator, Teachers. Guidance Counselors provide parent</p>	<p>All Level 1 & Level 2's</p> <p>All Level 2</p> <p>Students identified by teachers</p> <p>All Parents</p>	<p>9/14-6/15</p> <p>9/14-6/15</p> <p>9/14-6/15</p> <p>Bi-Monthly</p>	<p>ELL Teachers</p> <p>All Classroom Teachers</p> <p>2 Guidance Counselors</p> <p>Parent</p>

workshop and outreach to parents of at-risk students		As Needed	Coordinator, Teachers, GCs
School's Core Values of Respect, Responsibility and Kindness is taught and lived everyday by the school community. This and a strong commitment to communication with parents fosters trust among the school community.	Staff, Parents. & Students	9/14- 6/15	Staff, Parents, & Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3 Special Education Teachers, Leveled Literacy Intervention Kits, teachers create their own groups and schedules 4 ESL teachers, T/C Units of Study Imagine Learning/ Go Math / Mathletics Classroom teachers, T/D Units of Study Teacher's College Staff Development in Guided Reading; Guided Reading Kits;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<u>Students' progress is monitored every 8 weeks at a Data Team meeting to assess progress and revise plan.</u>				
<u>Mid year's meeting is scheduled 1/8/15</u>				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Review of the School Environment Survey</p> <p>Review of Safety Committee minutes and recommendations</p> <p>Review of PTA/Title I Committee minutes and recommendations</p> <p>Review of New York State Assessments in ELA indicated 51% of our 3, 4, and 5th grade students scored Level 3 & 4.</p> <p>Review of New York State Assessments in Math indicated 66% of our 3, 4 and 5th grade students scored Levels 3 & 4.</p> <p>Review of Early Childhood Students’ Data (ie. Reading Levels) and identified students not at recommended Teachers College Benchmark.</p> <p>Review of Students Data identified the students who scored Level 1 on ELA or Math or both</p> <p>Review of Students Data identified the students who scored Level 2 on ELA or Math or both</p> <p>Review of Student Attendance identified students most at risk due to absences and lateness</p> <p>Review of Pupil Personnel Team (PPT) referrals</p>	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the school will establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. As evidenced by feedback during Monthly committee meetings. This plan and its effectiveness will be monitored (reviewed and revised) every 8 weeks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
PBIS Positive Behavior Intervention System (PBIS) Tier 1...Tier 2... and Tier 3 Interventions implemented daily, weekly and monthly	All students Pre k – Grade 5	9/14-6/15	PBIS Team, Administration and School Community
Grade 5 Departmentalized Teams <ul style="list-style-type: none"> • Organized to enable the teachers to become content area specialists • Initiate a step program for Grade 5 students to enter Middle 	All Grade 5 Students	9/14-6/15	Grade 5 Teachers and Administrative Team

School setting <ul style="list-style-type: none"> Launch Student Led Conferences to empower the Grade 5 students to speak about their learning and development in Elementary School 			
Hire Additional Guidance Counselor <ul style="list-style-type: none"> Support “ Lunch Box Club” Initiative Oversea Peer Mediations Implement the Check In and Check Out program Assist the transition to Middle School 	All students Grades Pre K – Grade 5	9/14- 6/15	Pupil Personnel Team
Hire 3 AIS Providers <ul style="list-style-type: none"> AIS Teachers will provide ongoing cycles of Leveled Literacy Instruction to at risk students in grades 1-5 	At Risk Students	9/14- 6/15	Pupil Personnel Team
Community Service and Enrichment Opportunities <ul style="list-style-type: none"> Safety Monitors Peer Mediators /Mentors Weekly Enrichment Program 	All Grades 3-5 Students	9/14- 6/15	Guidance and Administrative Team

Part 4 – Resources Needed

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

Instructional Resources: Leveled Literacy Instruction, Imagine Learning, Mathletics, I-Ready, MyOn Reading, Great Leaps Math

Human Resources: Pupil Personnel Team including Guidance Counselors and AIS providers, Classroom Teachers and Additional Support Staff

Master Schedule Organization including periods for Common Planning, Lunch Box, and Enrichment

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

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

Administrative and Data team meet to monitor the progress of students participating in six week cycles of Interventions
September 2014

November 2014

January 2015...Mid-Point Benchmark of all Data available to evaluate for Promotion in Doubt window

March 2015

May 2015...Re-Evaluate the End of Year progress and hold Parent Meetings to discuss results and plan next steps for student achievement

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

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

Benchmark data to be evaluated in January 2015

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

June 2014- formed a PD committee for each constituency in the building including paraprofessionals.

June 2014- Staff Development Committee met to create needs assessment/survey for staff. In addition to the needs assessment, we used school results from Quality Review and Advance to create topics for PD.

June 2014- Based on the needs assessment 8 areas were identified as areas to focus on.

- Effective Management Strategies using PBIS
- Supporting ELLs with strategies for success
- The Smartboard: Tips to use this great resource
- Mathematical thinking: Let’s get some help with Triple A...assessments, analyzing student work, and creating action plans for our mathematicians
- Partnership with Paraprofessionals (strategies for teamwork within the classroom)
- Supporting Speech and Language in our classrooms
- Special Education: from paperwork to productive outcomes
- Getting students engaged by effective questioning and discussion techniques- Part 1

June 2014- Staff members signed up for the first cycle of PD.

August 2014- Revised first cycle of PD based on feedback from the facilitators.

September 15, 2014 day 1 of cycle 1 began- ended with reflection and exit slip

September 23- Staff Development committee meets on Tuesdays once a month to review, revise, and discuss plans for the cycle .

October- June 2015- weekly professional development for teachers based on school data, and teachers’ choice.

Part 2 – Annual Goal

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

By June 2015, the school will deepen the work around collaborative inquiry by engaging closely with and examining school wide implementation of the Citywide Instructional Expectations. Specifically the school will develop a professional development team to analyze data to determine the professional development needs so that teachers’

practice and student achievement improve. This plan will be reviewed and revised every 8 weeks

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PS 21 has weekly professional development on Monday afternoons facilitated by teachers and administrators. The professional development is done in “cycles”. Cycles vary from 3-5 weeks depending on the content of the sessions. The content of the cycles are based on information from our Quality Review, School Report card, Staff Assessments, Teacher feedback, and various types of student data.</p> <p>In addition to the Monday PD PS 21 also has other forms of Professional development :</p> <p>PD for the Arts: Carnegie Hall- Music City Center- Dance Leap - 2nd Grade Teachers Nutcracker Project- 4th grade Teachers Music Explorers- 1st grade teachers</p> <p>PD for Parents: In partnership with our PTA, and Parent Coordinator, Parent meetings were revised to include more training on needs pertinent to parents and children. A need assessment was sent to parents to ensure the training/workshops are responsive and timely.</p> <p>PD for New Teachers: New Teachers receive monthly PD facilitated by one of the Assistant Principals on pertinent topics including instruction, evaluation, family engagement, and data analysis, and preparing portfolio for tenure.</p> <p>PD to support our ELL Teachers : The out of classroom ELL Specialists attend regular professional development on enhancing the teaching and learning experience for ELL students provided by the Network. Teachers are attending quarterly P.D. on brain research. In collaboration with Imagine Learning LLC ESL teachers</p>	<p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p>	<p>9/14-6/15</p>	<p>The administrative team monitors the professional development by doing multiple informal check-ins. In addition, the administrative team collects teacher reflections, parent feedback and student work products at the end of the cycle to assess the impact on student achievement.</p>

<p>participate in workshops to explain the Imagine Learning computer program. ESL Specialists meet with classroom teachers during common preps to share researched based best practices.</p> <p>PD to support/enhance Math Instruction: Training for classroom teachers on Mathletics. Professional development provided by the creators of the online Mathletics program. New Teacher training in Go Math provided by the DOE. Coaching from the Math Specialist/ Assistant Principal with the Math Grade Level lead teachers.</p>			
<p>PD from TC : In collaboration with Teachers College Reading and Writing Project teachers receive 20 onsite days of professional development using researched based methods for rigorous literacy instruction. The professional development sessions include demonstration lessons, book clubs, and direct coaching. In addition to the onsite professional development days, teachers attend “calendar days”/workshops at the University. Teachers choose the workshops based on their professional goals and/or interest in the content. The Principal also participates in monthly professional development from Teachers College Reading and Writing Project in a Principals’ Institute.</p>	<p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p>	<p>9/14-6/15</p>	<p>TC Staff Developers facilitate the professional development. The administrative team supports and monitors progress</p>
<p>PD from our Network/ DOE: Monthly Principal meetings Monthly Assistant Principal meetings Monthly Special Education Liaison meetings Regular Data Specialist Meetings Chancellor Meetings with Elementary School Principals Principal conference calls with superintendent Guided Reading with the Literacy Specialist</p>	<p>Administrative Team, RTI Team, Special Educators and Classroom Teachers when applicable</p>	<p>8/14-6/15</p>	<p>Network CFN 535, District office</p>
<p>To support our Special Education students the special education teachers and service providers does the following: RTI/ PPT team meets bi-weekly to support at risk students During Professional Development Mondays classroom Teachers, Clusters, and Paraprofessionals have participated in SESIS training, Effective IEP writing, Crisis management training, FBA-BIP training. . Monthly Special Education meeting facilitated by the Special Education Liaison/Asst Principal. * To analyze student data, and revise instructional program. *Turnkey updates to Special Education Teachers and Support Staff. *Review SMART Goals and practice writing goals that are in alignment with CCLS.</p>	<p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p>	<p>9/14-6/15</p>	<p>Administrative Team, RTI team,</p>

<p>Special Education Mentor teachers support newer Special Education Teachers by coaching, doing demonstration lessons, and providing feedback on Special Education best practices and systems.</p>			
<p>All Units of Studies (reading, writing, social studies, and science) are aligned to CCLS and differentiated for students with special needs.</p>			
<p>During the Tuesday afternoons for “professional responsibilities” teachers use some of the time to review IEPs, and participate in conversations about best practices pertaining to Special Education.</p>			
<p>Cluster Teachers have been given summary forms that include services and accommodations for all the students they service. Special Education Teachers and service providers meet during designated periods plan, and or revise information pertaining to special education services.</p>			

Part 4 – Resources Needed

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

Instructional Resources: Reading and Writing Units of Study, Leveled Libraries, Guiding Reading sets, LLI Kits, Professional texts, Imagine Learning, Mathletics, City Arts Professional Initiative
 Human Resources: Teachers College Staff Developers, Network Instructional Specialists, Classroom Teachers
 Master Schedule Organization including periods for Common Planning

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Exit Slips for Teacher to provide Feedback
 Students work Products are examined pre and post cycle to determine content focus
 Administrative and Data team meet to monitor the progress of students participating in six week cycles of Interventions
 September 2014
 November 2014
 January 2015...Mid-Point Benchmark of all Data available to evaluate for Promotion in Doubt window
 March 2015
 May 2015...Re-Evaluate the End of Year progress and hold Parent Meetings to discuss results and plan next steps for student achievement

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In September of 2014 The Principal called a cabinet meeting (Assistant Principals, ESL Teachers, AIS providers, and Guidance Team)to review various forms of school data. (QR, School Report Card, TC AssessmentPro ARIS, ATS,RLAT,RAMO, RESI, Student Running Records, Math Tasks , MOSLs, and Parent Surveys)
Based on various forms of data the team created various action plans to meet the academic and social-emotional needs of the students.

PBIS Team- created incentives to increase positive behavior

PBIS organized School Assemblies around Being Kind, Being Respectful, Being Responsible

AIS Providers: targeted our lowest third in ELA, and Math based on the State Exam and created six week intervention

The Administrative team lead regular Progress Monitoring conversations while studying updates in academic data.

The School’s Strengths

With the hiring of an additional AIS providers – all grades receive academic support for our lowest third by providing additional literacy and Math instruction

With the hiring of a second Guidance Counselor the Guidance Counselors target particular grades k-2, 3-5.

100% of students made progress with using the Leveled Literacy Intervention

Professional Development cycles were created based on regular Data Drives

Tuesdays Teachers use parent engagement time to provide regular feedback about student progress

With more PBIS activities/ incentives class removals have decreased

During PTA Executive Board Meetings and SLT – plans were made to support parents

Parent Advisory team meets monthly with the Parent Coordinator and Administrative Team to discuss opportunities to enhance parent engagement

The Schools Needs

To continue to provide opportunities before and afterschool to engage families

To continue to support our subgroups both social-emotional and intellectually Ex. Latino and Black Males

To continue to provide responsive professional development opportunities to meet the needs of all staff

Part 2 – Annual Goal

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

By June 2015 the Administrative Team will lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social emotional support that drives student achievement as monitored by regular Data Dives, and monthly progress monitoring conversations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>See Professional Development Plan in Section 5C)</p> <p>For Teachers and Staff: Provide Open door policy for all staff members to speak with any member of the administrative team. Provide ongoing and real time feedback on the teaching and learning process Create opportunities for teachers to share their best practices and areas of expertise during lunch and learns, Monday PD, Election Day PD, Created Lead Teachers in Mathematics, Common core, and Literacy Instruction Grade leaders for all grades Teacher leaders that organize important school-wide initiatives such as : Lion Harted – recognizing students and former staff that exhibit outstanding citizenship to the school community Title 1- Family events</p> <p>Organize inter-visitations for teachers that need additional support Family Share board / Good News Board where all staff members can post pictures and share personal good news Provide Holiday Celebrations Acknowledgements Of Special Occasions Providing Additional Coverage for Teachers preparation for PD Enrichment Program in which Teachers choose areas of interests / talents to expose students to a variety of disciplines</p> <p>Supporting students social and emotional development 2 Full Time Guidance Counselors We cultivate a culture of Responsibility,, Respect and Kindness by adopting PBIS – a Positive Behavior Intervention System for students:. PBIS Folders Schoolwide Contests Green team B Note raffle Check in and Check out System for Target students Student of the Month Spirit Week for the fifth grade seniors Anti-bullying Parade Collecting can food Penny Harvest Drive Dollar day Sales (for our Title 1 families) Community Service Initiatives</p>	All Student and families	9/14-6/15	Shared responsibility with Teachers, administrators, and other staff

<p>Strategies to increase parent engagement</p> <p>Creating a parent advisory team (separate from the PTA)</p> <p>Inviting parents to monthly writing celebrations (all grades)</p> <p>Title 1 activities</p> <p>Inviting parents to afterschool social events in addition to academic functions</p> <p>Administrative team and teaching staff regularly doing "Happy Grams" (positive phone calls home)</p> <p>Honoring various cultures through Cultural celebrations</p> <p>School Safety warmly greets every parent</p> <p>Office staff smiles and offers great customer service to parents</p> <p>Translators used during conferences</p> <p>Documents being sent home in different languages</p> <p>The School embodies the Culture of Trust by</p> <p>Having an open door policy where all staff can meet with administrators during anytime of the day</p> <p>All Staff have access to the school leadership during off hours in addition work hours</p> <p>The School Community regularly celebrates big life moments</p> <p>Teachers opening their classrooms for inter-visitation</p> <p>Administration and Teachers meet regularly with parents</p> <p>The school community has clear and high expectations for all learners and communicates it regularly</p> <p>Staff has social committee to support work /life balance</p> <p>All adults in the building use the PBIS language</p> <p>All Staff participate in feedback from colleagues, and or supervisors</p>			

Part 4 – Resources Needed

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

Curriculum Calendars Lesson plans, Staff developers, Lead Teachers

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

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

The Staff Development Committee meets the 2nd Tuesday of each month to discuss ,review , and revise the professional development plans.

The Administrative team reviews evaluation forms at the end of each professional development cycle

The Administrative Team participates in ongoing and weekly conversations with the staff to evaluate best practices

The RTI team and curriculum team meet with the administrative team every six weeks to monitor progress

Bi-weekly- Tuesdays PPT meetings

Daily check-ins with the guidance counselors with the administrative team

Daily check-ins with targeted students

Title 1 Meetings- first Thursday of each month

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Review of PTA/Title I Committee minutes and recommendations Review Data from School environment survey Review of SLT minutes and recommendation

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015 will continue to support a welcoming environment for families and take advantage of community resources to enrich the civic life of our school. This plan will be reviewed and revised every 8 weeks.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Hire and train a new bilingual Parent Coordinator to support family engagement. Utilize the bilingual safety agent to welcome families in the building.	All families	September,2013- June 2015	Parent coordinator, PTA/ Administrative Team
Utilize the Tuesday afternoon parent nt involvement contractual time to meet and provide workshops to the parent community	All families	September,2013- June 2015	Classroom Teachers , Administrative Team
During monthly PTA/Title 1Meeting recognize student achievement and provide workshops to parents that education on pertinent topics.	All families	September,2013- June 2015	Parent coordinator, PTA/ Administrative

			Team
The administrative Team supports an Open Door Policy of communication.	All families	September,2013- June 2015	Administrative Team
School-wide cultural and academic celebrations to support student achievement	All families	September,2013- June 2015	Classroom Teachers and Administrative Team

Part 4 – Resources Needed

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

Title I Funding, PTA/Title I team, Parent Coordinator

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Review of PTA/Title I Committee minutes and recommendations on a monthly basis
 Review Data from School environment survey during August 2014.
 Review of SLT minutes and recommendation on a monthly basis.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Review of NYS ELA data Teachers College Running Records	Leveled Literacy Intervention Foundations Imagine Learning I-ready	Small Group One to One	During the School day And Home
Mathematics	Review of NYS Math Data Unit Assessment s and Weekly problem Solving from Engage NY	Great leaps Mathletics I-Ready Engage NY Fluency Drills	Small Group One to One	During the School day And Home
Science	Unit Assessments NYS Science Exam	Foss Hands on Kits	Small Group One to One	During the School day And Home
Social Studies	Teachers College Running Records Unit Assesments	Visual Learning through Discovery Education	Small Group One to One	During the School day And Home
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team/RTI Team Data analysis	At risk small group Peer Mediation/Mentors	Small Group One to One	During the School day And Home

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

2a. Highly Qualified Teachers (HQT)

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

New Teacher support through AM Meetings, Teacher Mentors, Demonstration lessons, Common Planning periods, Intervisitations

2b. High Quality and Ongoing Professional Development

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

See Professional Development Plan in Section 5C

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Parent Workshops, Open House Events, Cross Grade Curriculum Teams, Student profile, On-Going Professional Development in all content areas and Spring Time visits with teachers for the following school year to bring familiarity to the Early Childhood students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL Team, Grade Leaders, RTI Team, PPT

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$506,228	X	11,13,18,21,24
Title I School Improvement 1003(a)	Federal			11,13,18,21,24
Title I Priority and Focus School Improvement Funds	Federal			11,13,18,21,24
Title II, Part A	Federal	\$175,283	x	11,13,18,21,24
Title III, Part A	Federal			11,13,18,21,24
Title III, Immigrant	Federal	\$22,800	x	11,13,18,21,24
Tax Levy (FSF)	Local	\$600,001,585	x	11,13,18,21,24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 21 Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 21Q** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

P. S. 21Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 021
School Name Edward Hart School		

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 Debra Buszko	Assistant Principal Lisa Liatto
Coach	Coach
ESL Teacher Suzanne Miller	Guidance Counselor Lisa Hamada
Teacher/Subject Area Lerna Karanfiloglu/ESL Teacher	Parent Lydia Plagos
Teacher/Subject Area Bessie Bolbassis/Science	Parent Coordinator Marge Schlaffer
Related Service Provider Meghan Mauch	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1358	Total number of ELLs	175	ELLs as share of total student population (%)	12.89%
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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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in	0	4	4	4	3	5								20
Pull-out	5	1	1	1	2	0								10
Total	5	5	5	5	5	5	0	30						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	159	ELL Students with Disabilities	25
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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											0
ESL	159	0	17	16	0	11					175

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	159	0	17	16	0	11	0	0	0	175
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17	11	9	9	7								66
Chinese	15	28	7	12	10	6								78
Russian														0
Bengali														0
Urdu	1	1	0	1	0	0								3
Arabic						1								1
Haitian					1									1
French														0
Korean	6	5	1	2	0	0								14
Punjabi			1	2										3
Polish														0
Albanian														0
Other			2	2	1	4								9
TOTAL	35	51	22	28	21	18	0	175						

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)	21	10	12	12	3	8								66
Intermediate(I)	0	9	5	4	9	4								31
Advanced (A)	14	32	5	12	9	6								78
Total	35	51	22	28	21	18	0	175						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16				16
4	9	1			10
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	1	4	0	2				17
4	6	0	3	1	1	1	0	2	14
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	3	3	0	5	1	15
8									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.
See below
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
See below

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
See below
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?
 See below
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](#).)
See below
6. How do you make sure that a child’s second language development is considered in instructional decisions?
See below
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?
 See below
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
See below

 The students are assessed and their progress is monitored by using the Teachers’ College (T.C.) Assessments. Teachers go onto TC PRO and the SchoolNet programs to analyze the data of their students. These online tools help to guide teaching between benchmark testing. Teachers are able to assign lessons for their students, targeting areas of need.

On the most recent T.C Assessments, the Current Reading Levels for September 2013, the students scored as follows:

In the Kindergarten, 88% of the ELL students are Pre Emergent readers, 6% Early Emergent and 6% are Level A .

In the first grade, 61% of all first grade ELLs scored level 1, 15% scored level 2, and 14% scored level 3 and 7% performed at level 4.

Of the students in grade one who performed at level and level2, 16% are beginners, 20% are intermediate and 40% are advanced level ELL students. 90% of students performing at levels 3 and 4 are advanced and the other 10% are intermediate level ELLs.

In the second grade, 100% of all second grade ELLs performed at level 1 and 2, 58 % are beginning and intermediate level students. The remaining 42 % of the students are advanced level learners who are performing at level 1 or level 2.

In third grade, 82% of all third grade ELLs scored level 1, 7 % scored level 2, and 11% scored level 3, no one performed at level 4. Of the 89 % of the third grade ELL students performing at level 1 and 2, 56% are beginning and intermediate students. The remaining 11% are advanced level learners who are scoring at a level 3.

In fourth grade, 70 % of all fourth grade ELLs scored at level 1, 25% scored level 2, and 5% scored level 3, no one scored a level 4. Of the 95% scoring levels 1 and 2 in the fourth grade, 50 % are beginning and intermediate level learners, 45% of students are advanced level learners who are scoring levels 1 and 2 also. The remaining 5% of fourth graders are advanced level learners who are scoring at level 3.

In fifth grade, 100% of all fifth grade ELLs scored level 1 .
 Of these, 61% are beginning and intermediate level students and 37% are advanced level learners who are performing at level 1.

LABR and NYSESLAT results are also considered when monitoring student progress and are included in the MOSL for the school this

year. This September, the patterns across proficiency levels and grades on the LABR show that most of our kindergarteners come to school as beginners, who by the end of their first year progress to the intermediate or advanced level of language acquisition. They move through first and second grades building competencies and by the end of the third grade most of those students either test out of the ESL program or are performing at advanced level.

In the upper grades most of our ELLs are those students who have transferred into our school as newly arrived students. Currently, 34 % of our students are beginners, 20 % are intermediate, and 46 % are advanced.

Overall, these results are consistent with the results of the ELA results, which show that reading/writing is the most difficult modality for most students. Looking at the data, it becomes clear that as the students move up in grades, the disparity between reading level and ELL level becomes greater. The reading levels seem to have improved a bit in comparison to years past but still our advanced level learners are not performing on grade level on standardized reading assessments, particularly when there are extended response questions. We see that the writing scores for our ELL population falls below their English speaking peers. The new trend appears to show the greatest weakness is in writing for our current ELL population.

In addition to the academic demands becoming greater as students move up in the grades, ELL students usually display lower scores on standardized tests, particularly reading tests, that contain extended response questions, compared to non-ELLs. It appears that these assessments are directly reflecting that trend.

To help students improve their reading and writing skills and increase their academic language needs we provide small group instruction, utilize components of balanced literacy that include guided reading and shared reading, and remedial help when necessary. We also scaffold instruction in the content areas to make it comprehensible for our ELL students. Teachers use visuals, realia, smart board and the internet to assist both teacher and students before and during instruction. This year, as part of our school MOSL, we are investigating multiple entry points in an effort to better educate all students, in particular our ELL students.

It is important to note that comparisons between the scores from 2013 and previous years may be somewhat inaccurate due to the implementation of the Common Core standards in the 2013 test. Still, it is interesting that, overall, most of our ELL students performed at lower levels than in previous years, as did their English speaking classmates.

All ELLs who have been in this country for at least one year must take the ELA exam. On this exam the results are as follows:
Of the current fourth graders, who were tested last year as third graders, 100% scored at a level one.
(Compared to 2010 when 57% scored at level 1, 28% scored a level 2 and 15% scored at level 3. No one scored level 4.)
Of the current fifth graders, who were tested last year as fourth graders, 100% scored at a level 1.
(Compared to 2010 when 37% scored at level 1, 63% at level 2. No student scored at either level 3 or at level 4.)
The test is only given in English.

The other state test administered to the ELLs was the New York State Math Assessment.

Of the current fourth graders, who took the test as third graders, 64% scored a level 1, 24% a level 2 and 11% scored a level 3. No students scored a level 4.

Of those students tested, 5% of the students took the test in their native language.

The current fifth graders show similar trends in their testing pattern., with a majority of the students performing at levels 1 and 2. Of the fifth graders, who took the test as fourth graders, 43% scored a level 1, 28% scored a level 2, 12% scored a level 3 and 12% scored a level 4.

Of those students tested, 23 % took the test in their native language.

Fifteen of our ELL students took the NYS science test last year.

Of the fifteen, 1 (6%) scored on Level 1, 5 students (33%) scored a level 2, 3 students (20%) scored a Level 3, and 6 students(40%) scored a Level 4.

Five students, representing 33 % of the ELLs who took this test, were administered it in their native language.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population. Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math/science background so they did well regardless of their English proficiency level.

In addition to being given the opportunity to take and respond to the Science test in their native language, the students were able to manipulate the materials during the Science exam and draw conclusions from their work. Although there was a focus on reading in this test, there was also a practical nature to the test that seems to have helped our students score higher scores than on the ELA.

More focus is needed on academic language and reading word problems, especially among children with weak literacy skills in both languages, because this may be a factor contributing to their low test scores in all testing areas.

Administrators, ESL teachers and classroom teachers of ELLs are all aware of the NYSESLAT, ELA, Math, Science and TC Assessment results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language.

All but 1 of the students who tested in their native language scored at least level 2.

In math, 3/5 (60%) scored at a level 3 or above.

Scores were similar to those who tested only in English, but many of those students who scored at level 3 were advanced level learners.

Native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. They can also read books in their own language or bilingual books. In the Pull-Out program the non-English children can be paired with another child who speaks the same language. In the Push-In program the child can sit at the same table with buddies who are more proficient in English who also speak the same language. Classroom and ESL teachers co-plan together during common prep periods to prepare for their co-teaching.

When the ELL students are identified as struggling, we provide academic intervention services to support the student's academic growth. A student in need of academic intervention will receive AIS for three cycles of 6 weeks. This intervention includes services provided by the ESL teacher, classroom teacher and special educators.

The majority of our ELL students are concentrated in the Kindergarten and Grade 1. (K is 20% and Grade 1 is 30%=50%) In the early grades, primarily Kindergarten, most of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds. By grade 1, many of our students are performing well on listening and speaking but are still acquiring reading and writing skills, working at intermediate or advanced levels..

As students move toward the advanced stage of language acquisition we see that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language. Their academic language skills are building and they are becoming more independent in the class. Finally, as students reach fluency, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age.

We evaluate the effectiveness of our programs by looking at all the data available. We look for growth on the NYSESLAT from year to year. We assess gains on the reading and math tests, as well as look at the performance on other state tests. We examine the performance of our students within the class, both on standardized assessments and in every day informal assessments, in conjunction with their teachers. We look for our students to be reaching the benchmarks that are age and grade appropriate. We are constantly self-evaluating and trying to improve our practices by knowing our students well and providing them with the service that is specific to their learning needs.

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

ELLs are identified upon registration. An ESL teacher is present at all registrations and evaluates and fills out the Home Language Identification Survey along with the parent. If a translator is available at registration, they are present as well. Otherwise, all forms are given out in native language of the parent.

The ESL teacher confirms that this is the child's first entry into the NYC DOE as well as the first entry into school in this country. The ESL teacher looks at the HLIS form that has been filled out by the parent and answers any questions regarding this form.

If the survey indicates that the child primarily speaks English and if numbers 1-4 and 5-8 are only marked "English" or have less than one and two responses marked on the respective questions, an OTELE code of "NO" is entered on the HLIS form, because this student's home language is English. The student does not need to take the LAB R. The form is marked accordingly and is kept in the cumulative record for the student.

If there is another language other than English indicated on the HLIS form and if numbers 1-4 and 5-8 have more than one and two responses for another language checked, the ESL teacher fills out the correct OTELE code, dependent on the Native language spoken at home. It is noted that the child is in need of a LAB R exam which is administered within 10 days of their registration. A child who is entitled to ESL services will receive those services immediately and be reevaluated with the NYSESLAT, administered in the Spring.

In order to ensure that parents understand all three program choices available, letters and brochures, translated into their native language, are given to the parents of all new ELLs upon entrance and registration. These letters explain all three program choices. An ESL teacher is also available at registration to explain the program options. Teachers explain the program selection either in English or in another language, if a translator is present at the time or if the teacher can provide that service. Parents are also invited to an orientation meeting within 20 days of enrollment, if they haven't already attended one or would like further information after the individual orientation is given at registration. At this meeting they can view a video, in their own language, which explains the three program options. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ESL teachers as well as translators who are present to translate into all parent languages. The downloaded videos are available on the desktops of all the computers in the computer lab as well as on computers located in the ESL offices. Parents are informed of their right to choose a program for their child and encouraged to ask any questions that they

may have regarding the programs available.

Upon registration and/or within ten days of enrollment, parents of children who are eligible for ESL services receive a letter, generated from an ELL service provider. This letter denotes their child's score on the LAB-R and states that their child requires ESL services. The parents are informed of the three program choices available to choose from for their children: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. Parents have the opportunity and are encouraged to view the orientation video in their native language and ask any questions that they may have, before filling out the Parent Survey form.

If a Program selection form is not submitted at registration or after the parent orientation meeting, then a second copy, along with another translated brochure is sent home to be filled out and returned. The time frame for this procedure is within ten days of the student's registration.

Since this form is a legal document that must be housed at the school, parents who haven't returned the form are reminded to return the form when they pick up their children from school and they are encouraged to attend other parent workshops where they can view the video and ask any lingering questions that they may have. When possible, a translator is used to answer any questions a parent has about the forms.

Returned forms are gathered by the service provider for that grade and then coaled into a file located at the school in an ESL office. The correct parent choice is entered into the ELPC screen for the student and the forms are put into the cumulative record cards. Copies are kept in an ESL binder.

A majority of the forms sent home, do come back to school. This year (39/47) 83% were returned.

For those forms which are not returned, the default program of Transitional Bilingual Education is recorded for that student, as per the CR Part 154.

Parent program selection forms dictate into which program a child is placed. As stated above, written materials are provided in the parent's native language and translators are available to help parents make informed decisions about their child's education and placement in a language program. Every effort is made to assure that parents are aware of all choices available to them.

ESL teachers have a roster of students who they service throughout the school year. As the spring NYSESLAT testing period approaches, all documents are prepared for all ELL students. Within the designated time frame (usually 1 month) all ELL students are administered all modalities of the NYSESLAT. Typically, we administer the speaking first, followed by the listening, reading and writing. All testing occurs in a classroom, free from any extraneous noise and interruption. While approximate testing times may be outlined in the Test Administration Manual, all students are given as much time as needed to complete the exam.

All exams are administered by ESL certified teachers, working in teams, to assure that no service provider administers the test to their own students.

Over the past few years the majority of parents, 60% in 2010 , 75% in 2011 and 50% this year, have opted for the Freestanding ESL program. Some others (13/36 parents/36% within three language groups; Chinese, Spanish and Korean) requested the Transitional Bilingual program, but due to the fact that transportation is not provided, and the lack of bilingual programs in their respective languages, parents have chosen for their children to remain at P.S. 21 in the Freestanding ESL program.

Five parents requested the Dual Language Program, which is not offered at our school at this time. Those parents have opted to remain in our school and participate in the Freestanding ESL program.

Our freestanding ESL program is aligned with the requests of the majority of our population. The next requested program was the bilingual program. Most parents who preferred bilingual education, chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. At this time, there are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will notify the parents of the opportunity for a bilingual class and open a bilingual class as required by the Aspira Consent Decree.

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])?
below
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)?
See below
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.
See below
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
See below
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
See below
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).**See below**
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?
See below
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?
See below

ESL instruction is delivered by the Push-In and Pull-Out programs. Overwhelmingly, the school uses the Push In model for instruction, however in the Kindergarten and several grades in the school, this year, we have had to provide instruction through the Pull Out model, in order to meet out required service times for of ELL students.

The students in Push-In groups are grouped both heterogeneously and homogeneously by grade when possible. We have organized the ELL students into classes that contain ELL and non-ELL students. The class make up for these classes is one-third to one half ELL/ transitional ELL students and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

Students in the Pull-Out program are grouped by proficiency and are pulled out of their class with beginners and intermediates in one class and advanced students in another.

All Push In ELL classes are grouped heterogeneously. The make-up of the class for the ELLs follows the model of one-third to one half ELL and the remainder of the class comprises non-ELL students. The ESL service provider may both push into the classroom and pull students out of their classroom to deliver service. The instruction is aligned with that of the classroom teacher. The instructional approach used by the ESL service provider includes using Balanced Literacy in small groupwork; shared reading, shared writing, and instruction aligned with the Foundations phonics program. The ESL service provider also provides support in content areas such as social studies and science, determined during the common planning with the classroom teachers.

Each year the ESL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ESL teachers' schedules are then based on the NYS mandates of 360 minutes for beginners and intermediates and 180 minutes for advanced students.

Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classroom's instruction and the Common Core Learning standards, as well as ESL Learning standards. As stated above, the ESL teacher also provides content area support. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

As we have a Free-Standiing ESL program in place, instruction is primarily in English and class assessments are given in English. At the classroom level, buddies and teachers may assist individual students in their native language as an aide. Additionally, bilingual word for word dictionaries and glossaries may be used.

The NYSESLAT and ELA are administered in English while the NYS Math and Science tests are offered in alternate languages. When necessary, or beneficial to the students, they may have the test available to them in their native language.

Throughout the year, students are evaluated in all four modalities using various assessments. Students are assessed through classroom participation, informal teacher observations, running records and published writing pieces. ESL teachers meet during common preparation periods to collaborate with the classroom teacher. During this time, teachers evaluate student progress in all four modalities and plan lessons that support and foster enrichment in all modalities. Using the school wide focus of multiple entry points, all four modalities are being supported

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, and SETTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are concentrated in ESL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ESL teachers generally push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ESL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group instruction tailored to their individual needs. This is in addition to the mandated minutes of instruction provided to the ELL students.

There are very few long term ELLs at P.S. 21. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits. Our current long term ELLs are students who receive

Special Education services and have an IEP. Our ESL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ESL groups and receive explicit ESL instruction from certified ESL teachers. ESL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ESL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as our AIS, SETTS, summer school or Title III afterschool programs.

Once students needs and IEP's are assessed, teachers plan strategies and materials to use to support learning. The instructional strategies used by teachers of ELL-SWD, in order to provide access to academic content, are modeling of good practices for core curriculum areas, differentiated materials, small group instruction, peer tutoring and reading/writing partnerships. Teachers frontload vocabulary, use pictures, repetition and visual cues to facilitate learning. In addition, grade level materials such as Wilson, Explode the Code, Foundations, Touch Math.. Technology, such as the smartboard, along with other computer programs such as Imagine Learning are also used to support phonemic awareness and language development.

All educational decisions for our SpELLs are made in conjunction with the SETTS provider, the classroom teacher, guidance counselor and PPT team. All service providers have open communication and access to the IEPs of students on their roster.

Courses Taught in Languages Other than English

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

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

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

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

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

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

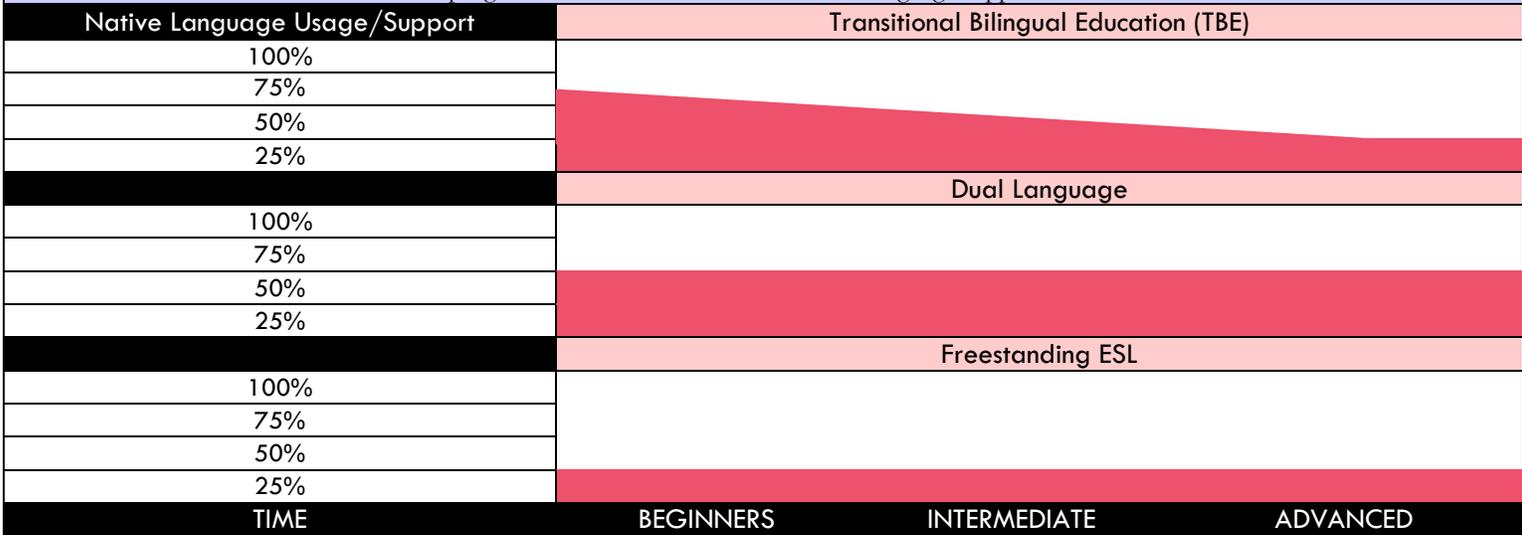
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.
See below
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
See below
11. What new programs or improvements will be considered for the upcoming school year?
See below
12. What programs/services for ELLs will be discontinued and why?
See below
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
See below
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
See below
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
See below
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
See below
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.
See below
18. What language electives are offered to ELLs?
See below
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)?

See below

ELLs receive scaffolded instruction in all content areas. Visuals and texts are used especially for the beginners and intermediate level students. The students meet in small groups both in the classroom, in AIS or SETTS, during test prep session and during the extended day according to individual needs. All intervention programs are offered in English.

We find our ESL program effective, showing that 74% of all ELL's made gains from year to year. This number is higher than the expected growth of ELL's from year to year. (As calculated on the AMOA for the school in previous years.)

The following are the results of the students that didn't show gains year to year:

29% first grade; 5% second grade; 18% third grade; 30% fourth grade and 43% fifth grade

When looking at this data more closely, we find that 20% of first graders, 50% of fourth graders and 70% of fifth graders with no gains are Special Education ELL Students. It has been determined for many of these students that their area of disability directly correlates to language processing rather than language learning. As a result, expected gains on the NYSLAT as well as other assessments are less than would be hoped for. Still within the classroom, these students are making progress and benefiting from services provided to them as per their IEP.

We have two computer based programs to support student learning. Imagine Learning is a computer program for ESL students as well as for struggling readers. This program is installed in all the classrooms that have ELL's as well as the computer lab and on laptops in the portable cart. We also use I-Ready, a computer program that offers a baseline assessment (grades K-5) and assigns assignments based on student ability. Both programs assess students and assign individual lessons for them to complete in targeted areas of need.

A language arts program called LEAP is being offered to three ESL classes in grades K, 1 and 2 this year. Teaching artists go into each classroom two times a week for a minimum of twenty sessions. The teachers receive professional development throughout the year. Students also go on a trip to the museum.

Our school has a partnership with Carnegie Hall. A teaching artist comes in to work with select fourth and fifth grade band students.

For our third, fourth and fifth grade students we have a partnership with City Center to provide enrichment for our students. Teachers receive professional development and teaching artists come in to work with the students. Each grade has a different focus: third grade-orchestra, fourth grade- Alvin Ailey and fifth grade-Flamenco. This gives children under the leadership of the teaching artist and their classroom teacher, the opportunity to express themselves in a variety of artistic ways. Students will also see a show at City Center.

Our ESL programs are the same as last year. We have no plans to discontinue any programs or services that we offer to our ESL students.

We have always used our Title III grant for academic support for our ELL population. We offer an after school program that focuses on literacy and the arts. We will continue to offer this opportunity to our ELL students.

During literacy instruction the following materials are used: big books, books on tape, word wall, morning message, poems, charts, letter/picture cards and smart boards. Monolingual and bilingual dictionaries are both used in the upper grades to help students understand content area material. The books used in ESL instruction- both in literacy and content area instruction- are aligned with the student's classroom instruction. Other materials are used for content area instruction such as math manipulatives and hands-on science materials. Children also have access to educational websites such as starfall.com, mathgames.com, and scholastic.com.

In the classrooms, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support when needed. Additionally, in the upper grades, students are allowed and encouraged to use a bilingual dictionary, either in paper or computer form, to assist them with language translation when needed. Teachers have access to Google translator and use as needed.

Imagine Learning, an ESL/struggling reader program, has been purchased and installed on all computers in ELL classrooms for ELLs to utilize. The program gears itself to each student's ability level and progresses in level as the student masters each skill. Detailed reports are available for the teacher to properly assess their students and plan accordingly.

All of our resources and support services align with our ELL student's grade level and are age appropriate.

Teachers collaborate about their students in an effort to plan lessons that will maximize

Currently, we have no activities in place before school starts for our newly enrolled ELLs.

Being an elementary school, we do not offer any language electives for our students.

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.

See below

ESL teachers attend professional training with the network support specialists. These monthly meetings are held at different sites throughout the network. Each month, a different topic is highlighted and discussed. The workshop that takes place informs ESL teachers about ESL policy and procedures as well as addresses pertinent topics for ESL service providers. The workshops for the 2013-2014 year are; 9/18, 10/16, 11/13, 12/11, 1/09, 2/12, 3/12, 4/08, 5/19 and 6/11. These workshops provide information in some of the following areas; ESL policy, procedures and compliance, Curriculum planning, SWD ELL, Promoting ELL parent involvement, CCLS and ELLs..

In addition, ESL teachers, along with classroom teachers and administration attend Teacher's College workshop days and work in Study groups focusing on ELLs and their needs. Many workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as other staff development days are shared among the classroom teachers during common preparatory times as well as at grade meetings. The classroom and ESL teachers plan collaboratively on common preps in order to align the ESL standards with the Common Core standards. They also use NYSESLAT scores to drive instruction.

We have also formed Inquiry Groups around ELLs and their needs. Teachers and administration meet and plan during the inquiry process. During this Inquiry time, teachers have analyzed data on their ELL students to determine level and needs. A plan was created around the needs of the targeted students that have been identified. This plan was designed to include multiple entry points in our teaching. These entry points were chosen as a means to instruct our ELLs with various learning styles. This information is used to drive instruction and to develop better understanding of our ELL learners and their needs.

There are monthly grade meetings for literacy and math where differentiated strategies are discussed with the classroom teachers. ESL teachers provide support and information for the staff on how they could better serve their ELL students. There are PD days dedicated to ELL instruction and support, which include support and instruction in the Imagine Learning program. Teachers and special educators are invited to attend these professional development days. Topics discussed are data, instruction, best practices, common core standards and modifications to curriculum which support ELL student's progress.

All professional development days are documented in the Professional Development for the school. Additionally, the payroll secretary documents all workshops attended by teachers. She has, on file, copies of all workshops attended outside of the building. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

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?

See below

Parent involvement in our school is excellent. This past year we had 100% return of our school survey by the parents.

Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to help with trips and other school events such as schoolwide fund raisers, afterschool events such as PTA meetings and workshops.

Parents have also requested training as learning leaders for our school.

There are several parents of ELLs and former ELLs that assist with translations for meetings and at conferences.

We look at our community and our school population to determine the greatest needs of our parents. We provide social, economic help and academic workshops in an effort to address the needs of our community.

Our school partners with several agencies and community based organizations to provide workshops and services to our ELL parents.

We have offered the parents the opportunity to take classes in several different areas. We partnership with the NYPD, FDNY, Colgate Bright Smile, Health Plus, Learning Leaders, Penny Harvest and City Harvest Food. Through these partnerships we are able to provide many opportunities for the parents of our ELLs.

The NYPD offers the New Immigrant Outreach Program which offers services for the parents such as legal consultation and fingerprinting identification for the children. The FDNY has held CPR classes for our parents. Colgate Bright Smiles offers free screening for our students and provides them with information about dental care. We have held workshops on health issues and health insurance with Health Plus.

The Learning Leaders offers tutoring for our ELL students who need extra support and cannot pay for tutoring themselves.

Our Parent to Parent link is organized by our parent coordinator in coordination with other schools in our district. Through this relationship we have been able to offer workshops for our ELL parents and their children with special needs. Workshops held have been on some of the following issues: Legal issues, knowing your rights as parents, ways in which to help their children at home, learning about and understanding the IEP, information on testing and testing accomodations, and information on middle school and making the transition into middle school easier for their children.

Our school provides many parent workshops throughout the year to assist families in a variety of ways. The ideas for our workshops are sometimes generated by the parents themselves in the form of evaluations or suggestions for workshops. We hold workshops on test taking strategies. We have offered Test prep for parents in ELA, Math and Science. We have literacy workshops, effective discipline workshops with a bilingual social worker, workshops on Reading Success. We have offered workshops on homework help. We've had a Saturday program on Heart Health and nutrition for parents and families.

Our Dollar Days and Coat Drives provide an opportunity for the parents to purchase clothes and coats for their families at a small cost, or in many cases no cost. The school also partners with a local woman's shelter to provide food and supplies for those families in need.

We have a monthly family night, open to all of our parents. The events are well attended by families of our ELL students. Some of our family nights include: Movie nights, Student of the Month celebrations, Family games, and workshops in Art and Literature.

This year, we have partnered with City Center to give both the students and the parents an opportunity to enjoy and have access to the rich culture and world of music offered through this institution.

Our school continues to look for new and exciting ways to involve our parents in the education of their children, in and out of the school building.

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.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q021

School Name: Edward Hart

Cluster: _____

Network: 535

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

Part A: Needs Assessment Findings

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

Our secretary downloads the RHLA and the RPOB reports from ATS to identify the written translation and oral interpretation needs of our parents. This report is distributed to our ESL teachers and our Parent Coordinator who keeps an updated list for distribution of materials, flyers and information to our parents in the family room.

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.

We have four major languages represented in P.S.21; English 35% (478 students) Chinese 25% (341 students) Spanish 20% (272 students) and Korean 12% (165 students). These findings are reported to the school at the SLT meeting, the PTA Executive and General Meeting and in the school's bi-annual school newspaper.

Part B: Strategies and Activities

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

A monthly parent letter describing the instructional goals of the literacy and math units of study is distributed in all grades in the parent's home language. In addition, certain administrative letters or announcements are also sent home to parents in their native language. These letters are translated by the NYC Translation and Interpretation Unit. Teachers and other staff members pre-plan these units, notices or letters and submit the letters approximately 10 days in advance to ensure timely distribution.

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.

Oral translators are hired for both the November and March Parent Teacher conferences to ensure parents have a meaningful conference and understand the expectations of the school and curriculum. In addition, we have staff members and parent volunteers that assist during parent teacher conferences and during individual parent conferences throughout the year. Oral translators and staff members are also used to administer student tests, in particular our Gifted and Talented testing, and the selected NYS examinations. We also have used phone translators as well.

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>.

When parents register their students they are given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Also, in the main office on the counter, on a school bulletin board located by the main office, and in the family room, there is a notice that indicates translation services are available. In our school safety plan, it is stated that all parents regardless of language have access to the administrative offices. All major forms required to be signed are given in translated versions.

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: Edward Hart P.S.21 Q	DBN: 25Q021
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: 60	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

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: 4
of content area teachers: 2

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: Since the development of English Language Arts skills is essential for our English Language Learners' success in meeting the Common Core Learning Standards,

our proposed program will provide additional opportunities for students to participate in English Language Arts, through an enrichment program as well as a separate academic intervention program.

Our core school program will be enhanced using activities designed to improve and strengthen our student's oral, written and expressive language skills. These programs will run consecutively so that students will have the opportunity to be part of both Title III programs from January through June.

The Title III funding for school year 2014-2015 will help us provide additional support in English Language development to our English language learners during an after school program. Targeted Students from grades 1 through 5 will be invited to participate in two separate sessions. One program, a two hour afterschool experience combines arts, photography and theater arts to enhance students' written & oral language development. During this program, ESL teachers will deliver the instruction in English, linking the different media to the classroom curriculum and expectations of the Common Core Learning Standards. This program will be ongoing for eight sessions. There will be one session of Professional Development for the teachers delivered by the supervisor of the Title III afterschool program.

The afterschool component will be held on Wednesday afternoons from 2: 35-5:05 PM; once a week for eight weeks. Supported by the scientifically based research of Howard Gardner's theory of Multiple Intelligences, students will tap into a variety of alternative intelligences during the afterschool program. Students will be placed in 4 classes of approximately 15-20 students, each served by four New York State certified ESL teachers. Students will use a variety of materials including read-a loud books, cameras/IPads, and writing/art materials.

The second program, an afterschool institute focusing on building academic language, vocabulary, reading and writing skills as well as problem solving skills in math will be offered to our upper grade students. This portion of the program will focus on test preparation and will target the bottom third of

Part B: Direct Instruction Supplemental Program Information

our school in ELA and Math performance as measured by last year's NYS ELA & Math scores.

The afterschool institute will be held on Wednesday and Thursday afternoons from 2:35 PM-4:05 PM for ten weeks. Teachers will differentiate using a variety of skills, & a technology based programs to provide direct instruction and support in both ELA and Math. ESL teachers will support our most at risk students in individual and small groups, differentiating their instruction based on individual formative and summative assessments including Teachers College running records, Pre and Post Go Math Assessments and results of the 2014 ELA and Math tests. Students will be placed in smaller groups of 6-12 and work with New York State certified ESL teachers. In addition to developing basic literacy skills using LLI (Leveled Literacy Intervention) and Mathletics (a technology based Math program), the afterschool institute will focus on developing higher level thinking skills in English and Math. Using Bloom's Taxonomy, teachers will provide and students will view and respond to higher level thinking questions and tasks; skills needed for them to be prepared to meet the demands of the Common Core Standards.

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: All ESL teachers are New York State Certified teachers.

They continue to attend on-site and off-site professional development using the Units of Study in

Reading and Writing given by Teachers College staff developers. Additional training in Literacy, Math, ESL & is provided by CFN #535 Content Specialists. The ESL Title III (4) Teachers will receive professional development in LLI Leveled Literacy Intervention from two New York State certified Special Education teachers who have been using this program in an AIS program for the past year and a half. The teachers will spend 2 two hour sessions to learn how to use assess, plan and deliver reading and writing instruction based on the students needs using the Leveled Literacy Intervention resources.

In addition, trainers from Mathletics will be training (4) teachers on site for one day on using Mathletics to identify students' strengths and weakness in the CCLS strands and provide them with individual learning paths. Additional training will be provided on-line on a continuous basis.

The (4) ESL State Certified Teachers have prior training in Foundations, Wilson, Mapping, Imagine Learning (technology), and ESL techniques and strategies. Working collaboratively together under the supervision of the New York State certified Assistant Principal of Title III, the teachers will explore best practices and next steps in instruction by examining student work using the Common Core Learning Standards as their guide. The teachers and supervisor will meet one hour a week to assess student work

Part C: Professional Development

and to collaborate, design and plan their instruction.

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: Parent Engagement Activities will be designed and coordinated by a collaboration among the (4) ESL teachers (one of whom is bilingual in Spanish), (1) New York State certified supervisor (English Speaking) and (1) Parent Coordinator (bilingual Chinese). We will enlist the assistance of a parent who is bilingual in Korean, thus addressing the needs of our parent population.

Three, two hour workshops will be offered for parents who will be notified by letter or e-mail. The focus of these workshops will be helping parents to learn how to help their students succeed in school. Topics for these workshops will include "How to set up your child for success in school"; "How to Support the Reading and Writing Workshop at home"; and Reviewing the new Common Core Learning Standards and preparing their children for the ELA and Math".

Parents will also participate in a Title III afterschool culminating activity, where children will share the work completed in the afterschool portion of the program.

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"> • Per session • Per diem 	_____	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		_____

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	
TOTAL	\$ _____	_____