Department of Education
Carmen Fariña, Chancellor

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name:	**RAUL JULIA MICROSOCIETY**
DBN (*i.e. 01M001*):	**10X003**
Principal:	**DENISE BROWN**
Principal Email:	**DBROWN55@SCHOOLS.NYC.GOV**
Superintendent:	**MELODIE MASHEL**
Network Leader:	**LYNETTE GUASTAFERRO**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Denise Brown	*Principal or Designee	
David Varenne	*UFT Chapter Leader or Designee	
Audrey Lufadeju	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Joseph Mulligan	Member/ Staff	
Jessica Brucia	Member/ Staff	
Rick Stapleton	Member/ Staff	
Linda McDonald	Member/ Parent	
Kofi Quansah	Member/ Parent	
Dilcia Santana	Member/ Parent	
Elizabeth Dalmau	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Through the use of team planning and professional development, we will increase the effectiveness of the Literacy instruction and improve the level of Literacy for all students in grades Kindergarten to 8.

By June 2015, as a result of the strategies enumerated in this goal, there will be a minimum of a 3% increase in student performance as measured New York State English Language Arts exam.

Comprehensive Needs Assessment

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

After carefully reviewing the results of the New York State English Language Arts Exam, the Quality Review, the Progress Report, the Accountability and Overview Report, baseline and various test simulations, it was clear that there was a great need to continue the focus on developing the literacy and writing skills of our students.

ELA TEST RESULTS 2013

Level 1	Level 2	Level 3	Level 4
41.3%	44.2%	13.6%	1.0%

ELA TEST RESULTS 2014

Level 1	Level 2	Level 3	Level 4
35.9%	47.7%	14.4%	2.1%

- In 2014, there was a 5.4% decrease in the number of Level 1 students.
- In 2014, there was a 3.5% increase in the number of Level 2 students.
- In 2014, there was a 0.8% increase in the number of Level 3 students.
- In 2014, there was a 1.1% increase in the number of Level 4 students.
- In 2014, there was a 1.9% increase in the number of students of Level 3 & 4 students.

The data for the New York State ELA Test for 2013 and 2014 shows a decrease in the percentage of students scoring in Level 1 and an increase in the number of students scoring at Levels 2, 3 and 4.

Based on the 2013-2014 Quality Review, PS/MS 3 needs to work on improving the following:

- Increase teacher capacity to plan and deliver differentiated instruction that provides access, supports and extensions so that all learners are intellectually challenged and engaged.

Instructional Strategies/Activities

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

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

During the 2014-2015 school year we will use the following strategies to achieve an increase in student performance in Literacy:

- Adjust our English Language Arts Curriculum to include the Journeys Program (Grades Pre-kindergarten to 2) as well as continue to refine our curriculum to fill writing and differentiated instruction gaps in Expeditionary Learning (Grades 3-8).
- Provide teachers with ongoing professional learning activities to support their efforts to differentiate instruction for all students, (Supported by PD from the Network), IEP students (Supported by PD from the Network), for the bottom third and high achievers including SWDs, students at risk (the bottom third) and high achievers.
- Support teachers in effective planning for instruction that includes standards based objectives, higher order questions, academic voca multiple points of entry for all students (including scaffolds and supports to be used), and differentiated groups (supported by PD from Te Matters and the Accelerated Literacy consultants)
- Create instructional tasks that provide multiple learning opportunities based on students' abilities, interests, learning styles, and preferred styles of expression.
- Continue to identify the skills necessary for students to be successful readers and support teachers and all academic related service providers in all subject areas will to incorporate those skills and the use of good reading strategies when appropriate in in all lessons throughout the curriculum.
- Continue to refine common formative assessment to determine student mastery of standards.
- Continue to support teachers to analyze data in order to form guided reading groups and other flexible instructional groups based on assessment data.
- Increase the amount of sustained writing and independent research included in the curriculum.
- Continue to schedule grade wide team planning meetings to support teachers' understanding of CCLS and their sharing successful (evidence based) practices for providing multiple entry points for all students to access the instruction to meet the standards.
- Provide professional learning opportunities for the teachers to develop essential questions for units of study and rigorous, scaffolded instructional tasks during team meetings and during extended day professional periods.
- Teachers attend grade wide team planning meetings during preparation periods. During planning meetings, teachers are able to discuss Common Core Standards, differentiation of instruction, multiple entry points, understandings, essential questions, performance tasks and learning activities.

- Continue to provide Academic intervention services during first and second periods twice weekly to provide additional support to our students in general education who have scored proficiency Level 1 and a low Level 2 on the NYS ELA assessment and for students that fall in to other subgroups, including ELLS and SWDS.

- Continue to offer a STEM Program to our 5th-8th grade students during our Monday-Thursday After School Program (Supported and operated in conjunction with SOBRO (CBO) that integrates reading skills and strategies to support content knowledge acquisition.

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

- All school-based literacy teachers
- Splash Into Pre-K and Journeys (Grades Pre-kindergarten to 2) and Expeditionary Learning (Grades 3-8).
- Network ELA Coach
- Network Director of ELLs
- Accelerated Literacy Learning Consultants

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

BY JANUARY, 2015 STUDENTS WILL INCREASE THEIR OUTCOMES ON THE FOLLOWING ASSESSMENTS BY A MINIMUM OF 1.5%. The following will be used to identify student progress:

1. Performance Series
2. Journeys Assessments
3. Expeditionary Learning Assessments
4. ELA Test Simulations
5. Periodic Assessments

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

1. October 2014-June 2015

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

- Teachers will meet weekly in grade and subject area teams to refine the curriculum with the support of the network coaches, Accelerated Li Consultants and Administration.

- Provide opportunities in school (during professional learning times), facilitated by network achievement coach, to and outside the school (u network professional development) to learn about and share best practices for using data to create purposeful grouping for differentiating instruction for ELLs, SWDs, students at risk and for high achievers.

Teachers engage in professional learning sessions and have individual coaching (NETWORK COACH, CONSULTANTS, ADMINISTRATORS) to pla effectively.

- Teachers continue to refine CFA'S, including common rubrics, to ensure that all standards are assessed using Mastery Connect and School base processes and that students have timely, actionable feedback.
- Time is allocated for teacher teams to meet to develop standards based instructional tasks that scaffold learning for students and move them to next steps.
- Through professional teacher collaboration and Coach/Administrative supports, teachers are supported to infuse Literacy skills and standards content areas.
- Time and coaching support is provided for teacher teams to analyze assessment data, to adjust the units of study, and to use those data to plan f purposeful grouping.
- Students in grades 3 and 4 are scheduled to receive small group, targeted interventions, based on assessment data, a minimum of 2 times week provided by grade 3 & 4 teachers.
- School collaborates with Sobro to provide an after school STEM Program for students in Grades 5-8.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Conduct parent workshops with topics that include, but are not limited to: Rolling out the Common Core Learning Standards and shifts Parenting Classes Understanding educational accountability grade-level curriculum and assessment expectations Accessing community support services Technology training to build parents' capacity to help their children at home

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

Through the use of team planning and professional development, we will increase the effectiveness of the Mathematics instruction and improve the level of Mathematics for all students in grades Kindergarten to 8.

By June 2015, as a result of the strategies enumerated in this goal, there will be a minimum of a 3% increase in student performance as measured on the New York State Mathematics exam.

Comprehensive Needs Assessment

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

After carefully reviewing the results of the New York State Mathematics Exam, the Quality Review, the Progress Report, the Accountability and Overview Report, baseline and various test simulations, it was clear that there was a great need to continue the focus on developing the mathematical skills of our students.

ELA TEST RESULTS 2013

Level 1	Level 2	Level 3	Level 4
33.0%	46.9%	17.2%	2.9%

ELA TEST RESULTS 2014

Level 1	Level 2	Level 3	Level 4
29.7%	43.4%	22.9%	4.0%

- In 2014, there was a 3.3% decrease in the number of Level 1 students.
- In 2014, there was a 3.5% decrease in the number of Level 2 students.
- In 2014, there was a 5.7% increase in the number of Level 3 students.
- In 2014, there was a 1.1% increase in the number of Level 4 students.
- In 2014, there was a 6.8% increase in the number of students of Level 3 & 4 students.

The data for the New York State ELA Test for 2013 and 2014 shows a decrease in the percentage of students scoring in Level 1 & 2 and an increase in the number of students scoring at Levels 3 and 4.

Based on the 2013-2014 Quality Review, PS/MS 3 needs to work on improving the following:

Increase teacher capacity to plan and deliver differentiated instruction that provides access, supports and extensions so that all learners are intellectually challenged and engaged.

Instructional Strategies/Activities

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

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

- Teacher teams will continue to refine the curriculum to infuse ENGAGENY Modules and to develop standards based assessments.
- Teachers will take part in biweekly grade wide planning team meetings to collaboratively plan units of study and common lesson plans.
- We will offer Integrated Algebra all of our grade eight students. All grade eight students will take the Integrated Algebra Regents.
- Test simulations will take place at least twice a month and data will be recorded and analyzed for planning and goal setting purposes.
- A STEM Program will continue to be offered to our 5th -8th grade students in the After School Program that meets Monday-Thursday.

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

3. All Mathematics Teachers
4. Every Day Mathematics-Pre-Kindergarten
5. Go Math-Grades 1-7
6. Integrated Algebra-Grade 8
7. TMI Math Coach
8. Generation Ready Consultant

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

BY JANUARY 2015 STUDENTS WILL INCREASE THEIR OUTCOMES ON THE FOLLOWING ASSESSMENTS BY A MINIMUM OF 1.5%

1. Unit Tests
2. 3 Mathematics Test Simulations
3. Periodic Assessments
4. Math Performance Tasks

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

1. October 2014-June 2015

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

- Teachers will meet weekly in grade and subject area teams to refine the curriculum with the support of the network coaches, Generation Ready Consultants and Administration.
- Provide opportunities in school (during professional learning times), facilitated by network achievement coach, to and outside the school (network professional development) to learn about and share best practices for using data to create purposeful grouping for differentiating instruction for ELLs, SWDs, students at risk and for high achievers.
- Teachers engage in professional learning sessions and have individual coaching (NETWORK COACH, CONSULTANTS, ADMINISTRATORS)

to plan effectively.

- Teachers continue to refine CFA'S, including common rubrics, to ensure that all standards are assessed using Mastery Connect and School data processes and that students have timely, actionable feedback.
- Time is allocated for teacher teams to meet to develop standards based instructional tasks that scaffold learning for students and move them to next steps.
- Time and coaching support is provided for teacher teams to analyze assessment data, to adjust the units of study, and to use those data to plan for purposeful grouping.
- Students in grades 3 and 4 are scheduled to receive small group, targeted interventions, based on assessment data, a minimum of 2 times weekly provided by grade 3 & 4 teachers.
- School collaborates with Sobro to provide an after school STEM Program for students in Grades 5-8.

Strategies to Increase Parental Involvement

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

Conduct parent workshops with topics that include, but are not limited to:
Rolling out the Common Core Learning Standards and shifts
Parenting Classes
Understanding educational accountability grade-level curriculum and assessment expectations
Accessing community support services
Technology training to build parents' capacity to help their children at home

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, there will be a minimum of 25% increase in parent involvement in Parent Academy (Mercy College) workshops, School Leadership Team and Parent Teacher Association meetings as measured by attendance records from workshops and meetings.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As part of the Quality review the reviewer shared that we need to extend the range of opportunities to encourage greater involvement of parents and caregivers in work of the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
• Parent Teacher Association meetings will be advertised in a timely manner and the topics will differ on a monthly basis in order to draw in parents with different concerns. • We will offer a PTA meeting in the morning and in the evening to accommodate all parents. • Select parents will take part in Learning Walks in order for them to see the school curriculum and other initiatives in progress. • The Parent Coordinator will facilitate a monthly workshops in concert with the Parent Academy at Mercy College • The Parent Coordinator will organize a minimum of one workshop for parents every month that is geared toward making our students' parents aware of what is expected at school, the curriculum and initiatives in place at our school, the importance of standardized tests and other social emotional topics. • The workshops will also focus on providing our students' parents with practical strategies that they can employ at home with their children to help them become more successful students. • Another way that our parents will play an active role in our school is through the School Leadership Team. Our SLT has at least 10 members, with 5 of the members from the parent body of our school. Parents on the SLT will participate in many of the decisions that affect their children.
2. Key personnel and other resources used to implement each strategy/activity
1. Administration, Parent Volunteers, Parent Leaders and the School Leadership Team
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Parent Survey Parent evaluation of workshops Individual student progress
4. Timeline for implementation and completion including start and end dates
1. October 2014-June 2015
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Monthly parent workshops 2. Needs Assessment

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).
• Conduct yearly Parent Teacher Association elections for Executive Board Members • Conduct monthly Parent Teacher Association meetings • Provide the Parent Teacher Association with an office, including furniture, a computer, and general supplies • Participate in the Learning Leaders program to train parents to volunteer and assist in classrooms, in libraries, and on trips • Through the School Leadership Team develop a plan for increasing teachers' abilities to effectively involve parents in their children's education • Hold yearly Open House inviting parents to speak with classroom teachers, supervisors, guidance and related service providers • Regularly inform parents about policies, concerns and programs that are proposed and ongoing • Distribute all notices and flyers in English and Spanish • Continue to work with community based organizations to provide ongoing medical services and programs for students and their families and to continue to promote relationships with other community organization that offer support/help to our students and families • Offer numerous parent workshops, such as: State Standards, Literacy, Mathematics, Promotional Criteria, Parenting Skills, Family Health Issues and selecting an appropriate High School

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Reading Intervention Early Childhood Intervention Guided Reading	Academic intervention is provided in both individual and small group instruction Provides meaningful practice for early readers in the areas of phonics and phonemic awareness Provides meaningful practice for struggling readers with an emphasis on reading comprehension and reading for meaning/using DRA based texts	During the regular school day During the regular school day During the regular school day
Mathematics	Guided Mathematics Groups Saturday Mathematics Tutorial Program	Daily 40 minute instruction that addresses remedial instruction in basic concepts, problem solving, explaining various mathematical strategies and dissecting problems into parts Targeted small group instruction for Level 1 and Level 2 student in Mathematics in Grades 3-8	During school hours 6 Saturday Sessions
Science	Lab intervention	Intervention is provided in whole group, individual and small group	During school hours
Social Studies	Leveled reading instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period during the school day.	Small Group	During the school hours
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Receive ongoing support services from the NYS Department of Health around health, nutrition issues and substance abuse The nurse provides an asthma program to students that have been diagnosed with asthma Sex education classes for middle school students facilitated by St. Barnabas	Intervention is provided in whole group, individual and small group	During school hours

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers. All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the Generation Ready consultant and Accelerated Literacy Learning consultants.

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).
Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have contracted experienced instructional support consultants in the areas of Mathematics and Literacy to work with our staff. The instructional support personnel is available to assist all staff members with instructional and curriculum issues on-site and off-site. In addition, teachers are encouraged to participate in off-site professional development to increase their knowledge and skill set. Professional development takes place every Wednesday for all staff members. Grade wide and department planning team meetings will be held during preparation periods on Tuesdays. The meetings are facilitated by the consultants or a teacher. Supervisor(s) will also be in attendance at the meetings.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state, and local funds are used to meet their intended purpose of supporting students in temporary housing, violence prevention programs, housing programs, head start and other similar programs in several different ways. Some funds are used in the following ways: • allocated into per session programs which these students are specifically asked to participate • allocated for supplies and then these students are provided with notebooks, pens, pencils, etc. • allocated for guidance counselor per session, the guidance counselors can stay and be compensated on a needs only basis for these students for additional counseling or monitoring.

SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Being a Pre-Kindergarten to 8 school, we are able to provide a smooth to our kindergarten program. The Pre-kindergarten session is in operation a full school year from 8:00 AM-2:20 PM. The pre-kindergarten schedule mirrors the kindergartens schedule. The Pre-kindergarten Literacy program is Splash Into Pre-K (similar to the Journeys program used in grades K to 2 for Literacy). This program is aligned to the Common Core Learning Standards. The Pre-kindergarten Math program is Every Day Mathematics. We have developed a pacing calendar for this program and we have aligned the units to the Common Core Learning Standards. In addition, the students participate in centers to promote their cognitive development and social development. The pre-kindergarten teacher participates in all the school-wide professional development and one on one consultations facilitated by our Literacy and Math consultants and network support people.

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.
Teacher representatives for the school community are going to be selected annually to identify Measures of Student Learning. We will focus on the following questions supplied by the Department of Education: • What assessments and target populations do we want to use? • What will we do for growth measurements? For both decisions, consider: -How much time will this take? Do we want to invest this time fin light of the other critical work in our school? -How does this decision build upon or change the current practices in our school? The committee will use a six step process, with 1 hour allotted for each step. The steps are as follows: • Discuss important NYC Department of Education introductory information. • Review the assessment options. • Finalize the assessment selection. • Review the growth measurements. • Present the recommended approach to the principal.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

2014– 2015 School Parent Involvement Policy

Parents and families of students of in P.S./M.S.3 will be provide with opportunities to participate in the Parent Teacher Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy and family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at P.S./M.S. 3, we will:

- Conduct yearly Parent Teacher Association elections for Executive Board Members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture, a computer, and general supplies
- Participate in the Learning Leaders program to train parents to volunteer and assist in classrooms, in libraries, and on trips
- Through the School Leadership Team develop a plan for increasing teachers' abilities to effectively involve parents in their children's education
- Hold yearly Open House inviting parents to speak with classroom teachers, supervisors, guidance and related service providers
- Regularly inform parents about policies, concerns and programs that are proposed and ongoing
- Distribute all notices and flyers in English and Spanish
- Continue to work with community based organizations to provide ongoing medical services and programs for students and their families and to continue to promote relationships with other community organization that offer support/help to our students and families
- Offer numerous parent workshops, such as: Common Core Learning Standards, Literacy, Mathematics, Promotional Criteria, Parenting Skills, Family Health Issues and selecting an appropriate High School
- Provide a translator for Non-English speaking parents
- Encourage increased parent participation on the SLT and to help parents be an integral part of the team

Principal School Leadership Team Chairperson

_____ _____

PTA President Date

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

P.S./M.S. 3

CFN 571

Denise Brown, Principal

Rick Stapleton, Assistant Principal **Jerrell Tucker, Assistant Principal**

2100 LAFONTAINE AVENUE • BRONX, NY 10457

(718)584-1899 • FAX: (718) 584-3590

2014 – 2015 SCHOOL/PARENT COMPACT

O
ctober
2014

Dear Parents:

As part of the goals and objectives of our School Leadership Team, we have developed a Parent/School Compact, which provides for increased parent involvement at P.S./M.S. 3 in making decisions which effects the education of your child.

Please read and review the P.S./M.S. 3 Parent/School Compact. If you have any concerns, suggestions for improvement or other information about our Parent/School Compact, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team meeting is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Denise Brown

Principal

"PARENTS AS PARTNERS "

"When parents actively participate in their children's education, studies have shown their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprise of divers family structures, and with so many demands placed upon them, with so many demands placed upon them school needs become even more sensitive to family structures. Steps should be taken to ensure that parents, in cooperation with their children's school, have an opportunity to share in their children's educational experience. Toward that end, the new Federal Improving America's Schools Act, provides that each Title I school shall jointly develop with parents a Parent/School compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement."

P.S./M.S. 3 Agree:

- To provide annual meetings for Title I parents to inform them of the Title I program at P.S./M.S. 3 and right to be involved. A flexible number of meetings at various time will be arranged to take into account parents needs
- To provide parents with timely information about all programs
- To provide high quality curriculum and instruction
- To provide students with the educational materials necessary to achieve success
- To provide opportunities for parent/teacher communication through
    A. parent/teacher conference
    B. frequent reports to parents on their children's progress
    C. reasonable access to staff

D. opportunities to participate in and observe their child's class

- To provide opportunities for parents to participate in school-wide activities
- To assure that parents may participate in professional development activities, i.e. workshops on reading/math strategies, behavior
- Modification programs, etc.

P.S./M.S. 3 Parents Agree:

- To become involved in developing, implementing, evaluating and revising the parent/school involvement policy
- To use or request assistance that the school or district may offer on child rearing practices and teaching/learning strategies
- To work daily with our children towards improving their schoolwork
- To read together with their children, daily
- To monitor our children's:
  A. attendance at school to achieve the Chancellor's promotional standard of 90% attendance.
  B. classwork and homework
  C. correspondence from the teacher or school
  D. television watching

- To share responsibility, as partners with the teachers, in improving their achievement

- To actively participate in the P.S./M.S. 3 Parent's Association and other school relate activities

- To provide input to the Parent Teacher Association and school representatives about the training or assistance they will need to be more effective in assisting their children in the educational process.

_____ _____

Principal School Leadership Team Chairperson

_____

PTA President

•

•

DBN: 10X003

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$300,343.23	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$139,428.00	X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,109,741.00	X	See action plan

[1]Explanation/Background:

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

all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds <u>may not</u> be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 10	Borough Bronx	School Number 003
School Name Raul Julia		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Denise Brown	Assistant Principal Rick Stapleton
Coach type here	Coach type here
ESL Teacher Renata Deluca	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Miriam Ortiz
Related Service Provider Floretta King	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	0.00%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	10	11	3	1	6	1	2	2	2					38
SELECT ONE														0
Total	10	11	3	1	6	1	2	2	2	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	**Newcomers (ELLs receiving service 0-3 years)**	24	**ELL Students with Disabilities**	7
SIFE	2	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	3

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	2		2	2		3			29

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	24	2	0	2	2	0	3	0	0	29
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	11	3	1	5	1	1	2	2					36
Chinese					1		1							2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	11	3	1	6	1	2	2	2	0	0	0	0	38

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)	4	2	1		1	1		1						10
Intermediate(I)		2	1											3
Advanced (A)	6	7	1	1	5		2	1	2					25
Total	10	11	3	1	6	1	2	2	2	0	0	0	0	38

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4				4
5					0
6	1	1			2
7	1	1			2
8		1			1
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		4						6
5									0
6			1		1				2
7	1				1				2
8	1								1
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
8					1				1

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   PS/MS 3 uses Fountas and Pinnell Benchmark Assessment System to assess the early literacy skills of all students including the ELLs. This instrument directly correlates with Leveled Literacy Intervention. However, teachers may aslo use other leveled books to conduct other running / reading records. The criteria Fountas and Pinnell uses can serve as a guideline to determine students' levels and

ultimately their placement in LLI. This tool assesses Reader's Accuracy Rate (decoding) which needs to be different percentage at different levels. For example, the criteria for Instructional Level Reading: at levels A-K: is 90-94% accuracy with excellent for satisfactory comprehension or 95-100% accuracy with limited comprehension. At levels L-Z: 95-97% accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension. For Independent Level Reading, the criteria is 95 - 100% with excellent or satisfactory comprehension and at levels L-Z: it's 98-100% accuracy with excellent or satisfactory comprehension. The criteria for Hard Level Reading is below 90% with any comprehension scores at levels A-K and below 95% accuracy with any comprehension score at Levels L-Z. We also use informal assessments and "Core Knowledge" skills, listening and Learning program Unit assessments to drive instruction. Our ELLs tend not to do well on this assessments at the beiginning of the school year, but they show progress as time goes by. This progress can be seen in the NYSESLAT results. Last year all the kindergartener scored intermediate and advanced; the first graders four got proficient; two advanced and one intermediate.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   What is relevant by the data patterns across proficiency levels on both the LAB-R, the NYSESLAT and grades is that the ELLs do better in the listening and speaking than they do in reading and writing except for the new comers. On the Kindergarten LAB-R out of 17 students 7 students scored proficient; Six students socred advanced and four students scored at the beginning levels.
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)
   At P.S.M.S. 3, the ESL teacher takes in consideration the patterns across NYSESLAT modalities and she assesses students prior to starting lessons in September as well. She, then, provides differentiated instruction for ELL subgroups zeroing on the students needs and not on their strenghts as much. Our students have a greater need for reading and writing than for speaking and listening, except for the newcomers. Thus, for the lower grades, she has a routine whereby she saturates them with letter/sound correspondence as needed, phonics, word families, comprehension, grammar, vocabulary, prefixes, suffixes and other language activities. For the uppergrades she focuses on reading and writing skills as these are the students' needs.
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?

   Paste response to questions here:
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*.)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   I make sure that a child's second language development is considered in instructional decisions by: 1) administering the LAB-R and the Spanish LAB; 2) I meet with the parents, I give a brief background orientation on ELLs rights and 3) I show the orientation video; 4) I let them know that their child is more fulent in Spanish, if that's the case 5) help them fill out the survey and program choice form and how he or she would benefit from one of the programs which develops both the first language and the second language. Also, the ESL teacher, take into consideration child's second languge development by using many different ESL strategies to facilitate the child's learning of language development.
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?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   At PS/MS3 we offer Freestanding English as a Second language (ESL) to our ELLs through a push in and pull out model with the goal of bringing all ELLs to English language proficiency in both academic and social settings. However, as the ESL teacher and being fluent in several langues, I find that the pull-out model is by far better than the push-in model. The push-in model should be banned because a foreign language cannot be properly taught in a classroom setting such as what we have in the USA. That's how I evaluate the success of my grograms for ELLs.

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.)
   The steps regarding identification, parent choice, and student program placement all occur within ten days of the student's enrollment. The pupil secreatry, enrolls the newadmits and informally interviews the parents. Then, the certified ESL/Spanish Bilingual teacher interviews the child and 1) administers the LAB-R and the Spanish LAB. When completed, she calls the parents and invites them to the orientation meeting. She gives a brief background orientation on ELLs rights in both Spanish and English and 3) shows the orientation video in Spanish; 4) lets them know that their child is more fulent in Spanish, if that's the case 5) helps them fill out the survey and program choice form and 6) Lets them know how he or she would benefit from one of the programs which develops both the first language and the second language. 7) Teacher collects the forms and files them in a binder. All these steps and procedures are completed within the 10 day timeframe, to the extent possible.
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.
   Paste response to question here:
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].)
   The entitlement letters are sent home and the Parent Survey and Program Selection forms are collected at the meeting which is conducted in both Spanish and English.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   The criteria used to place the ELLs is determined by the parents who have been educated in the three programs in bothThe Spanish and English, as stated in number one above.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   The steps taken to administer all sections of the New York State English as a Second Language Achievement Test to all ELLs is as follows: All four modalities of the NYSESLAT are administred by the ESL/Bilingual certified teacher. The speaking which is administred one on one is scored by another certified teacher. The scoring of the writing and triscribing of the speaking is done by a group of other certified teachers to the exclusion of the ESL and the students' ELA teachers. Then the testing coordinator inventories, packs all the tests, and delivers them.
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.
   All new students to the NYCDOE who are entering our school are required to complete the Home Language Identification Survey(HLIS) with assistance of our ESL Teacher. The ESL Teacher uses the information gathered in the HLIS to identify LEP students. Once the students have been identified, the ESL Teacher tests their proficiency with the LAB-R within the students first ten days of enrollment. Students who can not speak English take the Spanish LAB. The results of the test are used to determine eligibility for ESL services. The Parent Coordinator, Pupil Personnel Secretary and the ESL Teacher discuss the 3 program choices that are available city-wide and explain how our Freestanding ESL model operates to the parents via entitlement letters and conferences. The Parent Coordinator and the ESL Teacher are bilingual and can provide information in both English and Spanish. Spanish is the language sopoken by the overwhelming majority of our LEP homes. Parents think about their options and eligible students are then appropriately placed in our ESL program in accordance with the LAB-R scores, interview and parent discussion.. Their progress is measured on an annual basis by administering the NYSESLAT in the Spring. The Pupil Personnel Secretary uses ATS reports to accurately indicate students to be tested by the ESL Teacher. The the test accesses progress in listening , reading , writing and speaking. The poficiency level determines the amount of instructional time an ELL student gets per week or whether he/she can be transitioned out of the ESL program.

   The majority of parents and children that we cater to are looking for an ESL program as indicated by our parent survey and

program selection form. Those forms are collected by the Pupil Personnel Secretary and reviewed by the ESL Teacher and the Administrative Team. The Secretary maintains all records, reports and surveys. The majority of new ELL's are Kindergarten students and our parents want an English dominant program that immerses children in the English language with appropriate native language support. Therefore, PS/MS 3 only provides a Freestanding ESL program.
A further description of this alignment of parent requests and our ESL program is as follows:

The ESL teacher provides instruction that targets the beginning, intermediate, and advanced levels of ELLs, taking in to consideration the students' level of literacy and providing individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ESL teacher uses a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The ESL teacher will prepare students for the spring 2012 NYSESLAT exam with, Getting Ready for the NYSESLAT and Beyond workbooks, from Attanasio and Associates. The ESL teachers also use textbooks from Hampton-Brown with the upper grade ELLs, such as High Point and Into English. Aspects of the Avenues program by Hampton Brown are used with our lower elementary ELLs in kindergarten and first grade.

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

The ESL teacher and regular classroom teachers will continue to attend professional development sessions which will be turn-keyed with the principal and staff of PS/MS 3. They will work closely with classroom teachers to model and demonstrate ESL classroom strategies. They will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. Also, ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models.

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])?

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)?

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.

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

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

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

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?

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?

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL Teachers with Pull-out and Push-in models. When possible the ESL Teacher will employs the Push-in model so the amount of regular class instruction is not limited. In this model the ESL teacher acts as a Co-Teacher and supports the ELL students during their regular class. Some students who require 360 minutes must receive additional service time via a Pull-out. Students are grouped by grade and proficiency levels when possible however there are some Pull-out groups that are of mixed grades and mixed levels. Middle school students are instructed in All- English classes and come together for English acquisition instruction via the Pull-out model with their ESL Teacher. Additionally, this year we have incorporated a Spanish class for all Middle School students that utilizes Rosetta Stone as a native language support and instructional period. That class is taught by a ceertified bilingual teacher. Eventually, we will use the program to to help us to evaluate students in their

native languages as the program offers over 30 languages. For content purposesof our Middle School students, the ESL teacher plans with the content area teachers to ensure the alignment of instructional objectives. We only have a total of 53 ELL students in our K-8 school. The Freestanding ESL program that we offer provides the mandated units through creative scheduling for our full time certified ESL Teacher who uses her full schedule, Extended Day minutes and preparation periods to service all students.

The ESL teacher provides instruction that targets the beginning, intermediate, and advanced levels of ELLs. They take in to consideration the students' level of literacy and provide individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ELL's are evaluated in their native language through a series of practice exercises and assessments that closely mimic the format of the NYSESLAT. Their progress in their native language is closely compared to their progress on English only interim assessments. Additionally, the ESL Teacher use a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The classroom teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs that have 4 years or less are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for up tp six years continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program as they require the most support. Our ELLs with SWD's receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. All of our teachers are cognizant of our ELL population and work rigorously to be as flexible as possible when attempting to provide ESL instruction as a seemless part of the typical day. This enables students to miss less content specific class time when aquiring the appropriate skills for academic success. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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.

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

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

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

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

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

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

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

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.

18. What language electives are offered to ELLs?

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

Many of our ELL's are involved in Academic Intervention Services (AIS) for Literacy, Mathematics, Social Studies and Science. These programs are offered in English. Specifically, students who are in grades K-5 are targeted for additional support through our intervention programs in literacy and mathematics (IXL program). The programs are both push-in and pull-out and are cultivated to meet the needs of the individual learneras indicated on state test assessment and interim assessment data. A content specialist uses classroom assessments as well as program based assessments to determine the student's strengths and weaknesses. The instruction is then scaffolded as to build on the child's inherent strengths in order to gain understandings in areas that are in need of improvement. Through this process the student can build confidence and apply associated mastered skills to the standards which he/she is still yet approaching.

Similarly, our 6-8 grade students have access to additional support through our advisory periods. These periods are specifically designed to address the areas in which students need the most support as indicated through various assessment data including, but not limited to, state test, interim assessments, class tests, projects and portfolios. The homeroom teachers share students' academic data for the variety of sub-groups within the school and then provide the appropriate academic interventions through content based remediation. Students and teachers work in small groups to learn content specific attack strategies. This process provides a diagnosis and a prescription for student improvement. The students are continuously evaluated and the grouping is very flexible.

Transitional students throughout the school are provided support through at risk services. Reaching proficiency on the NYSESLAT doesn't always equate to level s 3 and 4 performances on other assessments such as the NYS ELA and Mathematics examinations. Therefore, it is pertinent to include such students when considering the needs of all ELL's. Transitional students are tracked and monitored closely as so they may not fall off course when the mandated services are discontinued. Although transitional students are not required to the 180 or 360 minutes of ESL instruction, similar time is allocated for them to meet with the ESL teacher on a regular basis to reinforce the already learned strategies and to discover how to more deeply and independently apply them to what is being learned in their academic work. Testing and assignment modifications are still implemented.

All ELL students are strongly encouraged to participate in our literacy and mathematics afterschool programs and have equal access to computers and other technology based learning materials. The school provides appropriate software and internet based programs to achieve student academic improvement.

No Programs will be discontinued this year.

A program, which utilizes technology, in which all students in grades 6-8 will be exposed to the Spanish language is Rosetta Stone. Rosetta Stone has the four components of Spanish literacy which include listening, reading, writing and speaking and its program is supplemented by our certified Bilingual Teacher. As a Freestanding ESL model school this will further support native language skills as the overwhelming majority of our ELL population come from Spanish speaking homes and introduce non -spanish speakers to a new language. Parents are encouraged to support their child's learning by having them go to the public library for events such as story time or other themed activities. Parents can also read to their child in their native language as to build prior knowledge and create opportunities for native language text to English text connections.

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.

Professional development is the core to our school's improvement plan. Every Wednesday there is at least a 50 minute period of PD which is used to enhance the quality of our teaching practices, including building instructional capacity with regard to supporting our bottom third and ELL populations. The list of teachers involved in this PD includes but is not limited to the following: common branch teachers, content area teachers, special ed teachers, para's, bilingual teachers, ESL teachers, counselors, psychologists, speech teachers, secretaries and our parent coordinator. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. The Administrative team meets with various parties to share new information and technique for supporting ELL students and their families. Counselors are trained to build organizational skills and coping mechanisms for transitioning students to different aspects of school and its levels.

Grade wide planning team meetings will be held during preparation periods the first three Wednesdays of each month. All team meeting address student needs with particular focus on the bottom 1/3, ESL and SWD. The team liaison will facilitate the meetings. Supervisor(s) and/or instructional specialist(s) will also be in attendance. It is expected that all staff members will make every effort to attend all planning team meetings.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. Full day PD takes place on Election Day and the Chancellor's Day. The team, comprised of the Principal, Assistant Principals, Literacy Coach, Math Coach, Literacy Instructional Specialist, ESL/Bilingual Coordinator and the Math Instructional Specialist, provides mandated training for all staff members. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

New teachers will attend a New Teacher Academy meeting once a week. The meetings will focus on instruction, curriculum, administrative issues, school procedures and policies and serves as a forum to discuss issues faced by new teachers. In addition, every new teacher will be assigned a buddy teacher. Buddy teachers are experienced personnel who have successfully taught and effectively implemented all programs and initiatives at P.S./M.S. 3.

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?

All parents are encouraged to particpate in their child's learning at PS/MS 3. At the end on instructional units parents are invited to school -wide celebrations of student work. They visit classrooms to hear, see and interact with their child as the student shares his/her growth during the unit and shows what they have learned. In September and October parents of eligible LEP students will be invited to attend an orientation meeting to receive information about the NYS & NYC standards, school and classroom expectations and general requirements of our ESL program. Letters pertaining to this meeting will be disseminated to the parents in both English and Spanish. In addition, a translator will be available at every meeting and all communications are in English and Spanish. The Parent Coordinator works closely with parents in supporting children and their families. She keeps a record of her discussions at parent meetings and/or conversations to evaluate their needs. Also the Environment Survey informs the school of it practices. We also encourage parents to support their own learning of English through a school-based ESL program that occurs after school hours with our ESL teacher. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____		**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
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X003 **School Name: Raul Julia**

Cluster: 1 **Network: 571**

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

Part A: Needs Assessment Findings

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

According to the RHLA we have concluded that our school services three major language groups. These include Spanish, Chinese, and Bengali. We have teachers, school aides, paraprofessionals, parent coordinator and community coordinator to facilitate the day to day translations on a needs basis. All communications sent to parents are in English and Spanish. We make an effort to send home communications to the Bengali and Chinese speaking parents in their language. Our school also utilizes the service of the DOE Translation Unit.

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.

Based on the RHLA, the data findings are shared with the school community at the beginning of every school year. Signs in Spanish, Chinese and Begali are dislayed at the entrance of the building. A welcome and translation poster is placed at the entrance of the school for all who enter to read and know that translation services are available.

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.

All communications with parents are distributed in English and in Spanish at minimum. On a needs basic communications are sent out in Chinese, Bengali and Urdu. Staff members facilitate the daily translation services for these languages.

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 translations are provided for the following languages by staff members:
Spanish-90 Families
Chinese-3 Families
Bengali-1 Family
Urdu-1Family

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.

Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Raul Julia	DBN: 10X003
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information
☐6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # 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: Literacy in the Content Areas and Mathematics Tutorial Program for ELLs within the 2014-2016 academic school years. During instruction, teachers will incorporate strategies that will help LEP students to acquire and develop their English language and vocabulary skills in order to meet Common Core Learning Standards. The teachers will conduct lessons using the Workshop Model, which consists of the mini-lesson, guided practice, and independent practice, share and conferring. Number of ELLs/Grade K-8: 35 students Language of Instruction: English Service Provider and Qualifications: 1 Certified ESL Teachers and 2 Certified Content/Common Branch Teachers Student to Teacher Ratio: 12:1 (maximum) Strategic Objectives • For all ELL students to achieve high proficiency levels in Literacy and Mathematics tests. • To target ELL students through intervention services in Literacy and Mathematics. • To empower the ELL parent community to better support the academic achievement of their children. Schedule for Activities Saturday Program Hours of operation: 8:30 AM-12:30 PM Major Tasks/Activities • To utilize data to provide additional instruction in deficient skill areas as indicated by DRA

Part B: Direct Instruction Supplemental Program Information
Assessment, NYSSELAT, Periodic Assessments, teacher made test and standardized test simulations. • To provide additional instructional activities that reinforces ESL strategies. Indicators of Success • Improved performance on running record assessments. • Improved written expression as illustrated by weekly assignments. • Improved performance on the DRA Reading Assessment. • Improved performance on end of unit assessments. Furthermore, during the normal school day PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS 3, which is to create a community of learners that promotes high standards and outcomes for all students.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. In addition, teachers are encouraged to participate in off site professional development to increase their knowledge and skill set. Grade wide planning meetings are held during preparation and all teachers participate in professional development every Tuesday. The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching. The ESL teacher and content regular classroom teachers will continue to attend professional development sessions sponsored by Teaching Matters which will be turn-keyed to other staff members as well. The teachers will collaborate with each other to design ESL friendly lessons that will also benefit all students.

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: We also encourage parents to support their own learning of English through a school-based ESL program with our CBO SoBro. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents facilitated by a certified professional. This takes place at the SOBRO headquaters on Monday thru Wednesday from 6:00 PM-9:00 PM. Parents will be notified of this opportuntiy in writing and orally.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____