Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **11X097**

School Name: **P.S. 97**

Principal: **KATHELEEN BORNKAMP**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-K-5 School Number (DBN): 11x097

School Type: Elementary Grades Served: Pre-K-5

School Address: 1375 Mace Avenue

Phone Number: 718-655-4446 Fax: 718-655-6063

School Contact Person: Katheleen Bornkamp Email Address: Kbornka@schools.nyc.gov

Principal: Katheleen Bornkamp

UFT Chapter Leader: Sandi Bailey

Parents' Association President: Belinda DiMurro

SLT Chairperson: Jo-Ann Cautillo

Student Representative(s): N/A

District Information

District: 11 Superintendent: Maria Lopez

Superintendent's Office Address: 2750 Throop Avenue

Superintendent's Email Address: MLopez9@schools.nyc.gov

Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: CFN 606 Network Leader: Petrina Palazzo

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katheleen Bornkamp	*Principal or Designee	
Sandi Bailey	*UFT Chapter Leader or Designee	
Belinda DiMurro	*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	
Jo-Ann Cautillo	Member/ Chairperson/ Teacher	
Matt Bellissimo	Member/ Teacher	
Alexis Marinaccio	Member/ Teacher	
Grace Conetta	Member/ Parent	
Angela Campbell	Member/ Parent	
Sharon Walker	Member/ Parent	
Ralph Romano	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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

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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 97 is a truly wonderful school that makes every child feel welcome and encourages them to strive to be the best person and student possible. It has a warm, inviting environment where parents feel comfortable and secure that their child is receiving the best education possible for their child which is evident in the Learning Environmental Survey. We have a very diverse population in our school. As stated in our School Quality Snapshot, the population at P.S. 97 is composed of 14% Asian, 35% Black, 36% Hispanic, 13% White and 2% other race. Our Mission statement and core belief is that "Every Child Is Special, Every Child Can Learn, and Every Child Will Succeed".

We have many initiatives to maintain a positive environment that are implemented daily. One system that is used is the STAR CLASS reward program. Each day, students look forward to coming to school and earning stars for various positive behaviors. They are aware of all of the requirements to earn a star and work very hard to achieve them. Classes receive stars for 100% attendance, uniforms and good behavior. At the end of each month, the classes submit their stars and the class with the most stars on each grade wins a special trip in our community. These trips are funded by the Project Boost Grant.

Another system that has been put in place is the STAR STUDENT OF THE MONTH. One student from each class is chosen based on a collaboration of all teachers that are part of his/her education. The star student of the month is a child who exhibits positive behaviors and always stands out for doing their best every day. At the end of each month during the PTA meeting, these children and their families are invited to come celebrate their success and receive their awards. It is a wonderful way to recognize the children for being good citizens and students. Each month, a different student is chosen for the award.

Along with these two reward systems, we also have various incentives for students to look forward to. The fifth grade has a variety of club periods which they look forward to participating in. The entire school celebrates our diversity through various multicultural celebrations including our Thanksgiving Harvest and our PTA pot luck dinner. However, the activity which the students talk about all year is our annual Dance Festival.

According to our School Quality Snapshot and our last quality review, our strengths are that we have high expectations that are communicated to both the students and the staff and our teachers also are very diligent and work collaboratively to ensure that our students are receiving the best education possible. Our challenges are that we are not meeting the target for closing the achievement gap.

P.S. 97 has made the most growth in establishing a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations. Our teachers share out best practices, model lessons for other teachers and do intervisitations to assist in the growth of the entire teaching community. They learn significant amounts of strategies and use them in their own classrooms to better their environment and teaching skills. They also engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Our key areas of focus this year were built upon our instructional focus last year which was vocabulary development. This year, our school did a broad analysis on ways to incorporate the teachers' areas of need as well as the students and combined it into a schoolwide focus of questioning and vocabulary. Students will actively participate in student discussions using academic vocabulary. Teachers will plan and facilitate questions that promote using academic

vocabulary. School leaders will hold high expectations that support student discussion using academic vocabulary and provide supports and resources to teachers to help meet these expectations.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the School Quality Snapshot, 25% of our students met state standards on the NYS ELA. **Strengths**: Students are exposed to a rigorous curriculum (READY GEN). **Needs:** Students need more supports and differentiation to succeed with this curriculum.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, all teachers instructing ELA will implement targeted instruction strategies that will result in a 3% increase of students scoring at or above proficiency (Levels 3 or 4) as measured by the NYS ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Students are being exposed to a rigorous curriculum (READY GEN). • Small group instruction to target areas of need and teach skills	All general education students	September-June	Classroom teachers will be implementing strategies and administration will oversee them
Students are exposed to Scholastic Read 180.	5th grade ICT, 4/5 self contained students	November-June	Classroom teachers will be implementing and administration will be overseeing them
Students are exposed to Max Scholars.	SWD and at risk students	October-June	Special education teacher, RTI, SETSS

Imagine Learning	ELLs	November-June	ESL teacher, classroom teachers
Parent Involvement: • Parent workshops, Tuesday Parent Outreach, Open Access Library, Honor Roll/Effort Roll, Star Students, Star class winners	Whole School	September-June	Title I team, teachers, parents, parent coordinator, Library teacher
Trust: • Students work collaboratively, in a risk-free environment. • Peer visitations for teachers	Whole school	September-June	Entire staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
18 classroom teachers in grades K-2 17 Classroom teachers in grades 3-5 2.5 RTI teachers Technology: Smart boards, Elmos, Computers PD time on Mondays from 2:20-3:40 Common preps once a week for each grade and cluster teams • Teachers will meet once a week for their common prep period to discuss strategies and implementation of best practices and ways to improve student growth. • Ready Gen Curriculum materials • Read 180 curriculum • Max Scholars curriculum

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, the mid-point benchmark will be: Grades K-2: Mid-Year benchmark (running record) Grade 3-5: Teacher generated/purchased Common Core Practice Test				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes	**X**	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Grades K-2 met the midyear benchmark. Grades 3-5 were unable to determine if the benchmark was met because there was no correlated baseline.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the School Quality Snapshot and the Learning Environmental Survey, 96% of parents feel that their child is safe at school. **Strengths**: 95% of parents are satisfied with the education that their child is receiving. **Needs:** 18% of parents feel that students harass or bully other students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, all teachers, guidance counselors and administration will implement lessons and strategies that will result in a decrease in the amount of parents that feel children are being harassed or bullied by other children to 12% as measured by the Learning Environmental Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Students and parents are exposed to information and ways to deal with and prevent bullying through workshops and lessons.	Whole School	September-June	Teachers, guidance counselors Administration oversees it
Teachers are provided with professional development/support on bullying and how to prevent it in all classrooms, including SWD and ELLs.	Entire Staff	September-June	Guidance Counselor, Administration oversees it
Parent Involvement: • Parents are encouraged/invited to come in and discuss any concerns and are welcome to share any information that would assist in improving their child's learning environment. • Workshops on Bullying	Whole School	September-June	Teachers, Administration, Guidance Counselor, SAVE room teacher

Trust: • Peer Mediators, students put on plays about bullying, Respect for All Week	Whole School	December-June	SAVE room teacher, Guidance Counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
12 Club periods 1 Guidance Counselor 1 SAVE room teacher • Approximately 100 students in the club periods • Recorders for Music club • Animals and garden supplies for Science club • Art supplies for Art club

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, the mid-point benchmark will be: Teachers and administrators will monitor situations based on need and re-evaluate any ongoing issues and meet to discuss other options/strategies for improvement based on the OORS reports.				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**NA**	Yes	**NA**	No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Awaiting results from Learning Environmental Survey.				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the School Quality Snapshot, 29% of students met state standards on the NYS Math Assessment. **Strengths:** Children are exposed to a rigorous Common Core Curriculum (Envisions). **Needs:** Students need more support/differentiation to succeed with the curriculum.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, all teachers instructing Math will implement targeted instructional strategies that will result in a 3% increase in the number of students scoring at or above proficiency (Level 3 or 4) on the NYS Math Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Students are exposed to Envisions Common Core Curriculum and it is effectively delivered to all students.	K-5	September-June	Classroom teachers
Teachers are incorporating technology into their lesson to make them more interactive through the use of computers, elmos and smartboards, which benefits all students including ELLs and SWD.	Pre-K- 5	September-June	Classroom teachers, clusters
Parent Involvement: • Workshops to help parents and students to prepare for the NYS Math Assessment, Test Taking Strategies and Homework Help	Whole school	October-June	Classroom teachers, clusters
Teachers are doing intervisitations to assist them in improving the quality and deliverance of teaching strategies.	Pre-K- 5, Clusters	December-June	Classroom teachers, clusters

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
18 classroom teachers in grades K-2 17 Classroom teachers in grades 3-5 1 AIS teacher for grades 2-5 PD time on Mondays from 2:20-3:40 Common preps once a week for each grade and cluster teams Resources: Envisions curriculum, TERC Curriculum, Engage NY

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, the mid-point benchmark will be: Grades K-2: mid-year envisions benchmarks Grades 3-5: Teacher created Common Core practice test				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes	**X**	No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Grades K-2 met the midyear bench mark (Envisions). Grades 3-5 unable to determine growth because there was no correlated baseline for this year.				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the Learning Environmental Survey, 98% of the professional staff believe that all students can learn, including ELLs and SWD. **Strengths:** teachers are exposed to a variety of Professional Development opportunities to enhance instructional practice **Needs:** According the Advance data on the Danielson Framework, 37 observations were not effective or highly effective in the area of Questioning and Discussion (Domain 3B)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, based on Advance Danielson data, there will be an increase in the rating of at least 12 observations in Domain 3B (Questioning and Discussion) to the rating of Effective or Highly Effective .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional development on good classroom practices with emphasis on Questioning	Entire Staff	September-June	Teachers with administration overseeing it
Teachers will differentiate the levels of questioning based on the needs of ELLs and SWD.	Entire Staff	September-June	Teachers, administration overseeing it
Parent Involvement: • Workshops for parents on how to reinforce questioning at home	Whole School	October-June	Teachers, Administration overseeing it

Trust: • Intervisitations, peer modeling, professional development	Entire Staff	October-June	Teachers with administration overseeing it

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
35 classroom teachers 3 RTI teachers 1 AIS teacher 11 Cluster teachers/service providers Technology: Smart boards, Elmos, Computers Professional Development Common preps once a week for each grade and cluster teams Resources: Advance, Aris Learn

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, the mid-point benchmark will be: Administrators will analyze Advance data in the Domain of 3B.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on the Parent Involvement attendance data, there was an average of 6-12 parents attending monthly meetings. **Strengths:** Based on the Learning Environmental Survey, 95% of parents feel that the school makes it easy for parents to attend meeting by holding them at different times of the day. **Needs:** According to the Parent Attendance logs, parent participation is high during Parent Teacher Conferences and not at monthly workshops or meetings.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, there will be an increase in parent involvement from 6-12 parents to more than 30 parents at monthly meeting as measured by the data collected from the Parent Attendance Logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Parent workshops on how to help children with homework	Whole school	October-June	Teachers with administration overseeing it
Provide translation for non-English speaking parents in person, as well as through letters sent home	Whole school	September-June	Parent Coordinator, staff with administration overseeing it
Parent Involvement: • STAR class trips • PTA potluck dinner	Whole school	September-June	Parent Coordinator, SAVE room teacher, PTA,

• Workshops • STAR Student of the month			teachers with administration overseeing it
Trust: • Teachers and administrators communicate and make parents feel welcome.	Whole school	September-June	Teachers with administration overseeing it

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator 35-47 Teachers Resources: Title I

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, the mid-point benchmark will be: Administrators will assess the data from the parent logs to see if we have had an increase in parent involvement.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Hold Overs, At Risk, Level 1 ELA	Fountas and Pinnell Leveled Literacy Intervention	Small group, One to one	During the day
Mathematics	At Risk Students, Topic Test Results	Envisions, TERC Math	Small group	During the day
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students with IEPs, At Risk students	Play therapy, Story Books, Role Playing, Feeling	Small group, one to one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Due to the low turnover rate of teachers in our school, all of our teachers are highly qualified. Upon interviewing, all teachers must be certified and provide a demo lesson. Teachers frequently attend professional development sessions to improve their teaching abilities and strategies. They are also participating in study groups amongst each other to strengthen the educational community and the area of trust.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers, Principals and Paraprofessionals regularly attend various Professional Developments provided through CFN 606 and the superintendent to improve instructional strategies and outcomes for students. After carefully selecting the staff, we continue to research and provide professional development session both inside our school as well as at various different institutions to best meet the needs of our staff. As always, we try to accommodate our staff's needs as well as interests through surveys during the course of the year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Surveys are distributed to teachers to ask for their preference or input on decisions regarding future programs, Professional Developments or needs during the year. Based on the results from their surveys, decisions are made to help improve the quality of education for all of our students. The teachers receive professional development from other colleagues during turnkey sessions regarding assessment and how to drive instruction. They also use information gained from the sharing of best practices to assist them with improving their instruction based on looking at student work and the data collected.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	$463,529	X	Pages 9-18
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	$150,178	X	PAGES 9-10
Title III, Part A	Federal	$11,200	X	PAGES 17-18
Title III, Immigrant	Federal	N/A	N/A	N/A

Tax Levy (FSF)	Local	$3,454,805	X	PAGES 9-18

[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 may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 97, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 97 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

P.S. 97, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 11	Borough Bronx	School Number 097
School Name PS 97		

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 Katheleen Bornkamp	Assistant Principal Danielle Civitano
Coach type here	Coach type here
ESL Teacher AnnaMarie Restaino	Guidance Counselor type here
Teacher/Subject Area Mr. Gonzalez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Susan Mozeson
Related Service Provider type here	Other Amanda Gardner
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	712	Total number of ELLs	31	ELLs as share of total student population (%)	4.35%

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														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	**Newcomers (ELLs receiving service 0-3 years)**	28	**ELL Students with Disabilities**	1
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28	0	5	3	0	1	0	0	0	31

	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	28	0	5	3	0	1	0	0	0	31
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	2	3	1	0	6	2								14
Chinese														0
Russian														0
Bengali														0
Urdu	1	0	0	2	1	1								5
Arabic	2	2	1	2	1									8
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
TOTAL	**6**	**7**	**3**	**4**	**8**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**31**

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)	1													1
Intermediate(I)	1		2	5	2	1								11
Advanced (A)	3	3	2	2	1									11
Total	**5**	**3**	**4**	**7**	**3**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**23**

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	6	6		20
4	5	11	3	2	21
5	3				3
6					0
7					0
8					0
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	7	8	6						21
4	7		9		2		3		21
5	5		2						7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		11		8		21
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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 97 uses the following assessments, to assess early literacy for the ELLs population: Fountas and Pinnell, running records, and both pre and post tests for units of study. Based on student's results, individual goals are set twice a year with interim benchmarks We also provide extended day for ELL students three times a week Students will also receive RTI & AIS services as necessary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ELLs of PS 97 generally acquire listening and speaking skills before attaining a more proficient level in reading and writing. According to data the majority of ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for reading and writing.
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)
Patterns across the NYSESLAT modalities reveal a high level of proficiency in listening and speaking, therefore, instruction will be more concentrated in reading and writing. The spring 2013 NYSESLAT results are not available on the RNMR at this time.
4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.ELLs are not tested in their home language unless specified. Most ELLs have a higher proficiency in listening and speaking.
b. Not Applicable- We began administrering the ELL Periodic Assessment this year
c. Not Applicable

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
We do not refer beginning or intermediate students because they are receiving extra support in ESL. Students that are advanced or proficient will receive RTI based on a needs assessement. When students are identified and placed in RTI we use Fountas and Pinnell Assessment System as a Universal Screening. This helps us identify students who are in need of acedemic support. Scores of students who have taken the ELA, acuity are also considered. In the Tier I environment students identifies in need of acedemic support are groupped according to skills needs and/or ability for small group instruction. Teacher monitor progerss and document outvomes. Based on the data collected during Tier I, students who are not making adequate progress are discussed at the SIT meeting and there it is determined whether they will move onto Tier II.
DRA2 is the assessment tool used for screening Tier II. The data collected from this screening will determine the studetn's placement for Tier II instruction, which includes a smaller group setting 3-5 students, and more targeted instruction. Teachers monitor progress using Fountas and Pinnell Leveled Literacy Invention System, San Diego Quick Assessment, writing asmples, and document outcomes. Based on the data collected during Tier II, students who are not making adequate progress are reviewed and discussed at the SIT meeting and there it is determined whether they will move onto Tier III.
Screening tools for these studetns are administered on a case by case basis, depending on the individual needs of the student. Screening tools include but are not limited to Fountas and Pinnell, DRA2, Slosson, Brigance, and Sn Diego Quick Assessment.
6. How do you make sure that a child's second language development is considered in instructional decisions?
PS 97 uses books in native languages, multicultural books, glossaries, and dictionaries using ESL methododologies and also stressing vocabulary and developing the vocabulary deeper into meaning by using prefixes, suffixes, synonyms, and antonyms etc…
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
PS 97 evaluates the success of our program by the number of students who have moved up a level or tested out. Fourteen out of forty- one tested out of ESL. Twelve studnets moved from low intermediate to high intermediate. Thirteen students went from intermediate to advanced. Basically we are seeing an upward movement in levels as well as testing out.

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.)

   1. All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) which is included in the registration packet, that is given out by the Pupil Accounting Secretary with the assistance of a pedagogue, who conducts registration. At that time all efforts are made to accommodate parents to fill out the HLIS. Our school makes an effort to provide an interpreter for parents depending on their home language. In other instances there are staff who will assist the parents, for example, a certifed Chinese pedagogue, will interpret and also help to reduce frustration for parents and to help them understand and complete all information on the HLIS. The certified ESL pedagogue reviews the survey to determine if a formal Language Assessment Batery Revised(LAB-R) should be administered based on the HLIS. An informal interview will be given to a possible ELL through a series of questions, to determine if the student needs a formal assessment. If the student does not need the assessment, it is coded NO. If the student does need a formal assessment, then the English LAB-R is conducted by a Certified ESL pedagogue within 10 days of the student enrollment. A certified Spanish pedagogue adminsters the Spanish LAB-R in the Native language for a Spanish Student. As a result of these assesssments the students enter the ESL Program and are placed based on the level achieved in the assessment. The combination of the HLIS form as well as the LAB-R assessment is used to determine the eligibility of placement in our free standing ESL Program.

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.

   2. First, an entitlement letter is sent home by the ESL pedagogue, in their native language and also in English (as are all letter that reach out to parents of ELLs). The parent orientation is set within ten days of the student enrollment to the ESL Program. The letter states the time, date and where the orientation will take place, in the ESL classroom. If a parent cannot atttend , another date is set suitable to the parent(s). The parent orientation is provided for all new Ells, which is conducted by the ESL pedagogue. A DVD which contains several languages is viewed by the parents in the native language of the parents who are attending, to provide information about the three available programs choices. This supports the parents in making an informed decision that best fits the needs of their children. During the ELL orientation with parents, the parents fill out the parent survey and selection form. We inform parents that if there are 15 students between two grades with the same home language who have selected transitional bilingual, then they will form a class as per State regulations. We keep a record of the parents who have chosen Transitional Bilingual or Dual Language as an option and use this as justification for student placement in the ESL Program. At this point all efforts are made to place students in the program of parents choice. However, the parents overwhelmingly choose our ESL Program.

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].)

   3. To ensure that the parent survey and parent selection forms are filled out properly the ESL Pedagogue has the parents fill it out during the parent orientation. If an issue should arise where a parent cannot attend the parent orientation the ESL pedagogue will call the parent, use an interpretor if need be, and provide all necessary information about all three programs to help the parent make a decision on which program they want to select for their child. The parent will have the opportunity to go on the DOE website and get the information in their own language and view the DVD which will help in their choice of the three available programs. The ESL teacher sends home the entilement letters informing parents of their child's score, these letters are sent in the native language and in English on the underside of the native language. During the ESL parent orientation the parent surveys and selection forms are filled out and placement letters are signed by parents, after viewing the video and a question and answer period follows, It is when all parties are satified then, the forms are filled out. Original parent survey and selection froms are put into the student cummulative records and a copy goes into the student records in the ESL class.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

   4. Within the mandated 10 days students are administered the LAB-R and those students who did not meet the cut scores for their grade are placed age approprioate into their grade. Also, within 10 days parents are sent an entitlement letter in their native language along with their child's level in the ESL Program and the notice includes a date for a parent orientation meeting. Parents also receive a letter asking them to bring someone who can translate for them. During the orientation, parents view a video in their native language, which helps the parents make an informed decision as to the choices of three programs available to them, which are ESL, Traditional Bilingual and Dual Language. Afterwards, a question and anwser period follows and when parents are

satisfied they fill out the parent survey and selection forms. These forms are in the Native Language and also in English. The original parental choice selection form is placed in the students cummulative records and a copy is put into the students file with the ESL teacher. Continued entitlement letters are sent out for those students who did not test out of the NYSESLAT assessment and copies remain in the students file in the ESL class. We also update the ELPC screen in ATS within 20 days .

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.

   PS 97 administers all sections of the NYSESLAT to all students each year, by providing one to one ESL pedagogue administering the speaking portion of the test and another trained pedagogue does the grading. The listening portion of the test for grades K-2 is administered teacher and a trained pedagogue in group settings. The reading and writing is also administered by the ESL teacher and a trained pedagogue. The ESL teacher does no score any part of the exams, trained pedagogues do. The testing is done in a comfortable room, with good lighting. Students are separated as to not induce collusion on tests.

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.

   The trend in program choices that parents have selected in the last few years and beyond is the ESL Program. They feel they can suppoet their children in their native language, but place greater emphasis in the their children being fully immersed in English instruction at school

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])?

    a. The organizational model at PS 97 is an ESL pull-out program conducted by a certified ESL pedagogue.

    b. PS 97 uses a heterogeneous model

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

PS 97 staff ensures that the mandated instructional minutes are met because it is built into the ESL schedule. The students receive the mandated 360 minutes for beginners and intermediate students and 180 minutes for the advanced students. Students who are beginners and Intermediates receive 360 minutes 8 times a week. Students who are Advanced receive 180 minutes 4 times a week

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.

    All Instruction is delivered in English and the content areas are supported through the, "Into English Program" by Hampton Brown, and also Rigby's, "On Our Way to English". Various ESL Methodologies such as TPR (Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), CALLA (Cognitive Academic Language Learning) etc. Some of the ESL Strategies employed are repetition, use of grapic organizers, scaffolding, think-pair-share, pictures, realia, manipulatives etc. also ELA reading and writing strategies. The ESL Program supports Second Language students by utilizing paras who speak the Native Language of the student. The ESL room has books in different languages with its English transalation and students are also paired up with other students who speak the same language. The ELL students take content area tests in their Native Language and these scores are comparable to English speaking students.

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

The ESL program evaluates Spanish Speaking students with the Spanish LAB-R and students who take the content area test in their native language except for ELA are compared to the levels of English speaking students.

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

    The effectiveness of PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 360 for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18- minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success. They are also receiving after school Title III service to support their education as well as test strategy preparedness during the mandated school day.

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).

Differentiating instruction is based on the Stages of Language Acquisition in conjunction with the Students levels achieved on the LAB-R and the NYSESLAT. PS 97 will continue to focus on content areas creating the necessary differentation for Beginner, Intermediate and Advanced students to reach grade level competencies on state wide assessments in the content areas. After articulation with classroom teachers it has been determined that active reading skills and strategies necessary for grasping academic language need to be explicitly taught, by moving students to grade level competency in content area learning

a. SIFE students school plan is to give students the initial assessment of the LAB-R and through informal testing and observations we prioritize the students needs and place them accordingly. They are serviced by the ESL pedagogue in a pull-out program. They also receive additional services by the Math and reading AIS. If ESL scheduling permits they will receive an extra period, in addition to the required

minutes for their particular level. Scalffolding is used in various degrees depending on the needs of the student.

b. Based on the newcomers needs and how much schooling they have had students are paired with other students who speak the same language to help interpret for understanding. Ells receive instructions through various ESL Methodologies and Strategies as stated above in statement #3 as they are immersed into the program. They are also receiving, AIS instruction with ELA strategies.

c. ELLs receiving 4 to 6 years of service are receiving support from other teaching professionals depending on their instructional level. We review test results and get an item analysis to identify students strengths to focus on areas of growth and push them towards proficiency on the NYSESLAT and other state mandated tests.

d. Same as above 5c. The Long Term ELL students besides receiving their mandated minutesare invited to attend the NYSESLAT test preparation program conducted by a certified ESL pedagogue in the Title III after school program. In addition the SBST conducts an observation to make any needed recommendations to improve and better service the students needs.

e.Teachers of former ELLs will continue to use ELL strategies when working with former ELLs in the classroom. Most former ELLs will receive extended day, where there will be a strong focus on vocabulary.

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?

   .For ELL and SWD the Instructional materials we use areReady Gen, Fundations, and Raz Kids. All ELL students with an IEP are properly placed and are scheduled to receive all mandated services, attendance is taken and noted in SESIS

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?

   Our school uses the curricular, instructions and scheduling flexibility to meet the mandated minutes for diverse levels of our students and provide additional periods where necessary. Our students receive ESL in a least restrictive environment in an ESL room separate from their classrooms. They are taught among their peers in a nonjudgemental, safe environment. The ESL classrom has books that are both in the Native Language and English combined. These books are in Spanish, Urdu, Chinese Hindi, Bengali, Arabic, Albanian Japanese and French. These are especially useful for our newcomers. Throughout the school in the classrooms where ESL students are, the "Imagine Learning Program is our main technology program, and it is used to help our ELLs lower their anxiety while learning the English language. In addition, the student's IEP's dictate the needs of the student's academic social and physical needs.

Courses Taught in Languages Other than English

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

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

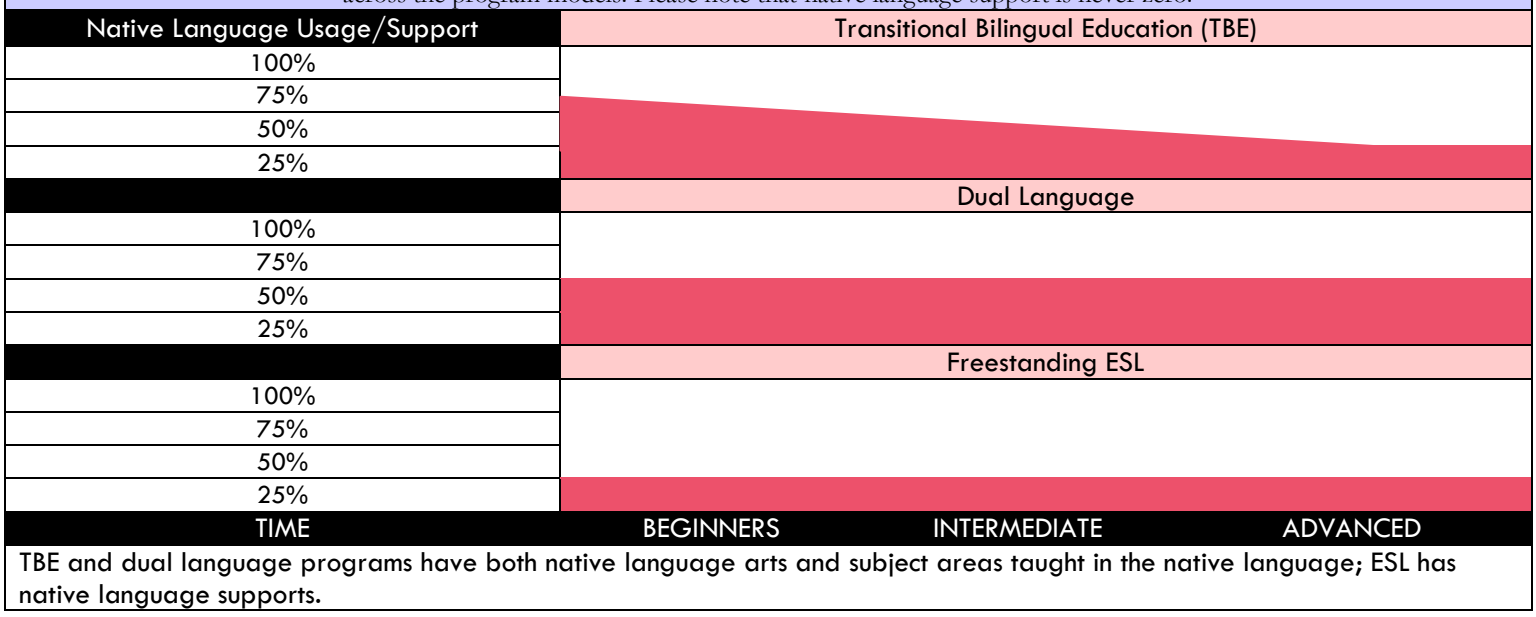
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *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.



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.

   Targeted intervention programs for ELLs in ELA include extended day instructions, small group instructions and academic intervention services provided by a reading specialist. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4and 5). Based on data provided from the math assessments, math intervention programs are provided by classroom teachers and an AIS teacher. Sceince intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.

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

    The effectiveness of PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 36- for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18- minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success.

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

    Since we are using the Ready Gen Cirriculum, classroom teachers will use the ELL component from the curriculum to reinforce strategies being taught.

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

    We will not discontinue any programs however we will incorporate Ready Gen into the program.

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

    Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts and Title III.Programs being considered for the after school, the Title III program include The Kaplan Testing Program, and The Scott Foresman, Reading Street Program.

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

    ELLs are separated into 6 different groups according to their level. Students are able to use computer programs such as: Raz Kids and Imagine Learning to support their learning. Students will also use the ELL component for Ready Gen in their classrooms with their teachers.

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

    The Native language is delivered through the use of glossaries, and also pairing students up.

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

    Yes, required services support, and resources are differentiated and correspond to ELL's ages and grade level based on IEP recommendations.

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.

    Students are paired up with a "buddy" that can assist them throughout the year. We also have books in their Native Language that they can read for enjoyment.

18. What language electives are offered to ELLs?

    N/A

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

    N/A

C. Professional Development and Support for School Staff

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

1. Ms. Restaino will be asked to attend ongoing ELL professional development provided by the Network throughout the year. She will also receive recommended articles throughout the year, so that she can keep abreast of all ELL updates and changes.

2. During our grade meetings, teachers of ELLs are updated with any important ELL information, changes, deadlines, and new initiatives that will support ELLs as they engage in common core standards. Teachers will also introduce students to glossaries and will allow them to use them in class to assist them in reaching a proficient level.

3.Guidance Councelor will provide pamplets to parents in their native language, students will visit M.S. 144 for a tour of the school. Guidance cousnselors meet with classroom teachers, deans and assistant principals to discuss students' needs.

4. Professional Development is offered by the school with support from the CFN network 606 to the teachers of ELLs. ESL teacher will turnkey the information to the staff to provide teachers who need the mandated 7.5. ESL methodologies are, Bics and Calp, CALLA, Language Experience Approach, etc… The strategies are TPR, Cooperative Learning the use of Graphic organizers, pictures, print, Realia, and the use of hands on to suppoort writing. P.S. 97 will identify the monolingual pedagogues that need to complete 7.5 hours and 10 hours for Special Ed pedagues when the hours are completed a certificate will be issued by the certified ESL pedagogue The records will be put into the teachers cummulative record and a copy will be kept in the ESL room..

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at our school is conducted by teachers, guidance counselor and outside agencies. Some topics that will be addressed this year include nutrition and health, teaching reading and writing to early elementary students, getting to know the ELA and Math state assessments, parenting skills, and math workshops for the home. Planning is ongoing as parents express their needs. We attempt to have translators available during most parent meetings. If necessary, we use interpretation unit for translating important information to parents. ELL parents also attend several trips with the ESL teacher and at times with their children for educational enrichment.

2. Partnerships with agencies would include Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial-a Teacher. Workshops would be on all subjects for all ages and can be during the day or evening.

3. Surveys would be sent home to parents asking them to check off what workshops they would like to have at our school. Parents would also call the Parent Coordinator or stop by her office with suggestions or information they would like for her to get for them. If parents do not speak English, she uses the over the phone interpretation unit for assistance.

4. Parents receive surveys to indicate their needs and we arrange parent workshops to accommodate them

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.

REPORTS WERE RUN OCT. 22ND 2013

Part VI: LAP Assurances

School Name: PS 97

School DBN: 11X097

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katheleen Bornkamp	Principal		12/6/13
Danielle Civitano	Assistant Principal		12/6/13
Susan Mozeson	Parent Coordinator		12/6/13
AnnaMarie Restaino	ESL Teacher		12/6/13
	Parent		1/1/01
Mr. Gonzalez/2nd Grade	Teacher/Subject Area		12/6/13
Ms. DeStefano/Science	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Heather O'Rourke	Guidance Counselor		12/6/12
	Network Leader		1/1/01
Amanda Gardner	Other ELL Ach. Coach		10/22/13
	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: 11X097 **School Name: PS 97**

Cluster: 6 **Network: 606**

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.

Home Language Surveys and interviews as well as parent requests help us to provide the translational services needed to ensure that all parents are provided with appropriate and timely information in a language they understand. The dominant home language in our school is Spanish. Home Language Surveys are kept on file, along with a copy of the RHLA report in the office. The school community has access to this information so that each staff member can easily identify the necessary translation and interpretation services as appropriate to each family.
The written communication within the school is in different languages and is available in the Parent Coordinator's room. We also use the NYCDOE Translation and Interpretation Unit and over the phone interpretation services during registration, discipline and safety situations, Special Education placement and ELL program selection. We also have numerous staff members that are available to provide oral and written translation to parents in their home language.

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 we identified that 42 of our families speak Spanish, making this the most dominant language. However, we make an effort to communicate with all of our families in their Native Language. Teachers and other staff members that have daily communication with families that speak other languages address their needs, concerns and questions in their native language as needed.

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.

Many of the written communications from the DOE come in students' native languages. Other school memos, resources, and critical documents will be sent home in students' Native Language through the use of NYC DOE Translation Interpretation Unit (translations@schools.nyc.gov)

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 interpretation is provided by numerous staff members that speak another language. The staff member are: School Secretary, ParaProfessioanals, Teachers and School Aides. Our school also used the Oral Translation Unit by phone when necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

PS 97 makes an effort to provide oral and written translation of critical documents regarding academic standards (Great Expectations pamphlet), student progress, discipline (Respect for All), and school directories in English and Spanish. All documents, interviews, and videos for English Language Learners' intake and identification are available in a variety of languages, as well.

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: PS97	DBN: 11X097
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: The rationale for the Title III afterschool program is to focus on the needs of the students in the areas of both, reading and math. It will be used as an enrichment program for students in grades K-5th and will serve all levels from beginning to advanced. The program will begin January 18th and end April 2nd. A total of three teachers will be hired to work the Title III program. Two common branch teachers and 1 ESL teacher. The teachers will co-teach as followings: On Wednesdays, ELLs in grade K-3 will be invited to the program. One common branch teacher and the ESL teacher will co-teach the K-1 students from 2:25-3:25; while the second common branch teacher works with the grade 2-3 group. At 3:25, the ESL teacher joins the second common branch teacher for instruction with the grade 2-3 group. (1 common branch teacher will work for 1 hour on Wednesdays, and the second common branch teacher as well as the ESL teacher will work for 2 hours on Wednesdays) On Thursdays, ELLs in grade K-1 and 4-5 will be invited to the program. One common branch teacher and the ESL teacher will co-teach the K-1 students from 2:25-3:25; while the second common branch teacher works with the grade 4-5 group. At 3:25, the ESL teacher joins the second common branch teacher for instruction with the grade 4-5 group. (1 common branch teacher will work for 1 hour on Wednesdays, and the second common branch teacher as well as the ESL teacher will work for 2 hours on Wednesdays) A supervisor will be paid out of Title III funding to oversee the program, since this is the only program running in the building at the time. There will be a shared reading piece along with a read aloud for each grade, while some students work on Imagine Learning. Second part of the lesson will be dedicated to TIME for kids to focus on fiction and nonfiction articles for grades 2nd and 3rd; Word Generation for grades 4 and 5. ESL methodologies and Strategies are used throughout the school day and in the Title III program as well; focusing on best strategies across the content areas and focusing on NYSESLAT, ELA, and Math enrichment. The instruction and enrichment will be in English and will have 3 certified teachers, one ESL certified and the other two content area teacher. Teachers will provide enrichment through the use of technology by using "Imagine Learning Program" and will also use Ready Gen ESL component, along with

Part B: Direct Instruction Supplemental Program Information
an enrichment program. The instruction will be differentiated: the students who are "Advanced" will be receiving instructions which are twofold: to become proficient in English by testing out of the NYSESLAT test and to receive a level 3 or 4 on the ELA, Math and Science tests. The students who are "beginners and Intermediates" will also benefit by the after school program as they will also receive instructions in the content areas so they will be able to move up levels in the ESL program and move toward receiving higher levels on the ELA, Math and Science tests.

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 conducted by a certified ESL Pedagogue who attends outside Professional Development training by the CFN 606 and turnkeys it to the monolingual teachers. In addition teachers will have the opportunity to attend ESL workshops whereby, effective ESL methodologies and strategies are conducted during Professional Development days and Faculty conferences. Also a notice will go out to the Monolingual teachers asking them to notify the ESL pedagogogue if they have met their mandated hours. Afterwards, those teachers who have not met the mandated 7.5 or the required 10 hours for Special Education teachers will receive the required ESL Instructional hours through workshops given by the certified ESL pedagogue. Records of the teachers mandated hours will be kept in the main office and a copy in the ESL room. Our rationale as stated above is our basis for our Tile III after school program. In order to meet the needs of our students, we intend to provide support for our classroom teachers in ESL by offering the following sessions: Topic 1: Vocabulary Development for ELLs Rationale: Teachers will focus on high frequency words, their meaning, and how they can be used in the classroom. (Glossaries) Date: Feb. 17, 2014 Time: Lunch Period Presenter: Amanda Gardner & Danielle Civitano Audience: Title III teachers Session 2: Book study for teaching ELLs Scaffolding Teaching, Scaffolding Learning) Date: Weekly for approximately 6 six weeks (At no cost to the Title III Program)

Part C: Professional Development
Time: Monday, afterschool PD Presenter: Ms. Brindisi Audience: Teachers of ELL students and Title III teacher

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: The rationale for involving the parents in the Title III program is to bridge the gap between school and home and to make parents feel welcome in our school. This will also help parents understand what their child is working on in school and how they can help them. We will also provide 2-3 trips to community businesses/oganizations to not only include curriculum and instruction but to include socialization and to aclamate them into our culture. Topic 1: Reading to/with your child Date: February 5, 2014 Time: 4:25-5:25 Name of Provider: Jean DiStefano & teacher Audience: ESL Parents Topic 2: Helping Children with homework Date: March 12, 2014 Time 4:25-5:25 Name of Provider: Jean Di Stefano & teacher Audience: ESL Parents Topic 3: Community Trip Date:April 2, 2014 Time: 2:25-5:25 Name of Provider: DiStefano, teacher, and supervisor Audience: ESL Parents & Children *Parents will be serviced by both the ESL & Area Content Teacher *Parents will be notified via letter in the beginning of the program and followed up with an email and/or phone call.

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	0	_____
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	_____	_____
TOTAL	_____	_____