



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE STOCKTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14 K297/BROOKLYN

PRINCIPAL: JAMES E. BROWN

E-MAIL JBROWN28@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Leader or Designee	
Debra Donato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gladys Collect Rhoads	Member/Parent	
Angela Gray	Member/Parent	
Grisell Morales	Member/Parent	
Migilia Sanabra	Member/Parent	
Mechelle Smith	Member/Teacher	
John Toland	Member/Teacher	
Joyce Covais	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To increase the student knowledge of non-fictional text, with a focus on inferencing and drawing conclusions that will lead to resonant writing creations from the students that respond to the passage.

Measurable Objective

- Teachers will be able to increase 40% of their student reading levels, grades kindergarten through five, toward end of year targets, using progressively rigorous writing responses to non-fictional content with a focus on inferences and drawing conclusions.

Comprehensive needs assessment

- After conducting a two-year trend analysis of student performance data on both state and school-based assessments, it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in inferencing and drawing conclusions in non-fictional text even though all student groups showed an increase in performance overall on the state English Language Arts assessment.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: how to connect fictional passages to non-fictional text so that students develop the strategies on how to respond to inference based questions; how to utilize running records to gauge the leveled reading program of each student; how to develop teaching strategies to assist their students to draw the correct conclusion.

Target Population(s): Teachers servicing general education students, ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Assistant Principal, Literacy Coach, ESL teacher, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Activity #2

School-wide Program(s): Drop Everything and Read Program in which the school community will read a book for fluency, inferences and enjoyment at the same time; Wilson and Foundations program to assist students with inference techniques; and the Treasures reading program to assist students to make connections from new information from what they have read to what they already know.

Target Population(s): Teachers servicing general education students and ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Assistant Principal, Literacy Coach, ESL teacher, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and vertical teams to review student data and student portfolios
- Staff determined that a 40% increase in their student reading levels, by the end-of the year, using progressively rigorous writing responses to non-fictional content with a focus on inferences and drawing conclusions.
- Periodic Assessment Data: November 2011, January 2012, and March 2012.

Strategies to increase parental involvement

- Literacy Coach and the ESL Teacher will host ELA workshops and information sessions with parents
- Parent Coordinator will host storytelling workshops for parents
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PA) to share information and respond to parent questions and inquiries.
- The school will send home a monthly calendar of school-wide events
- The school will distribute a parent handbook that is translated in all the dominant languages
- The school will distribute monthly Progress Reports to parents
- Parents will be trained on how to use ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.
- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has implemented Wilson and Foundations program for all student groups from kindergarten through grade five to assist students with inferencing skills.
- Treasures reading program a whole language approach to reading is implemented from kindergarten through grade five is the overall instructional program for the school in reading.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III, SINI Funds and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials used during and in extended day programs.
- Teacher per session for after school programs and professional development.

Annual Goal #2 and Action Plan

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

Annual Goal #2

- To increase the knowledge of numbers and numeration through student conversation, rigorous problem creation and analyzing results from mathematical equations.

Measurable Objective

- 50% of our students, grades kindergarten through five, will be able to construct a standardized, multi-step equation, on their grade level, using numbers and numerations, based upon math problems that they have created, solved and given a rationale explanation for.

Comprehensive Needs Assessment

- After conducting a two-year analysis of student performance data on both state and school-based assessments, it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in constructing and solving multi-step equations and give a rational explanation for their work even though all student groups showed an increase in performance overall on the state Mathematics assessment.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: how to develop number sense and numeration strategies and how to demonstrate differential strategies to solve mathematical equations and workshops for all special education teachers and paraprofessionals on strategies in numbers and numeration to improve test scores for their students.

Target Population(s): Teachers servicing general education students, ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Assistant Principal, CFN Specialist(s), Adelphi Professor, Mathematics Cluster Teachers, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Activity #2

School-wide Program(s): Aligning Everyday Mathematics with the Common Core Standards; teacher teams both in general education and special education will meet to evaluate data in numbers and numeration; establish short and long term goals for students in mathematics through flexible grouping; establish specific math word walls that encourage mathematical vocabulary that connects words from read alouds and literacy books; and design our own practice examinations that place emphasis on numbers and numeration.

Target Population(s): Teachers servicing general education students and ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Assistant Principal, CFN Specialist(s), Adelphi Professor, Mathematics Cluster Teachers, ESL teacher, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and vertical teams to review student data and student portfolios
- Staff determined that a 50% of the students, grades kindergarten through five, will be able to construct a standardized, multi-step equation, on their grade level, using numbers and numerations, based upon math problems that they have created, solved and given a rationale explanation for.
- Periodic Assessment Data: November 2011, January 2012, and March 2012.

Strategies to increase parental involvement

- Mathematics Cluster Teachers will host workshops (Game Night) and information sessions with parents
- Parent Coordinator will host mathematics workshops for parents
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PA) to share information and respond to parent questions and inquiries.
- The school will distribute a monthly calendar of school-wide events
- The school will distribute a parent handbook that is translated in all the dominant languages
- The school will distribute monthly Progress Reports to parents
- Parents will be trained on how to use ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.
- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has implemented Study Island and IXL for all student groups from kindergarten through grade five to assist students with numbers and numeration skills in solving multi-stepped equations.
- Assigning mathematics cluster teachers pull-out groups to focus on numbers and numeration.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III, SINI Funds and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials used during and in extended day programs.**
- **Teacher per session for after school programs and professional development.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- To improve the questioning techniques of teachers as they lead interactive lessons with their students.

Measurable Objectives

- Ensure that each teacher improves their questioning technique of students, in their lessons, as they use the Danielson model, component 3B as a guide, to ask probing questions of their students. This will be reviewed in formal and informal observations.
- Review the cumulative rigorous writing pieces of students to ensure that the engaged learner has incorporated the high quality of questioning by the instructor.
- Students will engage in accountable talk, throughout the lesson, that comes from the resonant questioning strategies that has been initiated by the teacher. They will do so in flexible groups and partnerships. This will be reviewed in formal and informal observations.

Comprehensive needs assessment

- After conducting a two-year trend analysis of student performance data on both state and school-based assessments, and based upon formal and informal observations, it was determined that all student groups from kindergarten through fifth grade demonstrated a need for more rigorous writing pieces of student work to ensure that the engaged learner has incorporated a high quality of questioning by the instructor.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: administration will host individual conferences to discuss teacher(s) goals for the school year and how they plan to improve their students performance by explaining concepts to their students; review of connection of lesson plans to the teaching process and types of highly qualified questions are being developed for their students; flexible grouping charts in the area of mathematics and ELA on how it connects to the comprehension of their students; and discuss the adjustment of questioning strategies and the development of accountable talk with their students with teachers to further the success of the student body.

Target Population(s): Teachers servicing general education students, ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Administration, CFN Specialist(s), Adelphi Professor, Literacy Coach, ESL Teacher, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Activity #2

Mentors: Pairing teachers with CFN specialists and Adelphi partners to develop questioning techniques across the content areas; establishing in-house mentors for teachers who need additional assistance in their questioning practice; and Teacher Teams will form in areas of special education, literacy, and mathematics to review and improve upon best questioning techniques to improve upon the purpose of the lesson.

Target Population(s): Teachers servicing general education students, ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Administration, CFN Specialist(s), Adelphi Professor, Literacy Coach, Mathematics Cluster Teachers, ESL teacher, Resource Room teacher, Staff Developer(s) (internal and external), and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and vertical teams to review student data and student portfolios
- Review the cumulative rigorous writing pieces of their students to ensure that the engaged learner has incorporated high qualified of questions by the instructor.
- Periodic Assessment Data: November 2011, January 2012, and March 2012.

Strategies to increase parental involvement

- Literacy Coach and ESL teacher will host accountable talk workshops and information sessions with parents
- Parent Coordinator will host 'How to engage in accountable talk with your child at home' workshops for parents
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PA) to share information and respond to parent questions and inquiries.
- Monthly assembly programs to foster a sense of community based on the curriculum, which will include links to broader learning for our audience.
- The school will distribute a monthly calendar of school-wide events
- The school will distribute a parent handbook that is translated in all the dominant languages
- The school will distribute monthly Progress Reports to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.
- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.

Service and program coordination

- School-wide review of differential instruction strategies and questioning techniques to ensure that it goes into depth in each lesson that leads to the comprehension of the students.
- Mentorship program both internal and external for teachers to develop better questioning techniques across the content areas.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III, SINI Funds and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials used during and in extended day programs.**
- **Teacher per session for after school programs and professional development.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To increase the level of parents/guardians participation in school wide activities.

Measurable Objectives:

- 1. Increased participation in school wide workshops by 5%.**
- 2. Professional development sessions increase for parents/guardians by 10%.**
- 3. Increased number of parents attending workshops by 10%.**
- 4. Increase of parent/guardian volunteers by 5%.**

Comprehensive needs assessment

- After conducting a two-year trend analysis of responses based upon the parent surveys, there is a need for more parental involvement in school-wide activities and engaging parents in workshops and parental volunteers.**

Instructional strategies/activities

Activity #1

Workshops: Workshops will be given on the following topics: Parent Coordinator will host a series of workshops on nutrition and exercise; ESL workshops; math cluster teachers will host family game night to show our parents/guardians alternative strategies for solving mathematics equations, Literacy Coach will host various workshops in areas of English Language Arts; and the ESL teacher will host a series of workshops for parents/guardians of ELL children.

Target Population(s): Teachers servicing general education students and ELL students, CTT classes, self-contained classes.

Responsible Staff Members: Administration, Literacy Coach, ESL teacher, Mathematics Cluster Teachers, Resource Room teacher, and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Activity #2

School-wide Events: The school will host its Annual Open House event for parents/guardians to discuss school-wide expectations in instruction and social skills; in October, we will have a "Think Pink" school wide focus and invite parents/guardians to join us in a breast cancer assembly and walk-a-thon; in June, parents/guardians will be invited to the school to celebrate our multiculturalism for Flag Day; we will establish three awards assemblies for the 2011-2012 academic year for our students; and continue to communicate with our parents/guardians via our school website and our Facebook page.

Target Population(s): Teachers servicing general education students, ELL students, CTT classes, and self-contained classes.

Responsible Staff Members: Administration, Literacy Coach, ESL teacher, Mathematics Cluster Teachers, Resource Room teacher, and the Data Specialist.

Implementation timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level teams to plan for monthly assemblies
- Staff determined that a 10% increase for parents/guardians in professional development sessions by the end-of the year.
- An increase of 10% of the number of parents attending workshops.

Strategies to increase parental involvement

- Literacy Coach and ESL teacher will host workshops and information sessions with parents/guardians
- Mathematics Cluster Teachers will host workshops and information sessions with parents/guardians
- We will begin our Cookshop healthy eating program for parents/guardians
- Parent Coordinator will host a series of workshops for parents/guardians
- We will invite parents/guardians to participate in family movie night, student fashion show, and etc. to promote quality family time
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PA) to share information and respond to parent questions and inquiries.
- Monthly assembly programs to foster a sense of community based on the curriculum, that will include links to broader learning for our audience.
- The school will distribute a monthly calendar of school-wide events
- The school will distribute a parent handbook that is translated in all the dominant languages
- The school will distribute monthly Progress Reports to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.
- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Parent Coordinator will host workshops and promote parent participation with the PA in school-wide events
- Teachers will host workshops for parents/guardians on various topics

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III, SINI Funds and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- **Professional instructional materials to support parent involvement during the regular school day**
- **Materials to be used during parent workshops.**
- **Teacher per session for parent workshops and school-wide events.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A				
1	25	25	N/A	N/A				
2	20	20	N/A	N/A				
3	30	30	N/A	N/A	0	2	1	0
4	30	30	10	0	3	0	0	0
5	25	25	0	0	1	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Early childhood ELA is using Wilson Foundations Upper grades are using Wilson Foundations, Study Island, individual skills mini lessons, and read alouds. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/push in model.</p>
Mathematics	<p>Early childhood program uses hands on use of manipulatives and games to support Every Day math aligned with the Common Core Standards. Upper grades are using computer programs and games to support and deepen learning. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
Science	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions based on the NYC Scope and Sequence. Data is used to continue secure goals and plan next steps All done during the day and as small group pullout/ push in model.</p>
Social Studies	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
At-risk Services provided by the Guidance Counselor	<p>The counselor services students on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
At-risk Services provided by the School Psychologist	<p>The school psychologist services students on needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
At-risk Services provided by the Social Worker	<p>The school psychologist services families on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>

At-risk Health-related Services

Our Fitness Committee works with individuals identified as at-risk. This team includes the guidance counselor, school social worker, physical education teacher, school nurse, and administration.
All done during the day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

PS 297 agrees to implement the following statutory requirements:

- Meetings will take place at the beginning of year school year to consult with the parents of Title I students and establish the design of the plan for funding.
- The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.
- They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.
- The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.

1. PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

2. PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.

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

will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- **Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact**
- **Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills**
- **Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact**
- **Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills**
- **Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office**
- **Conduct parent workshops with topics that may include: nutrition and exercise, 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, and the 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

At PS 297 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities such as our annual Open House event for parents/guardians to discuss school-wide expectations in instruction and social skills and 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
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- We will support and host Family Day events; we will host three award assemblies to recognize student achievement; in October, we will have a “Think Pink” school-wide focus and hold a breast cancer assembly and walk-a-thon; in June to celebrate our multiculturalism we will host our annual Multicultural Day event and our annual Career Day celebration.
- Monthly assemblies to be hosted by each grade to ensure a sense of community and the PA and the parent coordinator will host their monthly meetings prior to each show
- To promote family time we invite parents to participate in family movie night, disco night, etc.
- Host a student fashion show to promote our uniform policy
- We will host our Cookshop healthy eating program for parents
- Encouraging more parents to become trained school volunteers (Learning Leaders)
- Providing written monthly progress reports to keep parents informed of their children’s progress
- Informing parents on the school website and on Facebook 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

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in:

1. ESL
2. Computer usage (ARIS Parent Link)
3. ELA
4. Math
5. Health Issues
6. Educational Trips (e.g. Fall/Spring college tours for our fifth grade students)
7. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Learning Leaders
 - b. Open Airways

8. **PS 297** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:
 - Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
 - Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.

9. **PS 297** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Grade wide meetings to explain the State and Common Core Standards in ELA and Mathematics.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.
 - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available.

PS 297 is aware of the need for many parents to have a safe place to leave their non-school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the **PS 297** on 09/15/2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2011.

SCHOOL-PARENT COMPACT

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

PS 297, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

I. School Responsibilities
PS 297 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.
3. Hold parent-teacher two conferences during which this compact will be discussed as it relates to the individual child's achievement.
4. Specifically, those conferences will be held in the Fall and again in the Spring.
5. Provide parents with monthly Progress Reports on their children's progress. In addition to the three scheduled report cards, the school will send home individual reports on at-risk students and additional two times a year. Provide a Parent and Student Handbook also translated into the dominated language of the school community.
6. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
7. All staff has at least one non teaching period per day. The parents are notified of this schedule and are encouraged to request meetings during these times.
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy, which permits parents and guardians the opportunity to enter classrooms, as long as they are signed into the building and have an office pass.
9. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PA and Leadership meetings.
10. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
11. All parents of Title I students are invited to attend the two annual meetings of the PIP.
12. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.
13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0

II. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Monitoring 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.**
- **Making sure that homework is completed.**
- **Read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes).**
- **Monitoring amount of television their children watch.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my children's education.**
- **Encourage my child to follow school rule and regulations and discuss this Compact with my child.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

III. Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- **Attend school regularly and arrive on time.**
- **Do my homework every day and ask for help when I need to.**
- **Submit all assignments on time.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Show respect for myself and other people**
- **Try to resolve disagreements or conflicts peacefully**
- **Follow the Discipline Code of the DOE and the school.**

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K297 **School Name:** The Richard Stockton School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school found that we did not meet our AYP in all areas of literacy. We did not meet the minimal number to show proficiency in grades three, four and five. This reflected the categories of All Students, Students with Disabilities, black or African American, Hispanic or Latino and Economically Disadvantaged. None of the assigned targets were met. Therefore an External School Curriculum Audit was held and the findings were returned to the school. They felt that we needed to improve our literacy program, which was formerly teacher's college. As stated, we have moved into working with the Treasures reading program. We were told to work on routines in the classroom, as well as transition times for students from one subject area to another. We were told to establish a school program that allowed for the students to have a summer reading program. In literacy, they asked for specific curricular goals that must be accomplished at each grade level. They said that we needed formative assessments or affective assessments in order to gauge the knowledge of students. There was no evidence of word wall interaction between teacher and students. All of these items have been addressed and the administration and literacy coach are working toward established goals within the school.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

For the second consecutive year, the Richard Stockton school will implement the Prep for Pay program in literacy. We will pay teachers, at per session rate, to work with a 10:1 or 5:1 ratio of students. This depends upon their licenses in common branches or special education. We will begin this program on January 17, 2012 and end it on April 5, 2012.

The purpose of this program is to have teachers work with students in a smaller group. Our focus will be on literary skills. A pacing calendar for the groups will be developed by the Instructional Team to make sure that we cover all of the necessary skills. This will assist us in preparing for the spring examinations in 2012.

We will utilize Study Island, components of our Treasures reading program, the Wilson program and skill specific workbooks. A particular focus will be on showing students how to make inferences, draw conclusions, find the main idea and details and compare and contrast. The goal is to teach the students how to locate these skills, within the passages and respond to the related questions and construct rigorous responses to the informational text. They will assess them on their instructional strategies and train them to use classroom tips as they work from questioning prompts provided by each instructor.

The administration will also appoint four AIS teachers to work with additional small groups. They will be the literacy coach, both mathematics teachers and the SETSS instructor. Their schedules will be revised, while still meeting the mandated

needs of their students, so that they can work with special education students. They will work with the students in the programs listed above to increase their knowledge base across the literacy skills.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The literacy coach and the administrative team have developed a series of professional developments to assist our teachers and parent guardians to focus on the literacy skills. Our literacy coach held professional development sessions for the Treasures reading program. Our upper grades have had it for two years and our lower grades began with Treasures this year. We had a professional development session held by a representative of the company on September 9th. We felt that was not enough information for our staff, so the literacy coach, after research and discussion held additional workshops for our staff. She has discussed the components of Treasures and how to implement the program. She held a workshop on classroom environment and what must be visually represented for our students. She has and continues to host modeling sessions for teachers during lunch and learn periods. She has worked with teachers on how to utilize the Book of the Month in their classroom lessons and how you can apply it to the season. She has held a workshop for teachers on having students write about their favorite characters from a book. She held an Election Day professional development, with another teacher, that showed teachers how to develop effective questioning and how to differentiate assignments for their children.

The literacy coach has also hosted a reading night for our parents/guardians and had an introduction to Treasures and Foundations to further their knowledge about the reading programs that their children would be working in.

We have future workshops planned as the year continues in various areas of literacy for teachers and parents/guardians.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The literacy coach is currently working with classes 1-1, 1-2, 2-3, 3-3, 4-3 and 5-2. She is working with them due to the fact that 2/3 of these classes are collaborative team teaching classes and hold a high percentage of special education students. We feel that the teachers need additional assistance to give their students the literacy foundation that is needed so that the students may progress in all literacy skills. She has met with the teachers and developed plans for each class. These plans include intervisitations with their peers on grade level as well as one below and one above, so that the teachers know what is expected of them as they receive their students and what they should be preparing their students to do for the next grade. She also works on modeling for them. She establishes times in their classrooms where she can model lessons for them using the Treasures component, that is only two years old in our building. Since it is a program with various parts, she lets them know what is vital for the children to learn and what they can use in a secondary lesson. She works with them on classroom environment and lets them know what is needed for the morning meeting, student reference charts, extended center work and all items that can make their children academically stronger in the area of literacy. She meets with the teachers to assist them with their plans and ensures that they are implementing it correctly as they present it to their classes. She has also assigned buddy teachers who they can go to in order to get basic information and discuss strategies. The literacy coach has also worked with the teachers to establish routines that would lead to good management for the students. She assists them in creating their flow of the day for continuity. The literacy coach also helps the teachers work on weekly lesson plans as a guide for the teachers. She also modeled how to do running records and reviewed appropriate comments for the report cards.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The Richard Stockton School will send out a bilingual letter to all parents/guardians informing them of our improvement year one SINI status. We held an Open House on Wednesday, October 6, 2011, in which we informed the parents/guardians of our SINI status before they met with our teachers. We thanked them for staying with us as we work on getting our school back to good standing. Third grade hosted an assembly for our parents/guardians on October 26,

2011. The SES program, known as Supreme Evaluation was here to meet with parents/guardians and discuss the afterschool program we are currently hosting each Tuesday and Wednesday.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 [?](#)

Cluster Leader/Network Leader Lucille Lewis	District 14	Borough Brooklyn	School Number 297
School Name The Richard Stockton School			

B. Language Allocation Policy Team Composition [?](#)

Principal James Brown	Assistant Principal Monica Stewart
Coach J. Cusumano	Coach
ESL Teacher J. Covais	Guidance Counselor J. Cashman
Teacher/Subject Area M. Smith	Parent Ms. Donato
Teacher/Subject Area C. Rabbach	Parent Coordinator N. Housser
Related Service Provider	Other
Network Leader Lucille Lewis	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	342	Total Number of ELLs	47	ELLs as share of total student population (%)	13.74%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

Paste response to questions 1-6 here

Part III: 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	5	5	13	9	7	6								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								2
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	6	5	13	9	7	7	0	47						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part A: ELL Programs

The English language learners at P.S. 297 are serviced using a Pull-out Model, kindergarten through fifth grade. Students are pulled out of class in small groups and work on Reading, Writing, Speaking, Listening and Multi-cultural awareness according to New York State Standards and Guidelines. Students are grouped by proficiency level and may or may not share the same native language. Furthermore, all students are serviced only using English Language to fully immerse students in our ESL program.

New students are tested for English proficiency when entering the school, as well as periodically throughout the school year to determine progress and eligibility for continued instruction

Pull out Model

Each English Language Learning student receives a minimum of 1 or 2 units of ESL consisting of 50 minutes according to their level of language acquisition and proficiency. Beginner and Intermediate students receive 8 periods a week in ESL instruction totally a minimum of 360 minutes per week. Advanced students receive 4 periods a week of ESL totaling a minimum of 180 minutes per week. Furthermore, our English Language Learners are immersed in English in their classrooms throughout the school day and engaged in academic content. Classroom Teachers work collaboratively with the certified ESL teacher to adapt and accommodate class work for the English Language Learners. This allows the ELLs to access the grade level curriculum and content in all subject areas in a meaningful way. ESL is taught using a Balanced Literacy Approach. Some components of this approach are: conferencing, mini lessons and small group instruction

A. Programming and Scheduling Information

which are implemented as a part of the English as a Second language program. n

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 33
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our at-risk students for the 2008-2009 received the following services:

- Third and Fourth graders received a 30 minute before school program.
- Before school program with their regular classroom teacher- Extended time (37 minutes)
- Small group instruction: Academic Intervention Services (AIS - Mathematics and Literacy)
SIFE (Students with Interrupted Formal Education)

Presently, we have one student who has an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program

The students who are X-Coded are mandated to take the NYSESLAT when it is being administrated and therefore are included as students who are part of the group. The groups of beginners and intermediate students that are enrolled in the ESL program receive eight periods of ESL instruction. The students that are at an advanced level receive four periods of ESL instruction. The 45 students that are enrolled in the ESL program all need additional support in reading, writing, listening and speaking. The ESL students are also part of the Academic Intervention Services group.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Through out the 2009-2010 school years, there will be a minimum of four workshops held for teachers. It’s essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffold techniques to improve overall instruction for ELLS. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLS. Also the professional development will focus on second language acquisition, NYS standards and ESL strategies for the classroom teachers. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by ISC and CLSO. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

Part G: Parental Involvement

Parent Workshops- There will be a minimum of four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January and March, April, and May. These workshops will be held to assist parents in supporting their ELLS at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLS with new strategies when they are at home. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2009-2010 school years is to increase parent involvement especially amongst our ELL population.

Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	4	6	2	1								20
Intermediate(I)	1		5	2	1	1								10
Advanced (A)	1	2	3	1	3	5								15
Total	6	5	12	9	6	7	0	0	0	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	1			3
5	3	3	1		7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		2				5
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Pas

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K297 **School Name:** PS 297 The Stockton School

Cluster: 1 **Network:** 111

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.

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish. Thus far, oral and written translations are being provided by four of our staff members who have volunteered their services.

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.

ELLs learners working at a Beginner and Intermediate level are receiving 8 periods of ESL instruction per week. The students who are working at an Advanced level are receiving 4 periods of ESL instruction per week. When a Parent registers their child they must complete a Home Language Identification Survey. The HLIS form is then reviewed by a trained school pedagogogue. If the form indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within 10 days of registration. The LAB-R is scored and reviewed. If the student scores at or below proficiency, the student is identified as an ELL. Parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session. At the orientation session, parents review the video and receive information on different program choices. Parents complete the Parent Assurance Survey and Program Selection Form; indicating the program choice that they would like for their child, in their native language. The child is then placed in ESL depending on parent preference. This year, all parents preferred our ESL program and requested that their children are instructed in English only classes. During the 2010-2011 Progress Report, 13.74% of our school's population consists of English Language Learners. According to the Lab-R results 2010-2011 we have 47 Eligible ELLs; 20 scored at the beginner level and 10 scored at the intermediate level. According to the 2010 NYSESLAT, 50 were tested. .02% passed out of ESL, 30% scored Advanced, 20% scored at an Intermediate level, and 40% scored at a Beginning level.

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.

The school will translate all home communication into Spanish, Bengali, Arabic and Haitian Creole. All translations will be provided by our in-house staff members and parent volunteers.

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.

The school will provide a person to interpret for all parent meetings in Spanish and will use the DOE phone resource for Bengali, Arabic, and Haitian Creole. Translations will be provided by in-house staff members and parent volunteers.

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>.

The school has instereted into the Safety Plan procedures for ensuring that parents will be able to get instruction in home language. A copy of the attached form is posted at the main door, security desk and the main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 297	DBN: 14K297
Cluster Leader: Corine Rello-Anselme	Network Leader: Lucielle Lewis
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There will be a 7:30am morning program to support ELLs in literacy. This group will consist of grades 1-4 of students of all different proficiency levels. Beginners will use Rosetta Stone, Award Reading, and Words our Way for ELLs. Intermediate and Advanced students will work on Listening through Read Alouds and will also work in small groups to improve their Reading and Writing skills. There will be two days of after school for grades k-5 for students to work on Reading, Writing, Listening and Speaking. According to our NYSESLAT test scores the majority of our students are struggling in Reading and Writing, therefore, we will be implementing programs to help students in these two modalities.

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:

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 ESL teacher is certified in TESOL and will continue on going professional development through CFN and the OELL. For general education, the ESL teacher will support staff and offer professional development in ESL methodologies.

Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,982.4	For one ESL teacher to support ELL Students: 160 hours x \$49.89 (current teacher per session rate with fringe) 89 hours for After school k-5 43 hours for Morning Program 2-5 Total program hours: 132 hours x \$49.89 = \$6,585.48 Parent Workshops: 28 hours = \$1,396.92 Parent Workshop Breakdown: November Fun with Read Alouds: 1 teacher x 2 hours = \$99.78 Winter Literacy Fun Night: 2 teachers x 2 hours each (4hrs) = \$499.56 (2) Saturdays for Art Project 2 teachers x 8 hours each 16hrs x \$49.89 = \$798.24 Art Project Parent Night: 3 teachers x 2 hours each 6 hours x \$49.89 = \$299.34
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	\$3,190.00	Audio Library Single Student CD Read-Alongs Library \$299.00 Words Their Way English Language Learners Classroom Package &

Part E: Budget

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

<p>instructional materials.</p> <ul style="list-style-type: none"> • Must be clearly listed. 		<p>Library</p> <p>Level 3 \$1,212.90</p> <p>Level 4 \$1033.97</p> <p>Empire State NYSESLAT</p> <p>k-1 student books 5 x \$18.65=\$93.25</p> <p>Grade 2 complete set= \$549.95</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>	<p>27.60</p>	<p>Parent Involvement folders for workshops</p>
<p>TOTAL</p>		<p>\$11,200.00</p>