



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 366 WASHINGTON HEIGHTS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M366

PRINCIPAL: RENZO MARTINEZ **EMAIL:** RMARTIN8@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUÑEZ

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
Renzo Martinez	*Principal or Designee	
Rebekah McAlister	*UFT Chapter Leader or Designee	
Heidi Ruedas/Estras	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Rensy Trinidad	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Angelo Ortiz	CBO Representative, if applicable	
Akbar Herndon	Member/	
L. Palalguac	Member/	
Kathy Abreu	Member/	
Lourdes Hernandez Cordero	Member/	
Natasha Brien	Member/	
Katty Jimenez	Member/	
Elsie Arias	Member/	

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

By June 2012, 45.6% of student in grades 3-5 will be performing at or above grade level on the NYS ELA Assessment – Indicating a 3% increase from the 2010-2011 academic year.

Comprehensive needs assessment

According our current School Progress Report, the Student Performance section indicates that 42.6 percent of our students scored at a level 3 or 4 on the 2011 NYS ELA exam. Further disaggregation of the data indicates that our students out-performed only 25.1 percent students our peer schools and only 30 percent of students in all city schools.

The Student Progress section of the report further indicates that the Median Adjusted Growth Percentile for our students is at 60 percent, which indicates that we outperformed only 38.9 percent of the students in our peer schools and 23.1 percent of the students in comparison to the city. According to the most recent Quality Review, there is insufficient rigor and higher order skills in the program to reach the variety of learners with different needs effectively. Although teachers design guided reading lessons based on specific needs of sub-groups, and use templates to record how students are doing, too often the lessons lack pace and rigor, causing students to lose focus and become disengaged in their learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation,
 - e) PLTs will be created to collaboratively look at students work and research and develop best practices,
 - f) Common Core aligned tasks will be developed using rubrics developed from the Common Core,
 - g) comprehension strategies will be utilized to enhance the level of comprehension of our students,
 - h) ensure that teaching strategies and classroom routines lead to higher levels of student engagement and thinking for a variety of learners with different needs,

i) teacher teams will analyze data in order to set differentiated learning goals.

a) According to our current School Progress Report, we did not receive any credit in ELA for exceptional gains with our students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. In order to meet the needs of all our subgroups, teachers will utilize grade level curriculum maps designed and planned by each grade team to reflect the common core standards to guide and engage students in a rigorous curriculum. Teachers will use collaborative time embedded into their weekly schedules to plan rigorous engaging units based on the common core learning standards and infuse them with assessments that will be used to measure the effectiveness of the instructional strategies they employ to increase and sustain student performance

b) Principal, Assistant Principal, Literacy Coach & all classroom teachers.

c) Teachers will create common assessments in the form of rubrics for reading and writing that will serve as a tool to measure patterns in student performance

d) September 2010– June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, 100% of our teachers are deemed as Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This September, we implemented, school-wide, The Responsive Classroom, a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Our school nurse along with our community assistant is offering monthly wellness and nutrition workshops for our parents, since there is a proven correlation between good health and nutrition and high student achievement.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Contract for Excellence FY 09	\$14,446
Contract for Excellence FY 09 PreK	\$132,176
Fair Student Funding	\$1,578,458
Title I SWP	\$153,100
School Support Supplement	\$43,482



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

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

By June 2012, 63% of student in grades 3-5 will be performing at or above grade level on the NYS Math Assessment – Indicating a 3% increase from the 2010-2011 academic year.

Comprehensive needs assessment

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

According our current School Progress Report, the Student Performance section indicates that 60 percent of our students scored at a level 3 or 4 on the 2011 NYS Mathematics exam. Further disaggregation of the data indicates that our students out-performed only 38.7 percent students our peer schools and only 41.9 percent of students in all city schools.

The Student Progress section of the report further indicates that the Median Adjusted Growth Percentile for our students is at 72.5 percent, while for our peer schools the percentage is 65.7 and for all city schools the percentage is 61.7.

According to the most recent Quality Review, there is insufficient rigor and higher order skills in the program to reach the variety of learners with different needs effectively. Although teachers design guided math lessons based on specific needs of sub-groups, and use templates to record how students are doing, too often the lessons lack pace and rigor, causing students to lose focus and become disengaged in their learning

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- d) timeline for implementation. PLTs will be created to collaboratively look at students work and research and develop best practices,
- e) Common Core aligned tasks will be developed using rubrics developed from the Common Core,
- f) comprehension strategies will be utilized to enhance the level of comprehension of our students,
- g) ensure that teaching strategies and classroom routines lead to higher levels of student engagement and thinking for a variety of learners with different needs,

a) According to our current School Progress Report, we received one credit point in Math for exceptional gains with our students ranking in the lowest third of the city, however, with our students with disabilities, English Language Learners we did not receive any credit. In order to meet the needs of all our subgroups, teachers utilize grade level curriculum maps designed and planned by each grade team to reflect the common core standards to guide engaging and rigorous instruction. Teachers will use collaborative time embedded into their weekly schedules to plan rigorous engaging units based on the common core learning standards and infuse them with assessments that will be used to measure the effectiveness of the instructional strategies they employ to increase and sustain student performance

b) Principal, Assistant Principal, Literacy Coach & all classroom teachers.

c) Teachers will create common assessments in the form of rubrics for mathematics that will serve as a tool to measure patterns in student performance

d) September 2011– June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, 100% of our teachers are deemed as Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This September, we implemented, school-wide, The Responsive Classroom, a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Our school nurse along with our community assistant is offering monthly wellness and nutrition workshops for our parents, since there is a proven correlation between good health and nutrition and high student achievement.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

School Support Supplement	\$43,482
Title I SWP	\$153,100
Title III LEP	\$11,200
TL Children First Network Support	\$50,000

TL Fair Student Funding	\$1,578,458
TL IEP Para	\$42,882

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

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

100% of grade Pre-K to 5 classroom teachers will participate in grade wide Professional Learning Teams utilizing an inquiry instructional approaches to improve academic performance of a targeted population.

Comprehensive needs assessment

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

According our current School Progress Report, the Student Performance section indicates that 42.6 percent of our students scored at a level 3 or 4 on the 2011 NYS ELA exam. Further disaggregation of the data indicates that our students out-performed only 25.1 percent students our peer schools and only 30 percent of students in all city schools.

The Student Progress section of the report further indicates that the Median Adjusted Growth Percentile for our students is at 60 percent, while for our peer schools the percentage is 38.9 and for all city schools the percentage is 23.1.

According our current School Progress Report, the Student Performance section indicates that 60 percent of our students scored at a level 3 or 4 on the 2011 NYS Mathematics exam. Further disaggregation of the data indicates that our students out-performed only 38.7 percent students our peer schools and only 41.9 percent of students in all city schools.

The Student Progress section of the report further indicates that the Median Adjusted Growth Percentile for our students is at 72.5 percent, while for our peer schools the percentage is 65.7 and for all city schools the percentage is 61.7.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

a) In alignment with the new Citywide Instructional Expectations, to improve teacher performance and student achievement, we feel there is a great need for teacher involvement in the curricular decisions of all our students. Teachers need frequent opportunity for conversations across all grades to ensure that instruction is cohesive and that all staff members are “on-board” with the curricular expectations of all grades.

b) All classroom teachers, Literacy Coach, related service teachers, principal and assistant principal

c) Teachers collect, record, analyze, and document all student work relating to inquiry question.

- PLTs meet with principal, assistant principal, related curriculum coaches, and data coach once a month to review data
- Teachers will be organized into grade specific PLTs and larger grade bands (Pre-K-2 & 3-5) to promote continuity across the grades that is aligned with the common core standards.
- PLTs will formulate an inquiry based instructional question which targets a specific group of students.
- PLTs will meet 2-3 times a month to review, reflect, and revise ongoing inquiry

d) September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

School Support Supplement	\$43,482
Title I SWP	\$153,100

Title III LEP	\$11,200
TL Children First Network Support	\$50,000
TL Fair Student Funding	\$1,578,45

Annual Goal #4

100% of grade K-5 classroom teachers will participate in grade wide Professional Learning Teams utilizing an inquiry instructional approach to improve academic performance of a targeted populations.

Comprehensive needs assessment

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

According our current School Progress Report, the Student Performance section indicates that 42.6 percent of our students scored at a level 3 or 4 on the 2011 NYS ELA exam. Further disaggregation of the data indicates that our students out-performed only 25.1 percent students our peer schools and only 30 percent of students in all city schools.

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The Student Progress section of the report further indicates that the Median Adjusted Growth Percentile for our students is at 72.5 percent, while for our peer schools the percentage is 65.7 and for all city schools the percentage is 61.7.

There is a need to collaboratively look at data and students work to research best practice to meet the needs of all the students.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - e) **strategies/activities that encompass the needs of identified student subgroups,**
 - f) **staff and other resources used to implement these strategies/activities,**
 - g) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - h) **timeline for implementation.**

a) In alignment with the new Citywide Instructional Expectations, to improve teacher performance and student achievement, we feel there is a great need for teacher involvement in the curricular decisions of all our students. Teachers need frequent opportunity for conversations across all grades to ensure that instruction is cohesive and that all staff members are “on-board” with the curricular expectations of all grades.

b) All classroom teachers, Literacy Coach, related service teachers, principal and assistant principal

c) Teachers collect, record, analyze, and document all student work relating to inquiry question.

PLTs meet with principal, assistant principal, related curriculum coaches, and data coach once a month to review data

Teachers will be organized into grade specific PLTs and larger grade bands (Pre-K-2 & 3-5) to promote continuity across the grades that is aligned with the common core standards.

PLTs will formulate an inquiry based instructional question which targets a specific group of students.

PLTs will meet 2-3 times a month to review, reflect, and revise ongoing inquiry

d) September 2011 – June 2012

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- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**

- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Currently, 100% of our teachers are deemed as Highly Qualified Teachers.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

This September, we implemented, school-wide, The Responsive Classroom, a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Our school nurse along with our community assistant is offering monthly wellness and nutrition workshops for our parents, since there is a proven correlation between good health and nutrition and high student achievement.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

School Support Supplement	\$43,482
Title I SWP	\$153,100
Title III LEP	\$11,200
TL Children First Network	\$50,000

Support

TL Fair Student Funding

\$1,578,458

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	10	8	N/A	N/A	1	0	0	2
1	13	12	N/A	N/A	2	0	1	3
2	20	15	N/A	N/A	3	0	0	1
3	18	14	N/A	N/A	2	0	0	1
4	37	37	37	37	5	0	2	3
5	21	12	21	21	4	0	1	2
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	<ul style="list-style-type: none"> - Foundations - 6+1 Traits of Writing Focus Lessons - Reading A-Z Guided Reading <p>Small group instruction is provided to students who may be at risk. We currently use, Foundations Phonics System, 6+1 Traits of Writing Focus Lessons, Reading A-Z Guided Reading are incorporated during the school day throughout the grades.</p>
Mathematics	<ul style="list-style-type: none"> - Everyday Math Games - Math Steps - Interactive Math Games <p>Small group instruction is provided to students who may be at risk. We currently use Math Steps, Math Games, Harcourt Internet Math games, as well as teacher made material. Small group instruction and test prep from prior years are used.</p>
Science	<ul style="list-style-type: none"> - Harcourt Science Program - Foss Science - Whiteboard Interactive Activities <p>Small group instruction is provided to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</p>

Social Studies	<ul style="list-style-type: none"> - Harcourt- Social Studies online games - NYC Core Library - United Streaming <p>Small group instruction is provided to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</p>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - Services are provided during the school day. - Counseling techniques and strategies are implemented during the school day
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> - Crisis intervention is provided in large groups or individually to students during the school day.
At-risk Services provided by the Social Worker	<p>Crisis intervention are provided as needed:</p> <ul style="list-style-type: none"> - Behavior Intervention Plan - At-Risk counseling - Consultation with school staff. - Parents are kept abreast regarding their children’s need. - Ongoing Meetings with school staff.
At-risk Health-related Services	<ul style="list-style-type: none"> - School nurse monitors the 504 process of our 504 students. - School nurse is available as needed during the school 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) TEMPLATE

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M **School Name:** P.S. 366 Washington Heights Academy

Cluster: 606 **Network:** CFN

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.

- A. Students new to the NYC public school system complete the Home Language Identification Survey to determine home language..
- B. We interview the parents and students and determine if the child speaks another language.
- C. ATS reports determine the number of years a student has been serviced as well as language proficiency level.
- D. Based on the survey and interview language translations needs are determined.

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.

- A. Our needs assessment results will be shared through various venues such as newsletters, staff conference and parent workshops.
- B. We have found that we need to translate in Spanish, Chinese, Japanese, Russian, Bengali, and Arabic based on the HLIS, blue cards as well as parent and child interview.
- C. Parents need oral translation of the IEP's, report cards, school evaluations, and written translation for all relevant documents pertaining to their children.

Part B: Strategies and Activities

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

- A. We survey parents and staff in order to determine translation availability in our school.
- B. Translation of all documents considered vital for parental involvement (e.g. school calendars, letters, flyers forms, permission slips, progress reports, etc.)
- C. Translators on site help assist parents with oral or written communication.

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.

- A. We survey parents and staff in order to determine translation availability in our school.
- B. As indicated in part A, a need for translation services has been recognized in order to facilitate communication between English speaking school personnel and non English speaking parents.
- C. We utilize the DOE's translation services unit if needed.
- D. Our Community Associate is fluent in English/Spanish and translates letters, school flyers and communications for our school.
- E. Oral translations are available for parent -teacher conferences, IEP meetings, parent workshops.

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>.

- A. All of the letters and documents that our parents receive are provided in English and Spanish.
- B. In house staff members staff members translate all parent letters, school newsletters, calendars, permission slips, welcome letters and any individual correspondence sent to parents.
- C. We post signs around the school in various languages.
- D. Translations are provided via our staff and parent volunteers.
- E. Translations will be provided through the DOE translations services unit if needed.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M **School Name:** P.S. 366 Washington Heights Academy

Cluster: 606 **Network:** CFN

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.

- A. Students new to the NYC public school system complete the Home Language Identification Survey to determine home language..
- B. We interview the parents and students and determine if the child speaks another language.
- C. ATS reports determine the number of years a student has been serviced as well as language proficiency level.
- D. Based on the survey and interview language translations needs are determined.

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.

- A. Our needs assessment results will be shared through various venues such as newsletters, staff conference and parent workshops.
- B. We have found that we need to translate in Spanish, Chinese, Japanese, Russian, Bengali, and Arabic based on the HLIS, blue cards as well as parent and child interview.
- C. Parents need oral translation of the IEP's, report cards, school evaluations, and written translation for all relevant documents pertaining to their children.

Part B: Strategies and Activities

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

- A. We survey parents and staff in order to determine translation availability in our school.
- B. Translation of all documents considered vital for parental involvement (e.g. school calendars, letters, flyers forms, permission slips, progress reports, etc.)
- C. Translators on site help assist parents with oral or written communication.

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.

- A. We survey parents and staff in order to determine translation availability in our school.
- B. As indicated in part A, a need for translation services has been recognized in order to facilitate communication between English speaking school personnel and non English speaking parents.
- C. We utilize the DOE's translation services unit if needed.
- D. Our Community Associate is fluent in English/Spanish and translates letters, school flyers and communications for our school.
- E. Oral translations are available for parent -teacher conferences, IEP meetings, parent workshops.

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<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- A. All of the letters and documents that our parents receive are provided in English and Spanish.
- B. In house staff members staff members translate all parent letters, school newsletters, calendars, permission slips, welcome letters and any individual correspondence sent to parents.
- C. We post signs around the school in various languages.
- D. Translations are provided via our staff and parent volunteers.
- E. Translations will be provided through the DOE translations services unit if needed.

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: P.S. 366 WHA	DBN: 06M
Cluster Leader: CFN 606	Network Leader: Petrina Palazzo
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input 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="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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: At P. S. 366 WHA, both students and staff represent a diversity of backgrounds that add to a very rich and accommodating school culture. The school is located in a high-poverty area of the Manhattan, in Washington Heights Academy. Administrative and instructional staff includes the Principal, one Assistant Principals, 20 teachers and specialist, and four paraprofessionals. The school serves grades Pre-Kindergarten through Fifth Grade in general and children who receive related services. The student body is comprised of approximately 389 children who are 89.43% Hispanic, 0.77% African American, Asian 1.80%, and 4.90% White. English Language Learners make up 20.88% of the student population; the vast majority of these students are from Spanish-speaking households. There are 85 English Language Learners in P.S.366 WHA. The vast majority are from Spanish speaking households. In addition to Spanish, Russian, Bengali, and Arabic are also represented among the ELL population. These students are in monolingual classrooms receiving ESL services.

Data:

At P.S. 366 WHA there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

NYSESLAT Data:

The NYSESLAT Modality Analysis indicates that 55% of our students have reached English proficiency in Listening & Speaking and only 29% have reached proficiency in Reading & Writing. There is a significant disparity between these strands. In our analysis of the data. In our school 32% scored at the beginning level, 15% scored at the intermediate level and 29% scored proficient.

Rational for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and vocabulary development. Our goal is to provide enriched support for struggling ELLs, which include students with interrupted formal education, long-term ELLs, newcomers, and special education ELLs.

We will design a program for our 2nd & 3rd grade ESL population that will provide support in English Language Arts. Instructional staff will provide opportunities for students to learn academic English, writing, syntax, grammar, vocabulary, and usage of the English language. The Saturday Academy will run from January 2012 through March 2012 from 9:00-12:00pm, which will include 2 hours of instruction

Part B: Direct Instruction Supplemental Program Information

followed by a 1 hour recreational period. It will be offered to selected ESL students. We estimate the program to have 2 groups of 15 students taught by licensed bilingual/ESL teachers and an Assistant Principal will oversee the program to ensure its correct implementation as well as monitor student progress and attendance.

Another goal of this program is to strengthen these students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities, with a greater focus on Reading & Writing for non-beginners. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. We will use Santillana's Intensive English program for grades 2 & 3. A standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction will be used.

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:

P. S. 366 WHA will provide a strong professional development program for all teachers who have direct contact with ELLs. Our ESL teachers will provide professional development on ESL methodologies and second language acquisition theories. Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:

December 2011 - Getting acquainted with the 4 components of the NYSESLAT : Interpreting 2011

Results and Planning in relation to the 2012 Exam

January 2012 - Understanding Second Language Acquisition

February 2012 - Building Oral Language as a Support for the Literacy Development

March 2012 -Differentiation for ELL Instruction Across the Content Areas (Focus: Math/ Science)

Additional workshop topics will include the following:

Part C: Professional Development

- Using Cognates as a Support for Vocabulary, Fluency and Comprehension
- Analyzing ELL Writing Across Content areas(Focus:ELA/Social Studies)
- Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent and Community Participation:

In addition we will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 15-20 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served basis. Parent workshops will take place during the Saturday Academy for 12 Saturdays from 11:00-12:00 PM. The program will begin on January 2012 and end in March 2012. The school Literacy Coach will provide instruction for our ESL Adult class. These two teachers will provide parents with differentiated instruction based on parent needs. One key component of the program is to provide parents with survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be enhanced and student performance will improve.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	\$7,235	15 Saturdays x 3 hours

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		45 hours x 2 teachers 90 hours x \$49.73 = \$4,475 1 AP 15 Saturdays x 3 = 45 x \$61.34 = \$2760 = \$7,235
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1094	22 Saturdays x 1 hour 22 hours x 49.75 for ESL for parents = \$1094
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1680	
Educational Software (Object Code 199)		
Travel	\$1,120	Food & Snacks for Parents
Other		
TOTAL		