



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MOHEGAN SCHOOL /C.S. 67

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X067

PRINCIPAL: EMILY B. GRIMBALL **EMAIL:** EGRIMBA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

MEMBERSHIP 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
Emily B. Grimball	*Principal or Designee	
Marietta Sanzo	Designee	
Maria Alba	*UFT Chapter Leader or Designee	
Terrence Walker	*PA/PTA President	
Nancy Cordero	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	
Lorraine Brown	Member/Chairperson	
Adrienne Jackson	Member/Secretary	
Stephanie Altobellii	Member/Treasurer	
Jovanna Russell	Title I Parent Representative	
Carmen Ortiz	Member/Treasurer	

Sanaye Richardson	Member/Secretary	
Tiffany Guzman	Member/Vice President	

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.

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

By June 2012, Students with Disabilities (SWD) will demonstrate an increase in performance towards achieving state standards as measured by a 5% increase in those subgroups on the NYS ELA assessment.

Comprehensive needs assessment

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

After examining our analysis of student performance data on state assessments; it was determined that our general education population showed an increase on ELA assessment. However students with disabilities have underperformed all other student groups in the past two years. As a result our SWD populations include a high number of ELL's making this group a priority for the 2011-12 school years.

Activity # 1

Professional Development: PD will be provided by our Aussie Consultant on the following topics:

- SIX THINKING HATS – a strategy to promote parallel thinking to help students look at a problem or decision from many different perspectives, (Debono, 1987)
- Examining the Common Core Learning Standards (CCLS)
- Depth of Knowledge (DOK)
- Understanding by Design -UDL
- Charlotte Danielson's Framework of Teaching 2011
- Looking at student work to lay the foundation for consistent and rigorous teaching, learning and assessments
- All teachers, as a school-wide requirement, will complete a performance task in ELA & Mathematics aligned with CCLS.

In addition to the Aussie consultant, we will utilize our CFN# 407 Special Education specialist to provide professional development on

Universal Design for Learning - a framework for providing a blueprint for creating goals, methods, materials, and assessments that enable students with diverse needs and learning styles to succeed in the classroom.

Additionally, with the support of our Aussie, the Literacy and Math Coach will continue to use assessments to plan and set goals.

Target Population: Teachers serving students with disabilities (SWD).

Responsible Staff Members: Principal, Assistant Principals of SWDs, Coaches, Data Specialist

Implementation Timeline: September, 2011 – June, 2012

Activity 2

In collaboration with the teachers serving SWD and ELL students, the Data Specialist will meet with teachers during the Inquiry period (50 minutes) and the Common Planning Period to analyze student data to plan and set goals; to monitor student progress; and to evaluate the results of the periodic assessments so teachers can provide their students with additional targeted instruction.

Target Population: Teams of teachers working with ELL's and SWD's

Responsible Staff Members: Assistant Principal, Data Specialist, Coaches, ESL Teacher

Implementation Timeline: September, 2011 – May, 2011

Activity 3

The Pupil Personnel Team in collaboration with administrators and teachers will meet weekly to identify those students who will benefit from a flexible scheduling plan based on Phase I Reform as a means of moving students towards the least restrictive environment.

The team in conjunction with the general education classroom, special education teacher and data specialist will monitor student's progress. Teachers will be trained on Wilson and implement the program to our students with IEP's and at risk general education students. During the 50 minute program, support staff (ESL, SETTS, Speech teachers) will provide ELL students and SWD's academic intervention services in small groups (5:1).

Target Population: Students with Disabilities including ELL's, Students with IEP's,

Responsible Staff Members: Pupil Personnel Team, Special Education Teachers, General Education Teacher, Support Staff

Implementation Timeline: October, 2011- May, 2012

Activity 4

Monitoring the delivery of instruction and provide feedback during informal and formal observations.

Target Population: Teachers of SWD

Responsible Staff Members: Principal and Assistant Principals

Implementation Timeline: October, 2011 – May 2012

Activity 5

We will continue to implement and monitor the 120 minutes of a balanced literacy program using *Reading Street* for grades 3-5; and 90 minutes for grades K-2. Additionally, *My Sidewalks*, an intervention program will continue to be implemented for students who receive SETTS.

Target Population: Students with Disabilities, ELL's

Responsible Staff Members: Principal, Assistant Principals, Classroom Teachers of SWD, SETTS Teacher

Implementation Timeline: September, 2011 – June 2012

Steps for including teachers in the decision making process:

By providing weekly scheduled planning time all stakeholders (Data specialist/Coaches, teachers, content area teachers, support staff, related service providers) will be included in the decision making process during the common planning period and the 50 minute inquiry period. Additionally, teachers will meet in grade-level and vertical functional teams to review student data gathered from periodic assessments. Grade team leaders will facilitate the inquiry process.

Strategies to increase parental involvement

- Provide training and professional development
- Inform parents of regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meetings, Monthly Parent Meetings by backpacking letters in both English and Spanish.
- Invite parents to school sponsored events including Curriculum Orientation Week; Parent- teacher conferences; Holiday and Special Assemblies; Award Assembly Program.
- Ensure that parents have access to materials and resources that will be used to support their child's learning. Provide ongoing training in ARIS to support parents to have an understanding of their child's information.
- Provide progress reports every 6-8 weeks.
- Provide letters in both English and Spanish.
- Invite parents to workshops hosted by the Parent Coordinator.
- Distribute parent handbook in both English and Spanish.

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 becomes highly qualified, in order to achieve this goal.
- Mentors are assigned to 1st and 2nd year teachers for support.
- All teachers meet required NY State & NYC documentation and assessment guidelines
- Attend Job Fairs
- Coordinate with the Network HR Office support

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.
- The school has established partnerships with the following CBO's: The Kips Bay Boys and Girls Club provide homework help, physical, recreational and social activities; Bronx Lebanon on-site provides therapy for students and families. The Mary Mitchell program provides tutoring, homework help, recreational and art activities in an afterschool program.
- Positive Behavior Intervention System (PBIS) is a systemic approach to proactive, school wide behavior based on a Response to Intervention (RTI) model.
- The Fresh Fruit & Vegetable is a federally funded program designed to increase children's consumption of fresh fruits and vegetables, to improve their health, and reduce their risk of obesity.

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.
 - Classroom teachers, Literacy & Math Coach, ESL teacher, SETSS teacher, content-area teachers, speech teaches, Educational Assistants, Related Service Providers
 - Tax Levy
 - Title I Funding
 - Fresh Fruit & Vegetable Program -Federal funding is available to elementary schools with at least 50% of their student's eligible for free and reduced-priced meals.

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 improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

- After conducting a survey and meeting individually with teachers, it was determined that the staff needed shared and unified standards in developing goals which will enhance instructional excellence and improve student achievement.

Instructional strategies/activities include the following

Activity 1

1. Looking collaboratively at student work individually & in teams during common planning time.
2. Regularly scheduled meetings with coaches and the administration and focus discussions on the quality of student work.
3. Develop useful assessments and determine revisions
4. Align curriculum with student goals
5. Use data to assess academic growth
6. Parent-teacher conferences

Activity 2- Provide Professional Development given by our AUSSIE consultant on the following topics:

- SIX THINKING HATS – a strategy to promote parallel thinking to help students look at a problem or decision from many different perspectives, (DeBono, 1987)
- Examining the Common Core Learning Standards (CCLS)
- Depth of Knowledge (DOK)
- Understanding by Design
- Charlotte Danielson's Framework of Teaching 2011
- All teachers, as a school-wide requirement will complete a performance task in ELA & Mathematics aligned with CCLS.
- Looking at student work to lay the foundation for consistent and rigorous teaching, learning and assessments

Activity 3

Utilize our CFN# 407 Special Education specialist to provide professional development on Universal Design for Learning - a framework for providing a blueprint for creating goals, methods, materials, and assessments that enable students with diverse needs and learning styles to succeed in the classroom.

Additionally, with the support of our Aussie, the Literacy and Math Coach will continue to use assessments to plan and set goals.

Strategies to increase parental involvement

- Training and professional development for parents
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meetings, Monthly Parent Meetings)
- School sponsored events include Curriculum Orientation Week; Parent- teacher conferences; Holiday and Special Assemblies; Award Assembly Program.
- Access to materials and resources will be made available to parents that will be used to support their child's learning.
- Invite Parent Coordinator, Learning Leaders & Parent Association members to grade level meetings with teams of teachers monthly and provide training in curriculum expectations. This will enable us to build capacity, gain parental support and strengthen instructional practices.

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 becomes highly qualified, in order to achieve this goal.
 - Mentors are assigned to 1st and 2nd year teachers for support.
 - All teachers meet required NY State & NYC documentation and assessment guidelines
 - Attend Job Fairs
 - Coordinate with the Network HR Office support

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.

The school has maintained Pre-K classes that focuses on "Tools of the Mind" strategies, oral language abilities, emergent literacy skills that ELL's will need in order to ensure knowledge of the English language. All "Turning 5" students with disabilities (SWD) will participate in the Early Language Pre-K programs that have been established as part of the overall instructional program.

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.

Title I
Fair Student Funding
Tax Levy

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

- By June 2012, we will have a 10% increase in parental involvement as measured by attendance records from Parent Association Meetings, workshops, school wide assembly programs, School Leaderships Meetings.

After an analysis of the NYC School Survey of the past two years, it was determined that parental responses showed a slight increase. As a result, we have made parent responses a goal for the 2011 -2012 school year. We understand that the success of our students is contingent upon a collaboration approach with our parents.

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:

Activity 1- Training & Professional Development

- a) Provide training and materials to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- b) Provide workshops on parenting skills for student interventions
- c) Provide training for parents on ARIS as a tool to gain access to their child's assessment information.
- d) Coordinate workshops for parents in collaboration with school staff hosted by the Parent Coordinator.

Target Population- All parents and guardians

Responsible Staff Members: Principal, Assistant Principal, Literacy & Math Coach, Data Specialist, Parent Coordinator

Implementation Timeline: September 2011 through June 2012

Activity 2- Parent Coordinator

Utilize the Parent Coordinator to provide information for parents who are willing to become Learning Leaders, allowing parents to be trained as volunteers, aides, or tutors in conjunction with administration.

Host workshops for parents.

Establish a Parent Resource Center/Areas or lending library

Target Population- All parents/guardians & Learning Leaders

Responsible Staff Members: Principal, Assistant Principal, Literacy & Math Coach, Data Specialist, Parent Coordinator

Implementation Timeline: September 2011 through June 2012

Activity 3 – Ongoing Communication

- Parent Association will inform parents of monthly meetings by backpacking letters to parents in English and Spanish.
- Letters will be sent home informing parents of Parent-Teacher conferences in English and Spanish.
- In addition to report cards, teachers will send home progress reports informing parents/guardians of their child's progress.
- Schedule meetings with flexible times to share information about the school's educational programs.
- Invitations will be sent home inviting parents/guardians to all special functions; i.e. Special Assembly programs and Award Assembly Programs.
- Encourage parents to participate on the School Leadership Team by advertising dates and times of the meetings in the Parent Coordinator's office, on the PC and PA bulletin boards and PA room, in addition to sending home letters informing parents of the meetings in both English and Spanish.
- Provide parents with information regarding school-wide procedures
- Newsletters will be mailed home in August and sent home quarterly during the school year.

Target Population- All parents/guardians

Responsible Staff Members: Principal, Assistant Principal, School Leadership Chairperson, Parent Association, Classroom teachers, Parent Coordinator

Implementation Timeline: August 2011 through August 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 22 through 26 in this CEP.
 - Provide materials and training to help parents work with their children to improve their achievement in literacy, math and use of technology.
 - Provide parents with the information and training to effectively become involved in planning and decision making in support of the education of their children.
 - Creating a safe and orderly environment by providing parents the NYC Discipline Code and School Handbook in both English and Spanish.
 - Engage parents in decision making process in regards to Title I set aside funds during School Leadership Meetings.
 - Conduct parent workshops
 - Schedule meetings
 - Translate critical documents
 - Invite parents to a curriculum orientation meeting during the 3rd week in September.
 - Invite Parent Coordinator, Learning Leaders & Parent Association members to grade level meetings with teams of teachers monthly and provide training in curriculum expectations. This will enable us to build capacity, gain parental support and strengthen Instructional practices.

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 becomes highly qualified, in order to achieve this goal.
 - Mentors are assigned to 1st and 2nd year teachers for support.
 - All teachers meet required NY State & NYC documentation and assessment guidelines
 - Attend Job Fairs
 - Coordinate with the Network HR Office support

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.
 - Parents will participate in School Leadership Team meetings
 - Parents will attend Parent Association meetings
 - Parents will be informed of monthly Citywide Council Special Education Meetings.
 - Parents will volunteer as Learning Leaders
 - Parents will attend the Curriculum orientation meeting at the beginning of the school year.
 - Parents will encourage their children to participate in the Fresh Fruit & Vegetable Program

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.

Classroom teachers, Literacy & Math Coach, ESL teacher, SETSS teacher, Content-area teachers, Speech teachers, Educational Assistants, Related Service Providers

Tax Levy

Title I Funding

Fresh Fruit & Vegetable Grant is available through Federal Funding

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

By June 2012 we will increase and improve the results of our NYC School Survey in the areas of communication and engagement 5% (from 29% to 34%) as measured by parents' responses to questions about communication and engagement.

Comprehensive needs assessment

After an analysis of the NYC School Survey of the past two years, it was determined that teacher responses showed an increase however parental responses showed a marginal increase. As a result, we have made parent responses a priority goal for the school year.

Instructional strategies/activities

Activity #1

Workshops/meetings will be given on the following topics: understanding the accountability system, e.g.; Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, School in Need of Improvement(Focused-Year 1)

Target Population: all parents

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist, Network Staff

Implementation Timeline: September 2011 through June 2012

Activity #2

Annual Meeting: Host the Annual Title 1 Parent Meeting on or before December 1st of each school year to advise parents of children participating in Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act (NCLB).

Target Population: All parents

Responsible Staff Members: Principal, Assistant Principals, Parent Coordinator, Members of School Leadership Team, School Leadership Title I Representative.

Implementation Timeline: September 2011 through December 2011

Activity #3

•Creation of a Parent Academy: Monthly meetings facilitated by the coaches and other instructional teacher teams to provide parents with opportunities to receive information and training needed to effectively become involved in planning and decision making in support of their children's education.

• Target Population: All parents

- Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist, PBIS Coach (SAVE ROOM Teacher), Social Worker
- Implementation Timeline: September 2011 through 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 22 through 26 in this CEP. Literacy Coach and Data Specialist will design training modules and host workshops for parents. The workshops materials used will be translated and interpretation support will be provided in the dominant language spoken by the parents in the school.

- The school will host 'Open School' curriculum day with user friendly instructional materials and guides (e.g. Guide to NYC Public Schools).
- Parent Coordinator will organize Learning Leader trainings in collaboration with colleagues in the district.
- The administration will continue to coordinate opportunities to support parent communication with Community-based organizations to address parental need for child-care after school (Kips Bay & Mary Mitchell).
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, (e.g. Parent/ Teacher Conferences, Progress Reports).
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (School-wide calendar, assembly programs)
- The school will create and distribute a parent handbook that is translated in all dominant languages
- Parents will be trained on the ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

- The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support non-tenured and new teachers
- Attend Job Fairs
- Coordinate with the Network HR Office support

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. •Parents will participate in Title 1 Parent Committee Meeting

- Parents will participate in School Leadership Team meetings
- Parents will attend Parent Association meetings
- Parents will be informed of Citywide Council on Special Education Public Meetings.

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111 Funds, and human resources to implement this action plan from September 2011 - June 2012 as indicated below:

- Instructional materials to support parent understanding of the various accountability reports
- Instructional materials to support parent academy workshops
- Consumable materials to provide written information for distribution

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	70	65	N/A	N/A	N/A	N/A	4	N/A
1	69	64	N/A	N/A	N/A	N/A	15	N/A
2	65	60	N/A	N/A	N/A	N/A	20	N/A
3	60	60	N/A	N/A	N/A	N/A	25	N/A
4	82	71	N/A	N/A	N/A	N/A	28	N/A
5	29	27	N/A	N/A	N/A	N/A	25	N/A
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"> • Our Academic Intervention program is held Tuesdays & Wednesdays from 2:20-3:10 PM serving students in grades 1-5. We have a ratio of 1 teacher for every 10 students in General Education classrooms and 1 teacher for every 5 students in Special Education. In addition, we also have a daily push in/pull out program in which experience personnel (Literacy Coach, Math Coach, SETTTS teach) work with small groups of students. • Small groups and/or one-one tutoring during the professional periods. • Grades 1 receive instruction using <i>My Sidewalks & Words their Way, Reading Reform</i> • Grade 2 implements <i>Reading Reform & Great Leaps</i> with small groups of students; in addition to using supplementary materials. • Grade 3 at-risk students receive instruction using the <i>Wilson Program</i>. • Grades 3-5 implements <i>Read, Write, Edit and Listen program; Buckle Down & Focus</i>. • ELL students in grades 2-5 receive instruction which reinforces reading and writing using a variety of materials which reinforce the conventions of grammar and usage. • We incorporate the use of technology by using Smart boards; Laptops & NEO's 2's.
Mathematics	<ul style="list-style-type: none"> • Our Academic Intervention program is held Tuesdays & Wednesdays from 2:20-3:10 PM serving students in grades 1-5. We have a ratio of 1 teacher for every 10 students in General Education classrooms and 1 teacher for every 5 students in Special Education. In addition, we also have a daily push in/pull out program in which experience personnel (Literacy Coach, Math Coach, SETTTS teach) work with small groups of students. • Small groups and/or one-one tutoring during the professional periods.
Science	N/A
Social Studies	N/A

At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Conduct social histories with parents. Observes students in the classroom environment, writes supportive interventions for teachers in terms of how specific academic and behavioral issues in school. Also counsels students that are at risk. Attends pupil personnel meetings, and assists in developing IEP's.
At-risk Health-related Services	N/A

**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:

- 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;
- provide notification of borough-wide meetings that will inform parents of special education concerns; initiatives and NYC compliance issues held by DOE to support parents of SWD.

- Invite Parent Coordinator, Learning Leaders & Parent Association members to grade level meetings with teams of teachers monthly and provide training in curriculum expectations. This will enable us to build capacity, gain parental support and strengthen instructional practices.

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X067 School Name: The Mohegan School/C.S. 67

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.

After examining our analysis of student performance data on state assessments; it was determined that our students with disabilities underperformed all other student groups in the past two years on the NY State ELA assessment. Additionally, our SWD include a high number of ELL's making our SWD's a priority for the 2011-2012 school year.

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.

**The following interventions will be implemented to support improved achievement for our SWD's:
Students will participate in the 50 minute program on Tuesdays & Wednesday from
September until June 2011-2012.**

**A flexible scheduling program, (Mainstreaming) will be implemented for SWD's with their
general education peers based on teacher observation and data.**

**Teachers will provide small group support or one to one tutoring during the teacher's
professional period.**

**An after school Literacy program will be provided from January, 2012 to April, 2012 from
3:30pm to 5:30pm on Tuesdays & Wednesdays.**

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.

Coaches will continue to meet weekly with teachers to provide professional development for creating goals, methods and assessments that will enable students with diverse needs and learning styles to succeed in the classroom. Additionally, coaches will provide training on ARIS. In addition, as a result of changes which will be made by the NYS Department of Education, our coaches will create assessments that will mirror the format of the grade level state exams.

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

We have identified experienced teachers to become grade leader, as well as our data specialist to provide leadership and professional development to all members on the grade. Additionally, teachers will meet on grade-level and vertical functional teams to review student data from periodic assessments during weekly scheduled planning time. Grade team leaders will facilitate the inquiry process.

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.

Letters will be backpacked in English and Spanish informing the parents of the school's identification for school improvement. Additionally, parents are encouraged to attend the monthly SLT meetings by receiving notification letters of the date and time for each meeting.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12X067** School Name: **The Mohegan School**

Cluster: **C. Groll** Network: **407**

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.

During registration home language surveys are distributed to parents/ guardians to determine the parent's dominate language. In addition, during meetings parents attended, such as Open House, a verbal inquiry was made to determine parents' dominate language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the information provided 78% of our parents speak the Spanish language, However only 50% of our Spanish speaking parents actually require translated materials and translators in their dominate language, Additionally, at least 2% of our parents speak other languages that represent countries from Africa. In order to accommodate all parents, the Mohegan School/C.S. 67 sends all communication home in English, Spanish and other languages when required. In order to address the needs of our parents, qualified interpreters are available throughout the school year including during parent/teacher conferences and parent meetings.

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 provides written communication in both English and Spanish which is translated by qualified school staff member and backpacked home. The Parent Coordinator maintains a parent information board in English and Spanish of school and community events. All DOE correspondence that is addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education .

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 provides parents with interpreters in their native language and translators as needed. Services are provided by school staff members who are fluent in both English and Spanish. Additionally, the DOE provides translators not only for oral language but for the hearing impaired. In addition, C.S 67 also has the use of translation equipment which is utilized during large-scale parent meetings.

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 provides non-English speaking parents a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. Additionally the school displays in a conspicuous location (near the interior front entrance of the school) a sign in Spanish indicating the availability of interpretation services. The school's Parent Handbook contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X067 **School Name:** The Mohegan School

Cluster: C. Groll **Network:** 407

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Part A: Needs Assessment Findings

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2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the information provided 78% of our parents speak the Spanish language, However only 50% of our Spanish speaking parents actually require translated materials and translators in their dominate language, Additionally, at least 2% of our parents speak other languages that represent countries from Africa. In order to accommodate all parents, the Mohegan School/C.S. 67 sends all communication home in English, Spanish and other languages when required. In order to address the needs of our parents, qualified interpreters are available throughout the school year including during parent/teacher conferences and parent meetings.

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 provides written communication in both English and Spanish which is translated by qualified school staff member and backpacked home. The Parent Coordinator maintains a parent information board in English and Spanish of school and community events. All DOE correspondence that is addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education .

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 provides parents with interpreters in their native language and translators as needed. Services are provided by school staff members who are fluent in both English and Spanish. Additionally, the DOE provides translators not only for oral language but for the hearing impaired. In addition, C.S 67 also has the use of translation equipment which is utilized during large-scale parent meetings.

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The school provides non-English speaking parents a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. Additionally the school displays in a conspicuous location (near the interior front entrance of the school) a sign in Spanish indicating the availability of interpretation services. The school's Parent Handbook contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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: The Mohegan School C.S. 67	DBN: 12X067
Cluster Leader: Chris Groll	Network Leader: Varleton McDonald
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 55
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 type="checkbox"/> *3 <input type="checkbox"/> *4 <input 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: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: The direct instruction supplemental program rational for our SWD population include a high number of ELL's making this group a priority for the 2011-2012 school year.

CS67 has approximately 93 ELL students in grades K- 5. After examining our analysis of student performance data on state assessments; it was determined that our general education population showed an increase on ELA assessment. However, students with disabilities have underperformed all other student groups in the past two years on the ELA assessment. Further analysis have determined that a high number of our SWD population are also ELL students. The ELL students in grades 3 -5 will be participating in the Title III after school extended mandated program. The purpose of this program is to provide ELL's with additional assistance in math and language arts with a focus in writing. The program will be scheduled from 3:30 to 5:30 pm on Tuesdays and Wednesdays. There will be one certified ESL teacher, two Spanish speaking bilingual teachers and two common branch content area teachers; each teacher will have a group of 12. Instruction will be delivered in both languages. The ratio will be 12:1. Each group will have mathematics for one hour twice a week and English Language Arts for one hour twice a week. The program will run from January to April for approximately 20 weeks. The following materials will be purchased: Peoples Education - Step for Success which includes a writing component and Peoples Education Seeds for Success in Mathematics which includes an extended response component, all materials are aligned to the Common Core Learning Standards. A document camera will be purchased to view student work directly from the text. Students will have access to laptops and Smart Boards. Additionally, existing software will be utilized to assist students on speech recognition, listening and comprehension. Journals will be used for extended responses in both English Language Arts and Mathematics.

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: To improve teacher effectiveness we have conducted a survey and met individually with teachers to develop goals which will enhance instructional excellence and improve student achievement. Furthermore, we have retained an Aussie consultant to improve classroom

Part C: Professional Development

practices. Our Aussie, Pamela Kinnon has provided professional development on the following topics: A thinking strategy, entitled, "Six Thinking Hats;" Webb's Depth of Knowledge, Charlotte Danielson's Framework of Teaching; Hess's Cognitive Rigor Matrix. All teachers were introduced to the Chancellor's initiative that will require students to complete a unit of study in ELA and Mathematics. In addition, our Children's First Network specialist, Eva Chejletz provided on a workshop on Universal Design for Learning- a framework for providing a blueprint for creating goals, methods, materials and assessments that enable students with diverse needs and learning styles to succeed in the classroom. All teachers will continue to participate twice a month throughout the school year which began in June, 2011 to May, 2012.

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: P.S 67 will continue to build parent connections and invites parents to our school-wide events. We will provide training and materials to help parents work with their children to improve their achievement levels, e.g. literacy, math and the use of technology. Topics to be covered are the following:

1. Connecting to ARIS
2. Understanding the NYSELAT
3. Understanding the Common Core Learning Standards and what it means for your child.
4. Phase I Reform
5. Understanding the IEP
6. Understanding the NY State Assessments

Workshops will be presented by our Literacy Coach, Ms. Diaz, Math Coach, Mr. Litt, ESL Teacher, Mr. Holmstrom, Parent Coordinator, Mrs. Fontanez. The Parent Association, Parent Coordinator and the school will inform parents of monthly meetings by backpacking letters to parents in English and Spanish. Additionally, invitations will be sent home inviting parents to all special functions; i.e. Holiday Assemblies, Cultural Assemblies and Award Assembly Programs. As a culminating activity, The Society of the Educational Arts, Inc. (SEA), a bilingual Arts-in Education & Latino Theatre Company for Young Audiences will present selected classical fairytales in English and Spanish. The objective of SEA is to enhance the values and principles of the Hispanic community and develop and promote cultural/artistic exchange and expression of the community at large.

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.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		