



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JEFFREY M. RAPPORT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X754

PRINCIPAL: ELLIS E. SCOPE **EMAIL:** ESCOPE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. GARY HECHT

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
Ellis E. Scope	*Principal or Designee	
Jeff Farley	*UFT Chapter Leader or Designee	
Margaret Jenkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Donald Jackson Derlin Bernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Frank DeGennaro	Chairperson	
Janice Cummings	Teacher	
Debra Roper-Dowie	Paraprofessional	
Karen Marinese	Paraprofessional	
Ada Martinez	Parent	
Doris Snell	Parent	
Rosa Maria Lluncor	Parent	
Sara Byas	Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

All students will demonstrate proficiency with Common Core Learning Standards (CCLS), as evidenced by completion of two Common Core aligned tasks by May 2012

Comprehensive needs assessment

The students in our school struggle with academic achievement. Approximately 70% of the students are in alternate assessment and pursue the IEP diploma. They follow an adapted curriculum with a focus on the CCLS and employment skills. The remaining 30% of the students are in standardized assessment and pursue a local or Regents diploma. When reviewing student data for the diploma bound students from ARIS, ATS, Scantron, and student work, it becomes clear that over 90% of these students have significant delays in academics and are achieving below grade expectancy in English Language Arts and/or Mathematics. Students in standardized assessment struggle with credit accumulation and pass rates for, Regents and RCTs are extremely limited.

Instructional strategies/activities

Assistant principals, instructional coach and librarian will support teachers through coaching and professional development on the CCLS during weekly planning meetings throughout the year.

Assistant principals, instructional coach and librarian will support teachers through coaching and professional development on Universal Design for Learning and techniques for differentiation of instruction starting in November 2011 through June 2012 during planning meetings, pre- and post observations, and review of student work.

Monthly meetings with instructional team consisting of assistant principals, coach, librarian, UFT chapter leader to determine professional development needs. Teachers will be exposed to the learning modules on differentiation in ARIS throughout the year on an as-needed basis as determined by classroom observations and weekly study groups.

Teachers will use LASW protocols to examine the sample projects that have been published by the DOE once a week during December/ January and April/May

Teachers will use LASW protocols to determine the feedback they need to give to students so they can produce projects based on the CCLS Standards once a week during December/ January and April/May.

On-demand professional development and coaching on rubrics will be offered to teachers and paraprofessionals daily during December/ January and April/May.

Teachers will work with APs, coach, librarian and students to develop rubrics for the projects on an as-needed basis during December/ January and April/May.

Strategies to increase parental involvement

The parent coordinator will provide materials and training to help parents in accessing ARIS so they can monitor their children's progress.

Parents will be invited to the presentation of the student projects

Parent coordinator will meet with families one-on-one and in small groups to discuss strategies and supports to effectively become involved in planning and decision making in support of the education of their children;

The parent coordinator, teachers, and counselors will use multiple means of communicating with parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers will participate in weekly meetings to discuss instructional practices and instructional requirements

Teachers will receive on-demand training to infuse the CCLS in their lesson and unit plans.

Service and program coordination

Resources for the CCLS that were developed at the state and national level have been distributed at the school level to deepen the understanding of the school community.

Budget and resources alignment

One full-time instructional coach

One full-time librarian to assist staff with accessing materials that facilitate the teaching of the CCLS

Administrative periods will be dedicated to this work two times a week

Three assistant principals to provide instructional feedback and plan professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

The attendance of students who are continuously enrolled from October 30th through June 30th will increase, on average, 3% over the prior year as evidenced by attendance data from the ATS system.

Comprehensive needs assessment

When student attendance is compared with that of other schools, including similar schools in District 75, it becomes clear that the attendance of many of our students is below where it needs to be. During the 2010/2011 school year the overall attendance was 66%. A closer look at the data, including student, parent and staff interviews, indicates that there are multiple reasons for student lack of attendance that include lack of prior academic achievement, school refusal, mental illness, and distractions outside of school. These impediments to regular school attendance must be addressed. Our school makes every effort to establish a welcoming environment where students are expected to be active participants in the learning that needs to take place to allow their dreams to come true. Attendance is an area where a lot has been achieved but there is still a long way to go. Our QR identified attendance as a problem. The LES demonstrates that students have a positive view of the school and the staff. The school needs to continue to encourage students to do the hard work to get their diploma.

Instructional strategies/activities

All students will participate in monthly activities to enhance school spirit and increase attendance.

Global Connect, a computerized program, will be used every school day to contact family members when students are absent.

Students with low attendance will receive services, including home visits, from the attendance teacher, and related service providers on an as-needed basis throughout the year.

Pupil Personnel Team meetings will be held with students who are excessively absent or who have declining attendance.

The attendance committee will meet on a weekly basis to plan building wide activities. Data will be used to examine trends and to design interventions.

Services will include counseling, data-based interventions, home visits, referrals to community services, and credit recovery or vocational placement and training throughout the school year.

Students will be active participants in student-centered planning to address and reduce the impact of impediments to attendance at least twice a year

Home visits will be made to the homes of students who have been excessively absent. These visits will be made daily

Students will receive ongoing specific acknowledgement for coming to school and participating in school tasks and activities. Acknowledgement and celebration will occur at least monthly on an academy-wide basis.

Students will be able to go to school store on a weekly basis to get tangible rewards for appropriate behavior and school attendance.

Strategies to increase parental involvement

Family members will be provided materials and training to help work with the students who have low or declining attendance

Families will receive weekly letters that inform them of cuts and latenesses.

Families will be mailed certificates for students who achieve 100% attendance

The PPT process will be used to support families and to identify agencies and strategies that can assist families with support. Students will have access to work experiences that will earn them stipends during and after the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will be able to work after school for additional funds to support students who are working for stipends
Staff members will participate in PPTs. They will have a real role and voice in designing interventions to support students
Staff members will be instrumental in acknowledging student behavior and student attendance
Through small group meetings teachers will be able to develop strategies to increase student attendance and engagement.

Service and program coordination

The PBIS approach has been implemented in this school for the last 5 years. This is a research-based approach that informs schools on how to manage student behavior and increase student engagement.
The PBIS approach is augmented by the RULER approach, a program that addresses Social Emotional Learning.
VATAE funds that were allocated to the school will be used for stipends to encourage student engagement through work experience
The school was awarded a grant by the Heckscher foundation to pay for additional students stipends

Budget and resources alignment

1 Full-time attendance teacher.
1 Pupil accounting secretary to record attendance, monitor CAASS, and to generate reports.
Attendance Committee with members from all constituencies in the school.
Portfolio of community services that can support students with direct services such as counseling, housing, and access to benefits programs.
A one year contract for Global Connect

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

100% of classroom teachers will increase the effectiveness of their instructional practice as evidenced by an increase in the rating on at least one element of the Talent Management Rubric.

Comprehensive needs assessment

Effective teaching techniques are instrumental in increasing the achievement of students. The students at 75X754 have extremely diverse learning needs. In order to meet these needs, teachers need to continuously revisit and restudy their craft. The rubric developed by the Talent Management Team is based on the work by Charlotte Danielson who gathered the research on effective teaching and put it into an accessible rubric. Use of this rubric has the potential to increase and improve academic achievement.

Instructional strategies/activities

School administrators will receive monthly training on the use of the rubric
Administrators will receive coaching on a biweekly basis to “norm” the rubric and to provide actionable feedback
Teachers will participate in professional development on the rubric on the 1st September PD day.
Additional professional development activities on the expectations laid out in the rubric will be conducted on at least a monthly basis during team meetings.
All classroom teachers will receive at least four brief observations with the rubric during the school year.
Subsequent to the observations, teachers will receive actionable feedback to improve teaching practice
The instructional coach will facilitate study groups on the rubric before, during, and after school throughout the school year.

Strategies to increase parental involvement

Progress with this process will be shared with parents at the regularly scheduled SLT meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

New teachers will receive in-school mentoring and support from school based mentors
Professional development on the rubric will be ongoing throughout the year during already scheduled administrative meetings.
Teachers will have the opportunity to participate in study groups to develop exemplars of the rubric categories during and after school.

Service and program coordination

The rubric being used is in line with the requirements set forth by NY State Education Law, Section 3012-c which will go into effect for the 21012-2013 school year.

Budget and resources alignment

Inquiry Team funding \$6000
Funding provided by TMP \$3000
Instructional Coach will facilitate study groups
School based mentors to support new and beginning teachers

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

10% of students enrolled in standardized assessment will move to a less restrictive environment (LRE) by June 2011 as evidenced by data on interclass transfers and discharges to community schools in the ATS system.

Comprehensive needs assessment

All students can benefit from interaction with age appropriate peers and federal law requires schools to educate students in the Least Restrictive Environment. 75X754 is a self-contained special education environment. Though some students require the high level of support that is provided, others make considerable progress in our setting and are able to manage with fewer supports. School staff members actively support students with goal setting and facilitating the transition to general education environments. This goal is explicitly stated by all.

Instructional strategies/activities

Student will look at ARIS to review their own data in terms of attendance, conduct, and achievement in September, February, and May.

Students will work with teachers and related service providers to set individual goals prior to the annual IEP conferences

Progress towards students' goals will be monitored on a monthly basis.

Students will visit general education high schools when they are in the process of preparing for a transfer to the LRE.

Students who have left our school for LRE will come back to share their experiences with other students.

Intensive credit recovery including on-line learning will be available to all students throughout the school year.

There will be a tight collaboration with the principal of the Jill Chaifetz transfer school and the assistant principal of Community Prep GED programs where our inclusion classes are housed.

This collaboration will take place through monthly principal to principal meetings.

Staff members from 75X754, Jill Chaifetz and Community Prep will identify skills, strategies and supports that lead to student success on an ongoing basis

Interventions and supports will be provided to students who are moving to LRE before, during and after the move.

Strategies to increase parental involvement

Parent Coordinator will reach out to parents to encourage them to use ARIS

ARIS access for parents

Parents will be informed of LRE options at IEP and PPT meetings

School counselors and PC will support parents by providing information and assisting parents in the process of the transfer.

Strategies for attracting Highly Qualified Teachers (HQT)

Inclusion teachers will receive coaching from the District 75 Office of Inclusion

Inclusion teachers will receive instructional support from administrators and coaches from 75X754

Students and staff members will receive ongoing support from counselors employed by 75X754

Instructional staff will participate in PD sponsored by host schools

Service and program coordination

Many of our students are placed in our school because they do not use appropriate behaviors when interacting with others. We use Positive Behavior Interventions and Supports as well as RULER, an approach that promotes social-emotional growth to explicitly teach and encourage positive behaviors. Instructionally our focus is on using Universal Design for Learning to make work based on the Common Core Learning Standards more accessible to our students.

Budget and resources alignment

2 full-time inclusion teachers

.4 FTE counselor

.1 FTE supervisor

Paraprofessionals for instructional support

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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.

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.

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.

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.

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.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
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	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: .. School Name: 754

Cluster: _____ Network:

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.

As part of our school admission process the student and family is interviewed and administered a HLS(home language survey) through which the home language is indicated. This information is recorded in the ATS and the family is assisted therefrom in the identified home language. The home language is also indicated on the emergency blue card in the school.

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.

Sixty percent (60%) of our school families indicated that English is the preferred language for home school communication. While, forty(40%) of our ELL families stated that they would like to receive communication in Spanish. In addition to the above we also have individual families whose home language is Afrikaans, Albanian, Bengali, Mandingo, Slovak, Soninke, Urdu, French. Four families speak Niger-Congo. Families whose home language is other than English are provided the Parent Bill Of Rights And Responsibilities. This includes a section on the entitlement to translation services. The language needs of the students families are discussed at monthly faculty conference, school leadership team meetings and the P.A executive Board meetings. Multi-lingual posters are displayed at our schools main entrance as well as the main office to notify students and families of their right to translation and interpretation services.

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.

In order to communicate with ELL families through written form our school translates notices, flyers, letters that are sent home, in ELL's home language. Currently, this is being done by school staff and through the NYCDOE website(OELL/ forms link). Presently, we lack staff members who speak Afrikaans, Mandingo, Niger-Congo, Slovak, Soninke. However, we do have staff who speak French, Urdu, Bengali to meet our translation needs.

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 oral interpretation services are provided by our alternate placement paras as well as other school staff who speak the majority of our Ell's home language at our school. In addition, we access the translation and interpretation unit at the NYCDOE.

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>.

Individual ELL family is provided with the Bill Of Parent Rights And Responsibilities. In addition, there are multi-lingual posters displayed at the main entrance of our school and the main office to promote students' and their families awareness of the availability of language language interpretation service

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: .. School Name: 754

Cluster: _____ Network:

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.

As part of our school admission process the student and family is interviewed and administered a HLS(home language survey) through which the home language is indicated. This information is recorded in the ATS and the family is assisted therefrom in the identified home language. The home language is also indicated on the emergency blue card in the school.

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.

Sixty percent (60%) of our school families indicated that English is the preferred language for home school communication. While, forty(40%) of our ELL families stated that they would like to receive communication in Spanish. In addition to the above we also have individual families whose home language is Afrikaans, Albanian, Bengali, Mandingo, Slovak, Soninke, Urdu, French. Four families speak Niger-Congo. Families whose home language is other than English are provided the Parent Bill Of Rights And Responsibilities. This includes a section on the entitlement to translation services. The language needs of the students families are discussed at monthly faculty conference, school leadership team meetings and the P.A executive Board meetings. Multi-lingual posters are displayed at our schools main entrance as well as the main office to notify students and families of their right to translation and interpretation services.

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.

In order to communicate with ELL families through written form our school translates notices, flyers, letters that are sent home, in ELL's home language. Currently, this is being done by school staff and through the NYCDOE website(OELL/ forms link). Presently, we lack staff members who speak Afrikaans, Mandingo, Niger-Congo, Slovak, Soninke. However, we do have staff who speak French, Urdu, Bengali to meet our translation needs.

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 oral interpretation services are provided by our alternate placement paras as well as other school staff who speak the majority of our ELL's home language at our school. In addition, we access the translation and interpretation unit at the NYCDOE.

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>.

Individual ELL family is provided with the Bill Of Parent Rights And Responsibilities. In addition, there are multi-lingual posters displayed at the main entrance of our school and the main office to promote students' and their families awareness of the availability of language language interpretation service

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: Jeffrey M. Rapport School	DBN: 75X754
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissant
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 type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" 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 type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input 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:

The Title III supplemental instructional program will take place after school on Tuesdays and Thursdays from 3:10 – 5:10 from Feb. 28, 2012 to May 8, 2012 not including the week of April 9, 2012 and Saturdays from March 3, 2012 to May 12, 2012 beginning at 9:00AM to 12:00PM and will run for 10 weeks. The student to staff ratio of the students attending the program is 12:1:1. The program will continue to address academic remediation by focusing on literacy (reading, writing, and comprehension), technology, and mathematics (consumer math) for our ELLs. The theme for this year's Title III program will focus on health and healthy diets. The reasoning behind this is that there is a rampant increase in obesity amongst children, especially those in low income environments. Many of our students are subjected to fast food and fast food restaurants. A research conducted by the Bureau of Chronic Disease Prevention and Control, NYC Department of Health and Mental Hygiene concluded that calorie postings helps to raise awareness of the high calories in fast-food offerings. Additionally, the research concluded that being aware of calorie intake with support from reducing portion sizes significantly reduced the average calorie content of purchases at fast food restaurants. The goal of this year's program extends on this research, and will provide students as well as their parents with the knowledge of healthy foods and calorie intake via technology and workshops. ELL Students will learn along with their parents about different cuisines, nutrition, and culture utilizing a S.T.E.M. approach. Eight computers will be purchased with Title III funds for the technology piece. Utilizing the computers the ELL students and parents will focus on standards delineated in the Common Core National Standards and S.T.E.M. These computers will support research and publication of healthy cooking menus.

The grouping of 48 ELL students will be age and grade appropriate. Instruction will commence after school and will be delivered by three certified ESL and/or Bilingual teachers in three classes with a 12:1:1 ratio during the weekdays for 36 ELLs (3 classes of students in the 9th, 10th and 11th grades) and one class of 12 ELL students in grades(10, 11, and 12th) on Saturdays. These 48 ELLs were targeted for the Title III due to their performance at the beginning level in the reading and writing modalities in the 2011 NYSESLAT. Instruction will be delivered in English with supplemental help in Spanish whenever needed, provided by the ESL teacher and Spanish bilingual teachers and paraprofessionals. The instructional program will supplement content areas addressed during the school day with a focus on health and healthy diets emphasizing the four modalities of Reading, Writing, Listening and Speaking. The two-hour session after school will be divided into two components of literacy and mathematics, respectively. The first component in the first 45 minutes to 1 hour, the students will be instructed in literacy. The second hour the students will be instructed with mathematics. Students will receive additional support in literacy and mathematics using technology (computer software). ELL teachers and students will use materials such as: computers, and technology (software) programs such as Rosetta Stone, and

Part B: Direct Instruction Supplemental Program Information

laminating materials to provide student with additional assistance in literacy skills. Students will be exposed to real-life authentic learning experiences. The Saturday program will emulate the abovementioned after school instructional program with focus on language acquisition and literacy in the first hour and half and mathematics instruction in the last hour and a half. This Saturday program will be structured to support students who are unable to attend the after school program and instruction will be provided by a certified ESL, Spanish and/or Bilingual teacher in one class with a 12:1:1 ratio.

Examples of a unit during the Title III will consist of a baking class where students will have opportunities to enrich mathematics skills by measuring, weighing and differentiating ingredients and calculating calorie intake. Utilizing technology is an excellent opportunity to enrich student's literacy skills as well as experience with computers and the internet. During the literacy block, students will develop their literacy skills by participating in sessions using Rosetta Stone (in Spanish and English) and by updating their resumes and cover letters using Microsoft Word and other applications in both languages to include the culinary component of health. Culminating products from the Title III classes will include, but are not limited to, student-made Spanish-English dictionaries with vocabulary and phrases with emphasis on health and healthy foods, student-made recipe books focused on healthy diets and development of portfolios showing evidence of students' cultural history and experiences. Students will be able to develop these products and they will be able to replicate them when necessary. This will address one of the school's goals, which is to prepare students for work. The Title III program will also address the ELA and ESL standards (as well as Performance Indicators or AGLIs) outlined below:

English Language Arts:

Standard 4:

Students will read, write, listen, and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

ESL (All ELA Standards above plus):

Standard 5.

Students will demonstrate cross-cultural knowledge and understanding.

Technology

NYSED Standard 5:

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Focusing on the Common Core States Standards for Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12, students will use technology and digital media

Part B: Direct Instruction Supplemental Program Information

strategically and capably.

Grades 9-10

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grades 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

This program will be another step in work preparation for our students, the outcome of which will be students attending one of our 12 worksites. To gauge the success of the program, the teachers will design their own assessments. Teacher made assessments and teacher observation are two of our most important ways of evaluating student comprehension. By the time we do the Title III Program, Wilson Reading-Slosson, and Brigance will be completed as well. The bilingual school psychologist will be involved in classroom instruction by working one day a week on Tuesdays 3:10 to 5:10 directly with teachers and students to support students' social needs. The school psychologist will also support parents by meeting with them to address any concerns.

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:

Title III funds will be utilized to support staff participating in the Title III with professional development. Reasoning behind having professional development is to have staff feel empowered in their craft. Empowerment is the process through which teachers and staff become capable of engaging in, sharing control of, and influencing events that affect their lives. Our Title III professional development piece will entail best practices using ESL methodologies presented by our certified ESL teacher and bilingual teachers. The three ELL teachers, bilingual school psychologist, three paraprofessionals and an administrator will participate in our eight session Title III Program PD. The Title III staff will refer to the books of Aida Walqui as a resource. Led by the ESL teacher, the professional developments will focus on scaffolding techniques delineated in the Quality Teaching for English Learners (Q-TEL) model. All participants will engage with Aida Walqui and Leo van Lier's (2010) Scaffolding the Academic Success of Adolescent English Language Learners: A pedagogy of Promise during each professional development session. Topics to be covered are the following: Scaffolding Reframed; The Role of Language and Language Learning; Principles of Quality Teaching for English Learners; Designing Instruction. The first four professional development sessions will focus on the aforementioned text and the topics. The

Part C: Professional Development

remaining three sessions will focus on utilizing the ESL techniques gleaned from the text and adapting it throughout the Title III program. Additional topics will include: Utilizing Technology for ELLs with an Emphasis on Health; Healthy Diets and Recipes for ELLs; Using Culinary Experiences for resume building and Utilizing Rosetta Stone for Instruction for ELLs. The eight Professional development sessions will take place on Wednesdays after school from 3:30 to 5:00 throughout the Title III beginning February 28, 2012. The Title III Professional development will be supplemental to the PD that all personnel who work with ELLs attend during the school year and will focus on applying strategies (language-culture exploration, sociolinguistic exploration, culture exploration, and intercultural exploration approaches) in the book to ELLs in monolingual, ESL and bilingual classes. Teachers will also have opportunities to participate in the workshops and classes provided by Keys to Abundant Life.

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: According to the International Journal of Behavioral Nutrition and Physical Activity, published in 2008, “there is substantial causal evidence that parenting affects child eating and there is much correlation evidence that child eating and weight influence parenting”. In accordance with First Lady Michelle Obama’s campaign to foster environments that supports healthy choices, this year’s focus intends to enhance parents’ ability to prepare healthy and tasteful foods from their cultures and others. According to the International Journal of Behavioral Nutrition and Physical Activity, published in 2008, “there is substantial causal evidence that parenting affects child eating and there is much correlation evidence that child eating and weight influence parenting”. In accordance with First Lady Michelle Obama’s campaign to foster environments that supports healthy choices, this year’s focus intends to enhance parents’ ability to prepare healthy and tasteful foods from their cultures and others. Title III funds will be used for Parent engagement activities that will focus on healthy eating provided by Keys to Abundant Life with support from the administrator. Keys to Abundant Life, Inc. will provide healthy cooking classes to parents. In these healthy cooking classes, the participants’ palates will travel the globe. Topics the parents will be engaged with are: Learning About Different Cuisines; Nutrition; and Culture Utilizing a S.T.E.M. approach. Parent participants will leave with the following: more knowledge on nutrition and delicious food than when they arrived, a sense of community with other parents and students, and a new appreciation for fun in the kitchen. The parent workshops will be interactive and informative. Parents will understand their health from a holistic perspective. They will analyze their physical, financial, spiritual, and nutritional health to achieve balance and optimal health. For their linguistics needs, the school will continue to use Level I of Rosetta English-to help parents in second language acquisition while engaging with Key to Abundant Life providers. The Rosetta stone program is a continuation of last year’s Title III program. Parent engagement activities will be provided to all parents of the ELLs participating in the Title III program, including the ones who are attending the afterschool program, on Saturdays 10:00AM to 12:00PM for 6 weeks of the 10-week program

Part D: Parental Engagement Activities

commencing March 10, 2012 and terminating April 28, 2012.

Information for the Title III Program will be disseminated using the official Title III letter located on the DOE website, which will be sent home with students in a language understood by parents. The letters will be followed up by several phone calls home by the teachers to invite the parents to our program. We will also schedule a parent orientation prior to the commencement of the program on January 25, 2012 that will be provided by the parent coordinator after school. Parents will be invited to participate in their child’s learning in all of the courses in the Title III Program. This should go a long way toward making the parents feel that they are being invited to a special event for them and for their young adults. Information will also be disseminated whenever parents come to the school for a meeting regarding their young adults’ progress or if they come for an IEP meeting. Our Parent Coordinator will also be instrumental in inviting our parents to this special program.

Survey conducted by the parent coordinator stated that parents are more inclined to attend meeting and or workshops when transportation is provided. Almost 91% of the parents who were surveyed responded that they would attend meetings and/or workshops if transportation expenses were provided. As a result, we are utilizing Title III funds for transportation to encourage our parents to attend the Title III parent engagement piece being provided.

Part E: Budget

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

Allocation Amount: \$29644

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 	\$20,467.15	<p>After-school Instructional Program 3teachers*4hrs/week*10weeks*\$50.06=\$6,007.20 3paras*4 hrs/week*10 weeks*\$29.00=\$3,480.00 1BilSchoolPsychologist*2hrs/week*10weeks*\$53.82=\$1,076.40 1 Admin*3.333hrs/week*10 weeks*\$52.39=\$1746.15 Subtotal= \$12,309.75</p> <p>Saturday Program 1 teacher*3hrs/week*10weeks*\$50.06=\$1,501.80 1para*3hrs/week*10weeks*\$29.00=\$870 1Admin*3hrs/weeks*10weeks*\$52.39=\$1,571.70 1 secretary*10hrs*\$30.85=\$308.50 Subtotal = \$4252.</p> <p>Professional Development 3teachers*1.5hrs/week*8weeks*\$50.06=\$1,802.16 3paras*1.5hrs/week*8weeks*\$29.00=\$1,044 1BilSchoolPsych.*1.0 hrs/week*8weeks*\$53.82=430.56 1Admin*1.5hrs/week*8weeks*\$52.39=\$628.68 Subtotal = \$3905.4</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$29644

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2,000	Keys to Abundant Life(parent workshps) 6 sessions @ \$2,000
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$5,269.52	8 Computers *\$627.44 10 boxes of laminating paper *\$25.00= \$250
Educational Software (Object Code 199)	N/A	N/A
Travel	\$1539	12 metro cards*6parent workshops*\$4.50=\$324 27metro cards*10 instructional sessions for students*\$4.50=\$1215
Other	\$368.33	Refreshments for parents
TOTAL	\$29,644.00	\$29,644.00