



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P. S. 6/ NORMA ADAMS CLEMONS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K006

PRINCIPAL: ELLEN CARLISLE **EMAIL:** ECARLIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

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
Ellen Carlisle	*Principal or Designee	
Lorraine Porter	*UFT Chapter Leader or Designee	
Marie Jean Baptiste	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Charlotte Lovell	Member/	
Tiffany Williams	Member/	
Vincia Howes	Member/	
Simone Williams	Member/	
Mary Smith	Member/	
Rheba Logan	Member/	
Angela Carrington	Member/	
Matyse Crevecoeur	Member/	
Rita Joseph	Member/	

Lamercie Jacques	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By June 2013, parent participation will increase by 40% as measured by attendance and survey records of parent events.

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 conducting a three year trend analysis of parent participation, it was determined that parent participation was inconsistent. More parents show up for children's performances than for curriculum or informational focused meetings. Parent surveys indicate specific needs to address such as parent volunteers, strategies to help children with schoolwork and community outreach.

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:
 - strategies /activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Parent Coordinator and SLT members will continue to attend professional development sessions sponsored by the Network/District or DOE departments
- Parent Coordinator will meet with community organizations to maintain open lines of communication updates and information that relate to parents Coaches, PC and Administrators will design training modules and host monthly workshops
- Librarian will host book fairs, reading sessions for parents to inform and expose parents to children's literature
- School will create a monthly newsletter highlighting students and school events
- Parents will be trained on how to use ARIS
- Parents will participate in completing school surveys
- Monthly PTA meetings will invite guests to address school and community concerns
- SLT members will collaborate and organize school events (Expo, talent show, health street fair)
- PD workshop on the new task initiatives (ELA/ Math)
- Workshops to inform parents of testing criteria and expectations

- Workshops to inform parents of CCLS- Common Core Learning Standards
- Learning Leader Representatives will sponsor parent volunteer training workshops
- Workshops for grandparents

Target Population: Parents of Title 1 SWP students,

Responsible staff members are: Administration, SLT members, PTA Board, Parent Coordinator.

Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Orientations to familiarize parents with school goals, programs, workshops and data,
- Workshops for parents will introduce, reinforce and expose them to information, strategies and life-skills that will foster a successful school-home, school-child and school-community connection.
- Workshops for parents will be conducted such as:
- Meet the Teacher Night, ELL/Title III, Grandparents Celebration, Hispanic Heritage, Dial –a-Teacher ,Middle School choice, Muffins with Mom, Donuts for Dads, Child Abuse/Prevention, Family Math, reading and science workshops
- Parent surveys to identify relevant needs, encourage parent volunteers to become learning leaders, consistent PTA meeting, encourage parents to go on line to review school web site, provide childcare for parents who attend school workshops.
- District Level / CEC workshops – community based information presented to parents
- Special Education Parent meetings- educate and advocate special education policies and procedures
- Title 1 workshop to inform parents of educational resources and tools needed to work with their children one –on-one.
- End of Year BQ – Honoring parents for their contributions (volunteering) and recognizing students for their accomplishments (academic and citizenship):
- Communication: School Messenger – System in place to notify parents of school events
- Important flyers are distributed and telephone calls are made to parents to update them on important information pertaining to school events
- Monthly calendars are distributed
- Community Outreach- food drive, toy drive, distribute new clothes, technology resources , Flatbush Business Organization, health street fair,
- Distribute literature about P. S. 6- teachers
- Provide translation services to parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Parents of: General Education Students, Students with Disabilities and English Language Learners, will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e. services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.
- 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, Title III, and human resources to implement this action plan from September 2012-June 2013
- Professional per-session
- Professional support materials
- Consumable instructional materials to use during workshops
- Yearly .funding of \$500.00 will be used for parent resources.
- 1% Parent Allotment
- Parent Coordinator works closely with PTA/PAC to plan for parent events and how to use designated funding

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, General Education Students, Students with Disabilities, and English Language Learners will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring levels 3 & 4 on the NYS mathematics 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 conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed an increase in math performance. However, students with disabilities and English Language Learners continue to display significant gaps in growth performance when compared to the general education students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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.
- Professional Development will focus on effective math strategies
- Review and focus on data to guide effective instruction and activities based on students levels of comprehension
- Students will participate in two rigorous CCLS aligned units of study, containing at least two formative assessments, resulting in summative Performance Tasks which will address the demands of the shifts in instruction for students to utilize fluency, application and conceptual understanding of mathematics.
- Weekly grade level meetings to plan lessons and assess student progress
- Grouping based on assessments,
- Daily review of problem solving strategies
- Instructional Coaches will model, plan with teachers and provide feedback to their colleagues .
- Tiered /Readiness activities
- Teachers will conference with students to provide guidance, and feedback to meeting their goals
- Hire outside consultants to work with teachers
- Webinars will focus on specific math strands to strengthen instructional practices

- Morning tutoring and after-school programs to strengthen students' skills
- Use item analysis from Math in Focus and Acuity to identify strengths and weakness in order to focus instruction
- All students will maintain a mathematics portfolio
- On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)
- Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data
- Students will complete math task (DOE initiative)

Responsible staff members: Administration, Coaches, Funded teachers, grade leaders

Timeline- September 2012 to June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator/Coaches will sponsor mathematics workshops for parents to focus on Math strategies and Common Core Learning Standards (CCLS)
- School staff will meet with parents on a regular basis to review children's progress
- Parents will be trained on how to use ARIS Parent Link
- Technology workshops to introduce and reinforce math links and resources that will strengthen mathematics
- Title 1 and Title III workshops to inform parents of educational resources and tools needed to work with their children one –on-one.
- Provide translation services for parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Parents of: General Education Students, Students with Disabilities and English Language Learners, will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goals.
- As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title 1, Title III and human resources to implement this action plan from September 2012- June 2013
- Professional per-session
- Professional support materials

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, English Language Learners and Students with Disabilities groups will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring levels 3 & 4 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 conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed an increase in ELA performance. However, students with disabilities and English Language Learners continue to display significant gaps in growth performance when compared to the general education students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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.
- Professional Development will focus on ELA strategies for these identified groups
- Students will participate in two rigorous CCLS aligned units of study, containing at least two formative assessments, and resulting in summative Performance Tasks which will address the demands of the shifts in instruction for students to be able to read texts that are more complex and cognitively demanding, as well as write logical arguments based on substantive claims, sound reasoning and relevant evidence while writing opinions and arguments.
- Review of the data will support effective monitoring of student progress
- Network representatives will provide PD to all staff that will focus on effective strategies to improve specific ELA skills
- ESL Technology programs will reinforce ELA skills
- ELL Teachers will provide strategies to General Education teachers in the area of ESL
- Achievement Specialist for special education services will provide instructional PD to teachers
- Grouping based on assessment

- Morning tutoring and after-school programs to strengthen students skills
- Instructional Coaches will model ELA lessons, plan with teachers and provide feedback to their peers.
- Use item analysis from Story/Town and Acuity to identify strengths and weaknesses in order to focus instruction
- Tiered Readiness activities
- All students will maintain a writing portfolio
- On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)
- Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data
- Title III after-school program
- Intensive after-school programs that will tutor ELLS and SWD
- Students will complete ELA task (DOE initiative)
- Weekly common planning for teachers to focus on ELA instructional practices and student work

Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders

Timeline- September 2012 to June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Coaches will participate in curriculum night to focus on ELA strategies
- Parent Coordinator will sponsor workshops for parents
- School staff will meet with parents on a regular basis to review children’s progress
- Parents will be trained on how to use ARIS Parent Link
- Title III meeting for parents
- Title I meeting for parents
- Provide translation services to parents
- On-going communication with parents- sending home flyers, telephone messaging service, bulletin board displays)
- PTA/PAC/SLT meetings

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Parents of: General Education Students, Students with Disabilities and English Language Learners, will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title III
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.
- Professional support materials
- Funds and human resources to implement this action plan from September 2012- June 2013

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, pedagogues will implement differentiated Instruction practices by 60% within their classroom as indicated by formal documentation of data portfolios and instruction during class.

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 reviewing the Quality Review report of the past three years, it is evident that there is a need to improve the consistency of Differentiated Instruction (D.I.) in classroom learning activities that will result in more teacher effectiveness which will impact on student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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.
- Professional development to reinforce D.I. strategies will be given in following areas:
- track and report on the progress of students
- grouping based on assessments (Differentiation)
- teachers and coaches will model and engage in activities that support Universal Design for all Learners
- Technology programs such as Acuity will support D.I.
- Close monitoring student portfolios
- Flexible Student Grouping
- Tiered Assignments (tiered templates)
- Tiered Questioning
- All students will write and monitor and update their individual goals
- On-going conferencing and monitoring progress
- On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)
- Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data
- Frequent walk-throughs of classrooms to monitor DI practices
- On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)
- Common planning
- Student conferencing
- Tiered readiness activities

Responsible staff members: Administration, ELA/Math Coaches, teachers, Funded teachers, grade leaders
Timeline- September 2012 to June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Coaches will participate in curriculum night
- Parent Coordinator will sponsor workshops for parents
- School staff will meet with parents on a regular basis to review children’s progress
- Parents will be trained on how to use Acuity and ARIS Parent Link
- Title III meeting for parents
- Title I meeting for parents
- Provide translation services to parents
- On-going communication with parents sending home flyers, telephone messaging service, bulletin board displays
- PTA/PAC/SLT meetings

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Parents of: General Education Students, Students with Disabilities and English Language Learners, will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals
- As a Title-1 School-wide Program School, Conceptual Consolidation, will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), ,Title III,

- Professional per-session
- Professional support materials
- Funds and human resources to implement this action plan from September 2012- June 2013

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Great Leap is used with the students who are beginning and emergent readers. It's a Foundational Skills program that aid students in applying grade-level phonics and word analysis skills in decoding words. • Best Practices in Reading is used with 3rd -5th grade students who need to work on gathering, applying and analyzing information from both fiction and nonfiction texts <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Task writing activities in the genres of Opinion/Argumentative, Informative/ Explanatory and Narrative. • For each of these genres of writing, the Writing Process is applied. 	<ul style="list-style-type: none"> • Small group • One-to-one • 37 ½ Morning Tutoring for Grades 1 - 5 • Afterschool for Grades 3 - 5 	<ul style="list-style-type: none"> • 2 periods weekly during the school day
Mathematics	<p>Using The Singapore Math - <u>Math in Focus Reteach</u> and <u>Math in Focus Extra Practice</u>, students are:</p> <ul style="list-style-type: none"> ▪ being encouraged to make 	<ul style="list-style-type: none"> • Small group • One-to-one • 37 ½ Morning Tutoring for Grades 1 - 5 • Afterschool for Grades 3 - 5 	<p>2 periods weekly during the school day</p>

	<p>sense of problems and persevere in solving them</p> <ul style="list-style-type: none"> ▪ learning how to reason abstractly and quantitatively ▪ learning how to construct viable arguments and critique the reasoning of others ▪ learning how to model with mathematics ▪ learning how to use appropriate tools strategically ▪ learning how to attend to precision when communicating to others about mathematical reasoning ▪ learning how to look for and make use of structure <p>learning how to look for and express regularity in repeated reasoning</p>	<ul style="list-style-type: none"> • 	
Science	<p>Using Harcourt Science Kits and FOSS Delta Science Kits, teachers are able to reinforce a hands-on learning approach in the science lab or/and the classroom. Some writings are based on lab activities included in the program.</p>	<ul style="list-style-type: none"> • Whole class • Small group 	<ul style="list-style-type: none"> • 2 periods weekly of content based incorporated in the literacy block
Social Studies	<p>Social Studies is included in the literacy block</p>	<ul style="list-style-type: none"> • Whole class • Small group 	<ul style="list-style-type: none"> • 2 periods weekly of content based incorporated in the mathematics block
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The guidance counselors at P. S. 6 provide counseling to at-risk children to help them feel cared-for, connected and contributing to a positive self esteem. At counseling sessions, at-risk students are given the opportunity to talk about their feelings on what is going in their</p>	<p>Small groups and one-to-one Large group / social interaction sessions</p>	<p>During the school day</p>

	<p>lives, both at school and at home. At-risk students are taught skills to help build their self-esteem, to teach them good character, and to help them make wise decisions. Cooperative learning strategies are implemented. Organizing techniques are carried through</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who works with our school, to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly-qualified teachers in our school include;

- Frequent communication with our Network HR Director when vacancies occur
- Central Office of Talent and Recruitment partners with colleges, the Network HR Director to identify qualified candidates
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited
- Establishing a partnership with local colleges to support the grooming of student teachers in our search of HQT candidates
- Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR)
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of a new staff member including demonstrating lessons, interviews and NYS certification
- Maintaining a teacher resource center and professional library to promote promising and effective practices
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities
- Individual PD plans are created for teachers to ensure continued improvement

If a teacher's status is NOT HQT, the principal will consult with the Networks' HR Director for guidance to ensure that the non HQT will meet all required documentation and assessment deadlines. The non-HQT will be afforded counseling and direction in order to guide them to meet the HQT standards.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Norma Adams Clemons Academy | DBN: 17006

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 51

Grades to be served by this program (check all that apply):

K 1 2 3 4 5
 6 7 8 9 10 11 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 data inquiry team has analyzed all the data concerning ELLs and has been determined that ELLs require supplemental services to achieve proficiency to meet the New York State Core Standards in Language Arts and Mathematics. The New York State and ELA and Acuity tests results show that ELLs are weak in the following literacy skills; finding the main idea and important details, sequencing, drawing conclusions and making inferences. Therefore, twice a week, the TITLE III program will focus on developing these comprehension skills. The literacy component will also emphasize vocabulary development, critical thinking and writing skills. Literacy development will be enhanced through the use of "Read, Write, Edit and Listen" and "Just Right Reading" by Options. NYSESLAT results show that there are many long-term ELLs and/or ELLs who remain on one language proficiency level for more than one year. Therefore, preparing for the NYSESLAT is another important aspect of the TITLE III program. "Getting ready for the NYSESLAT and Beyond" is a test preparation book and will be an additional tool for improving skills to meet the Core Standards. The New York State Math and Acuity test results show that ELLs are weak in numeration, algebra and problem solving. The math component will focus on improving these skills and learning how to apply new strategies for problem solving. "Math Problem Solving" from Coach and "Write Math" from Buckles to develop open ended questions writing. There will be three teachers certified in English as a Second Language. There will be a third, fourth, and fifth grade group. The third grade group will have 12 students, the fourth grade group will have 19 students and the fifth grade group will have 20 students. The program will take place on Tuesdays, Wednesdays, and Thursdays from 3:15 to 5:15 P. M. The program will take place on January 2013 on the following days: 8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31. February 2013 on the following days: 5, 6, 7, 12, 13, 14, 26, 27, 28. March 2013 on the following days: 5, 6, 7, 12, 13, 14, 19, 20, 21.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development will consist of a study group in the area of academic literacy for ELLs. The three participating teachers will meet on February 4, 2013 to analyze and discuss "English Learner's Academic Literacy, and Thinking-Learning in the Challenge Zone" by Pauline Gibbons.

Part C: Professional Development

The purpose of the study will be to identify and put into practice new strategies to best assist ELLs in acquiring skills and academic literacy and to turnkey information to the school at large.

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: Parental involvement will consist of two events: the first will be a math workshop entitled "Achieving Success in Math" which will focus on techniques to help students master some basic math skills that are necessary for advancing in mathematics. The second event will be an Afternoon Tea for students and parents. Each of the TITLE III groups will make a presentation to the parents to celebrate students' accomplishments. The math workshop will take place on January 28, 2013 from 9:00-10:15 A.M. and it will be conducted by the ESL teachers. The Afternoon Tea will take place on March 7, 2013 from 4:15-5:15 P.M. and all TITLE III students and teachers will participate. All TITLE III parents will be invited to both events. Our Parent Coordinator, Mr. S. Narvaez, is a strong liaison for our ELL parents.

Part E: Budget

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

Allocation Amount: \$11,200

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. 	N/A	
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K006 **School Name:** P.S. 6

Cluster: 110 **Network:** Ms. N. Andrews-Manning

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A Home Language Identification Survey Form is filled out by a parent or guardian of every child entering P.S. 6 and these forms are reviewed by an ESL teacher to ensure that the appropriate language code is entered on the ATS and that the child is appropriately tested and placed. It is from these forms that the language needs of families can be assessed.

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.

The findings are that the majority of families whose language is other than English is Spanish speaking. The second largest foreign language group is Haitian-Creole. There are a few Chinese, Arabic, Bengali, Julani and Wolof speakers as well. Our written translation needs are to have important and required notices and documents translated into Spanish and Haitian Creole. (We have found that our Arabic and Julani speaking students have English speaking family members. Translation and interpretation services will be provided if requested.) Our oral interpretation needs are to have Spanish and Haitian Creole speakers available for interpretation. These needs have been communicated to the school community at PTA and staff conference meetings.

In addition, signs in Spanish, Haitian Creole and Arabic will be posted in a conspicuous location informing parents of the availability of interpretation services and the Bill of Parent Rights and Responsibilities will be provided in Spanish, Haitian-Creole, and Arabic.

Part B: Strategies and Activities

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

The school will utilize the native Spanish and Haitian Creole speaking staff to provide written translations of all appropriate documents or download translated documents from the New York City Department of Education if available to ensure that all parents are informed of matters pertaining to their children's health, well being and education. Notices and documents in need of translation will be given to the appropriate translator in advance of their projected dates of dissemination. When necessary, services will be obtained through the Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will also be provided by staff members and will be available at registration, parent meetings, conferences, or whenever requested by a parent or guardian. When necessary, services will be obtained through the Translation and Interpretation Unit.

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>.

Signs in Spanish, Haitian Creole, and Arabic will be posted in a conspicuous location informing parents of the availability of interpretation services. The Bill of rights and Responsibilities will be provided in Spanish, Haitian-Creole, and Arabic when made available on the New York City Department of Education website. All critical documents and communications with parents will be provided in translation whenever necessary.

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: 6	DBN: 17K006
Cluster Leader: Corinne Rello-Anselmi	Network Leader: N. Manning
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 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 data inquiry team has analyzed all the data concerning ELLs and it has been determined that ELLs require supplemental services to achieve proficiency to meet the New York State Core Standards in language arts and mathematics. The New York State ELA and Acuity test results show that ELLs are weak in the following literacy skills: finding the main idea and important details, sequencing, drawing conclusions, and making inferences. Therefore, twice a week, the Title III program will focus on developing these comprehension skills. The literacy component will also emphasize vocabulary development, critical thinking and writing skills. Literacy development will be enhanced through the use of "Best Practices in Reading" published by Buckle Down and "E-Z Reading for Older Students" by Remedia Publishing. NYSESLAT results show that there are many long-term ELLs and/or ELLs who remain on one language proficiency level for more than one year. Therefore, preparing for the NYSESLAT is another important aspect of the Title III program. "Getting Ready for the NYSESLAT and Beyond" is a test preparation book and will be an additional tool for improving skills to meet the core standards. The New York State Math and Acuity test results show that ELLs are weak in numeration, algebra, and problem solving. The math component will focus on improving these skills and learning how to apply new strategies for problem solving. "Math Problem Solving" from Coach and "Buckle Down Math" from Buckle will be used to enhance math instruction and problem solving skills. "Alphabet Shoe Box Learning", "Phonics Shoe Box Learning", and "Word Families Shoe Box Learning" centers from K-5 Kaplan will be used to help those students that are academically below level. There will be three teachers certified in English as a Second Language. There will be a third, fourth and fifth grade group. Each group will consist of no more than fifteen students. The program will take place on Tuesdays, Wednesdays and Thursdays from 3:15 to 5:15 from January 27, 2012 to March 29, 2012. The cost of this program will be 3 teachers for 29 days for 2 hours a day @ \$49.89 per hour is \$8,680.86.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development will consist of a study group in the area of academic literacy for ELLs. The three participating teachers will meet on January 16, 2012, February 6, 2012 and March 12, 2012 from 3:15 to 4:15 to analyze and discuss "English Learners, Academic Literacy, and Thinking-Learning in The Challenge Zone", by Pauline Gibbons. The purpose of the study will be to identify and put into practice new strategies to best assist ELLs and acquiring skills and academic literacy and to turnkey information to the school at large. The cost of professional development will 3 teachers

Part C: Professional Development

x \$49.89 x 3 = \$449.01.

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: Parental involvement will consist of two events: the first will be a Math workshop entitled "Achieving Success in Math" which will focus on techniques to help students master some basic math skills that are necessary for advancing in mathematics. The second event will be an Afternoon Tea for students and parents. Each of the Title III groups will make a presentation to the parents to celebrate students' accomplishments. The workshop will take place on February 9, 2012 from 9:00 to 10:15 and it will be conducted by the ESL teachers. The Afternoon Tea will take place on March 8, 2012 from 4:15 to 5:15 and all Title III students and teachers will participate. All Title III parents will be invited to both events. These events are at no cost to Title III.

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 	\$8,680.86	3 teachers for instruction 2 hours x 29 days= 58 hours x 3 teachers= 174 hoursx \$49.89=\$8,680.86
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$2,070.13	45 Coach Math Problem Solving student book (Level 3-5) 45 E-Z Reading for Older Students from Remedia (Level 3-5) 3K-5 Kaplan 45 Buckle Down Math from Buckle Down (Level 3-5)

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.
<ul style="list-style-type: none">Must be clearly listed.		45 Getting Ready For The NYSESLAT and Beyond (Level 3- 5) Classroom supplies.
Educational Software (Object Code 199)		
Travel		
Other	\$449.01	Professional Development.
TOTAL	\$11,200.00	