



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE STOCKTON SCHOOL

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

PRINCIPAL: JAMES E. BROWN EMAIL: JBROWN28@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICIJA WINNICKI

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Leader or Designee	
Debra Donato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gladys Rhoads	Member/Parent	
Griselle Morales	Member/Parent	
Sylvia Robinson	Member/Parent	
Christine Petito	Member/Parent	
Mechelle Smith	Member/Teacher	
Melissa Cunningham	Member/Teacher	
Debra Argenziano	Member/Teacher	

** 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

Students will demonstrate how to create real world equations, aligned with the common core learning standards, based on the math curriculum that allows for the construct of a viable argument and critique by the reasoning of other students.

Measurable Objectives

- **65% of our students, grades three, four and five will be able to compose a real world multi-step problem that other students can solve and give a rational explanation for the answer**
- **50% of the students, grades three, four and five will be able to move one My Math rubric level by the spring**

Comprehensive needs assessment

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

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: how to develop open ended problem solving strategies and how to demonstrate differential strategies to solve multi-step equations and workshops for all special education teachers and paraprofessionals on strategies in problem solving to improve test scores for their students.

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

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

Implementation timeline: September 2012 through June 2013

Activity #2

School-wide Program(s): Using My Math which is aligned to the Common Core Standards; teacher teams both in general education and special education will meet to evaluate data on open ended problem solving; establish short and long term goals for students in mathematics through flexible grouping; establish specific math word walls that encourage mathematical vocabulary that connects words from read alouds and literacy books; and design our own practice examinations that place emphasis on multi-step problem solving.

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

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

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

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

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:
Federal, state, local services, and NCLB

Service and program coordination

- **The school has implemented a grant called ST Mathematics for grades 4 and 5, Study Island, IXL, Brian Pop for all student groups from kindergarten through grade five to assist students with numbers and numeration skills in solving multi-step equations.**
- **Assigning mathematics cluster teachers to pull-out groups to focus on multi-step open ended problem solving.**
- **RTI student groups tutoring in mathematics**
- **Community Based Organization Good Shepherd services students during an after-school program tutoring students in mathematics.**
- **Purchases of computers and other technology such as Smartboards used in the classroom to aid in mathematics instruction made possible by a city-council grant(s).**

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

- **Students will demonstrate the ability to respond to informational texts that use effective and grade specific organization, vocabulary, grammar, and punctuation alignment of the common core learning standards that also allow the students to analyze the content of their writing assignments.**

Measurable Objectives

- **At least 50% of our students, across grades kindergarten through five, will demonstrate improvement in writing, via a rubric developed by the ELA team, based upon the common core learning standards**
- **At least 50% of our students, grades three, four and five will be able to complete a response to informational text that involves the specification of a problem, a reply to correct that problem while reviewing data from the reading and showing the results of the corrective action**

Comprehensive needs assessment

- **After conducting a two-year trend analysis of student performance data on both state and school-based assessments, it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in responding to informational text that use effective and grade specific organization, vocabulary, grammar, and punctuation in drawing conclusions in non-fictional text in order for students to analyze the content of their writing assignments even though all student groups showed an increase in performance overall on the state English Language Arts assessment.**

Instructional strategies/activities

Activity #1

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

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

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

Implementation timeline: September 2012 through June 2013

Activity #2

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

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

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

Implementation timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and teacher inquiry teams to review student data and student portfolios
- Staff determined that a 40% increase in their student reading levels, by the end-of the year, using progressively rigorous writing responses to non-fictional content with a focus on inferences and drawing conclusions.
- Periodic Assessment Data: December 2012 and March 2013.

Strategies to increase parental involvement

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

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 X Title IIA X Title III X Grants X Other

If other is selected describe here:

Federal, state, local services, and NCLB.

Service and program coordination

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

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

- **Teachers will continue to develop effective instructional practices aligned with the common core learning standards with a focus on domain three from the Charlotte Danielson's framework for teaching**

Measurable Objectives

- **Teachers will be informally observed using a form that refers to the common core learning standards with a focus on Domain 3 of the Charlotte Danielson rubric. They will receive it within twenty-four (24) hours as a copy to review about their professional practices, not for file, but for support of the development of their pedagogy.**
- **These informal observations will lead to at least 65% of the teachers being rated satisfactory for their formal observations utilizing the current system of attaining a satisfactory or unsatisfactory only, in which they must sign for acknowledgement of the observation.**

Comprehensive needs assessment

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

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Charlotte Danielson's Framework for Teaching Domain 3 – 3a: Instruction including the components of communicating with students, 3b: questioning and discussion techniques, 3c: engaging students in learning, 3d: using assessment in instruction, 3e: demonstrating flexibility and responsiveness. Administration in collaboration with content area teachers will host grade and faculty conferences to discuss the competences of Domain 3 and how they plan to improve their students performance by effectively explain concepts to their students and how to engage their students in learning; using assessment to effectively plan instruction and monitor student learning; review of connection of lesson plans to the teaching process and types of highly qualified questions are being developed for their students; flexible grouping charts in the area of mathematics and ELA on how it connects to the comprehension of their students; and discuss the adjustment of questioning strategies in order to effectively communicate with students and the development of accountable talk with their students with teachers to further the success of the student body.

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

Responsible Staff Members: Administration, CFN Specialist(s), Literacy Coach, ESL Teacher, Resource Room teacher, Content Area Instructors (Mathematics and Science) (internal and external), and the Data Specialist.

Implementation timeline: September 2012 through June 2013

Activity #2

Mentors: Pairing teachers with CFN specialists to develop better instructional practices across the content areas; establishing in-house mentors for

teachers who need additional assistance in their questioning practice; and Teacher Teams will form in areas of special education, literacy, and mathematics to review and improve upon best questioning techniques to improve upon the purpose of the lesson.

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

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

Implementation timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and Teacher teams to review student data and student portfolios
- Review the cumulative rigorous writing pieces of their students to ensure that the engaged learner has incorporated high qualified of questions by the instructor.
- Meet with teachers during both Pre and Post-Observation conferences to ensure higher order thinking questions in their lesson planning and overall rigor in their instruction.
- Periodic Assessment Data: December 2012 and March 2013.

Strategies to increase parental involvement

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

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:

Federal, state, local services, and NCLB.

Service and program coordination

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

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

- **Teacher inquiry teams will continue to deepen effective teaching strategies and align them with the common core learning standards for multi-tiered instruction and instruction and intervention in order to support the differentiated needs of our students as we focus on high quality core instruction for all children.**

Measurable Objectives

- **50% of the students will be able to achieve the culminating task of at least two of the inquiry studies**
- **In a culminating activity of presentation, one member, from each team, will be able to share best practices of the inquiry development with the school community**

Comprehensive needs assessment

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

Instructional strategies/activities

Activity #1

Professional Development: Teacher teams will meet with Instructional Lead teachers to be developed on how they can incorporate Response to Intervention strategies for the Tier I classroom teachers who work with all students before moving on to a more focused small group in Tier II.

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

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

Implementation timeline: September 2012 through June 2013

Activity #2

Mentors: Pairing teachers with CFN specialists to develop better instructional practices to add academic rigor and differentiation across the content areas; establishing in-house mentors for teachers who need additional assistance in lesson development, planning, and develop Units of Study; and Teacher Teams will form in areas of special education, literacy, and mathematics to review and to use best practices of instructional techniques to improve upon the purpose of the lesson.

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

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

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

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

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 X Title IIA X Title III X Grants X Other

If other is selected describe here:

Federal, state, local services, and NCLB.

Service and program coordination

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

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,
 - 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>Early childhood ELA is using Wilson Foundations</p> <p>Upper grades are using Wilson Foundations, Study Island, individual skills mini lessons, and read alouds.</p> <p>Data is used to continue secure goals and plan next steps.</p>	Small group pull out/push in model.	All done during the school day and extended day.
Mathematics	<p>Early childhood program uses hands on use of manipulatives and games to support My Math aligned with the Common Core Standards.</p> <p>Upper grades are using computer programs and games to support and deepen learning.</p> <p>Data is used to continue secure goals and plan next steps.</p>	Small group pull out/push in model.	All done during the school day and extended day.

Science	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions based on the NYC Scope and Sequence.</p> <p>Data is used to continue secure goals and plan next steps</p>	Small group pull out/push in model.	All done during the school day and extended day.
Social Studies	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions.</p> <p>Data is used to continue secure goals and plan next steps.</p>	Small group pull out/push in model.	All done during the school day and extended day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The counselor services students on a needs basis and who are at-risk.	The counselor works in small groups or one to one as suited in individual cases.	All done during the day.

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.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
- **The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors (internal and external) are assigned to support struggling and un-qualified teachers.**
- **In-house professional development opportunities to be offered for all members of the teaching community, especially for our new staff.**
- **Weekly grade meetings and monthly faculty conferences are conducted covering a variety of topics, including but not limited to: differentiated instruction, Common Core Learning Standards, unit planning, formal and informal observation guidelines, all curriculum related areas, and student support instructional activities.**
- **100% of the teaching staff are highly-qualified**

**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:

PS 297 agrees to implement the following statutory requirements:

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

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

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

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

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

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

- **Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact**
- **Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills**
- **Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact**
- **Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills**
- **Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office**
- **Conduct parent workshops with topics that may include: nutrition and exercise, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community, and support services; and technology training to build parents' capacity to help their children at home**
- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and the Learning Environment Survey Report**
- **Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act**
- **Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions**
- **Translate all critical school documents and provide interpretation during meetings and events as needed**
- **Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help**

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

- Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities such as our annual Open House event for parents/guardians to discuss school-wide expectations in instruction and social skills and Parent-Teacher Conferences and throughout the school year
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- We will support and host Family Day events; we will host three award assemblies to recognize student achievement; in October, we will have a “Think Pink” school-wide focus and hold a breast cancer assembly and walk-a-thon; in June to celebrate our multiculturalism we will host our annual Multicultural Day event and our annual Career Day celebration.
- Monthly assemblies to be hosted by each grade to ensure a sense of community and the PA and the parent coordinator will host their monthly meetings prior to each show
- To promote family time we invite parents to participate in family movie night, disco night, etc.
- Host a parent workshop on “How to Use the ARIS Parentlink”
- We will host our Cookshop healthy eating program for parents
- Encouraging more parents to become trained school volunteers (Learning Leaders)
- Providing written monthly progress reports to keep parents informed of their children’s progress
- Informing parents on the school website and on Facebook designed to keep parents informed about school activities and student progress
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

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

Workshops will be conducted in:

1. ESL
2. Computer usage (ARIS Parent Link)
3. ELA
4. Math
5. Health Issues
6. Educational Trips (e.g. Fall/Spring college tours for our fifth grade students)
7. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Learning Leaders
 - b. Open Airways
8. PS 297 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:
 - Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
 - Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.
9. PS 297 will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Grade wide meetings to explain the State and Common Core Standards in ELA and Mathematics.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with

parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available.

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the PS 297 on 09/15/2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2012.

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.

PS 297, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

I. School Responsibilities

PS 297 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.
3. Hold two parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
4. Specifically, those conferences will be held in the Fall and again in the Spring.
5. Provide parents with monthly Progress Reports on their children's progress. In addition to the three scheduled report cards, the school will send home individual reports on at-risk students and

additional two times a year. Provide a Parent and Student Handbook also translated into the dominated language of the school community.

6. Provide parents notices and information related to school and parent programs, meetings and other activities is sent to home to parents of participating children in a format and to the extent practicable in a language that parents can understand.
7. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
8. All staff has at least one non teaching period per day. The parents are notified of this schedule and are encouraged to request meetings during these times.
9. To ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
10. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy, which permits parents and guardians the opportunity to enter classrooms, as long as they are signed into the building and have an office pass.
11. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PA and Leadership meetings.
12. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
13. All parents of Title I students are invited to attend the two annual meetings of the PIP.
14. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.
15. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
16. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
17. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0
18. To ensure parents that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
19. Advise 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:

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

- Monitoring my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Making sure that homework is completed.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes).
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

III. Student Responsibilities:

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

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

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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	342	Total Number of ELLs	47	ELLs as share of total student population (%)	13.74%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	13	9	7	6								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								2
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	6	5	13	9	7	7	0	47						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part A: ELL Programs

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

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

Pull out Model

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.	

B. Programming and Scheduling Information--Continued

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

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

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

SIFE (Students with Interrupted Formal Education)

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

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

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part G: Parental Involvement

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Pas

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 111

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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: PS297	DBN: 14k297
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 program will be split up into morning sessions Tuesday through Thursday morning (7:30-8:00) and one Monday afternoon session (2:20-3:50).

Both sessions will have an ESL teacher and a Common branch teacher. The groups will be split up according to reading, proficiency and grade level.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is broken up into systems we will be using the Blue system which has guided reading book levels C through N. 90 percent of students are below grade level in reading.

Words Their Way is a program that focuses on the stages of spelling development. This is based off of an assessment that determines their spelling level.

The program will begin in the first week of November and end in April.

The program will be facilitated by the ESL Teacher and the Literacy Coach. The instruction will be based off of Words Their Way Spelling Inventory and Fountas and Pinnell Reading Assessment. Through Co-Planning and Analyzing the data, areas that target weakness pertaining to necessary skill development will become the focus of instruction. All instruction will be done in one classroom sharing responsibilities, planning and grouping accordingly to provide academic rigor.

The Leveled Literacy Program provides running records that will show clear indicators of progress.

Monday's 2:20-3:40(3rd)

Third grade which consist of 14 students will meet for 1 hour and 20 minutes. They will be split up into two groups. They will meet for 35 minutes with the ESL teacher and 35 minutes with the Literacy Coach and have 10 minutes for snack. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used to develop their spelling and their vocabulary.

Tuesday's and Wednesday's 7:30-8:00 (4th and 5th)

Fourth and Fifth grade which consist of 11 students will be split up into two groups. The groups will receive instruction on Tuesday's and Wednesday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used

Part B: Direct Instruction Supplemental Program Information

to develop their spelling and their vocabulary.

Thursday's 7:30-8:00 (1st and 2nd)

First and Second grade which consist of 10 students will be split up into two groups. The groups will receive instruction on Thursday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lesson will be split in two fifteen minute intervals. There will be guided reading lesson and Wilson Language Phonics lesson.

Saturday Trip Enrichment:

There will be two Saturday enrichment trips. The Tenement Museum trip is directly correlated to the Common Core State Standard (CCSS) in the speaking and listening strand which focuses on collaborative discussions and encompasses diverse partnerships; which is one of the measured assessments in the NYSELAT. Through writing about experiences from the Tenement Museum students will be required to know and apply grade level phonics and word analysis skills which are reflected in CCSS 3 foundational skills.

Our second enrichment trip will foster the idea that although we live in this diverse world, everyone looks up in one sky. Children will participate in discussions and use various resources to synthesize and make connections to what children all over the world are doing at the same time (compare/contrast). CCSS to be addressed through this visit include RSIT 1, 6, and 10.

One will be in January to the Tenement Museum in May. Third, Fourth, and Fifth grade students will take a tour titled "What Does It feel Like to Be Far From Home?" They will travel back to 1868 and help Bridget Moore Prepare for her housewarming Party. Students talk to Bridget about her experiences as one of only two Irish families at 97 Orchard St, and draw connections between Bridget's experience and homesickness and discrimination today.

The second one will be in March to the Natural History Museum(3/9/12) the students will tour the Museum and the Rose Center for Earth and Space and also include a Space Show, Journey to the Stars, which is featuring extraordinary images from telescopes on the ground and in space and stunning, never-before-seen visualizations of physics-based simulations, the dazzling new Journey to the Stars launches visitors through space and time to experience the life and death of the stars in our night sky, including our own nurturing Sun. Tour familiar stellar formations, explore new celestial mysteries, and discover the fascinating, unfolding story that connects us all to the stars. Those who come along for the journey may never see the night sky in the same way again.

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

Part C: Professional Development

Begin description here: Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, . The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teacher will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, including all classroom Pre-K –through 5 as well as out of classroom personnel (i.e. Math Support, Science Teacher, Literacy Coach, and SETTS).

The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

By utilizing professional resource materials including (Words Their Way, Word Study for Phonic, Vocabulary, and Spelling Instruction by Donald Bear, English Language Learners: Day by Day K-6 by C. Celic, Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco , Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement), I will gather information and gain insight into ways of helping others set-up an ELL environment that fosters learning across the content areas.

The first professional development was provided on November 16, 2012 and gave a detailed look at ways to assess at-risk and ELL learners through Words Their Way Spelling Inventory.

Two more professional developments will be given in the spring and revisit needs of ELLs and help establish center areas in the teacher’s classroom.

The following materials will be used:

English Language Learners: Day by Day K-6 by C. Celic

Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco

Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement

Materials:

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach In-depth descriptions and examples for each component of the CALLA model: using content areas standards, developing academic language and teaching learning strategies. * A comprehensive analysis of the CALLA instructional sequence to help teachers plan and differentiate instruction * Standardized test preparation and authentic, performance-based assessments. [REDACTED]

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: There will be at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way.

The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources.

The Parent Coordinator, the ESL teacher, and the Literacy Coach will be active participants in the workshop. The goal is for parents to interact with various members of the school community.

The tentative dates will be on the second Monday’s in February (2/11/13, April (4/8/13), and May (5/13/13) following the afterschool program Monday.

Topics for Workshops:

Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

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 		

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"> Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		