



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** STANLEY EUGENE CLARK PUBLIC SCHOOL 399

DBN (17K399):

PRINCIPAL: MARION J. BROWN

EMAIL: [MBROWN3@SCHOOLS.NYC.GOV](mailto:MBROWN3@SCHOOLS.NYC.GOV)

SUPERINTENDENT: BUFFIE SIMMONS

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
MARION J. BROWN	*Principal or Designee	
HIEDI DOWLING	*UFT Chapter Leader or Designee	
JOANNE TRELLIS	*PA/PTA President or Designated Co-President	
JOHNNIE JACKSON	DC 37 Representative, if applicable	
CORDELIA BAIRD	Member/Parent	
DEBORAH KENNEDY	Member/Teacher	
DIANN GUILLAUME	Member/Teacher	
HYCINTH GARVEY LEWIS	Member/Teacher	
DENISE YEARWOOD	Member/Parent	
SABRINA MEROLUS	Member/Parent	
TANIA SANGSTER	Member/Parent	
STACEY MORRISON	Member/Parent	

\*\* 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**

By June 2013 80% of our students will successfully produce two ELA and Math Tasks, resulting from a unit of study in correlation to the Common Core Standards. Students will attain a score of level 3 or better, reflective of teacher created rubrics.

#### **Comprehensive needs assessment:**

- As indicated by 2011-2012 33% of our students tested failed to make a year's progress on the NYS ELA Exam.
- Additionally, 40% of our students tested failed to make a year's progress as per the NYS Math Exam.

#### **Instructional strategies/activities**

- Overall Inquiry Team will support development and implementation of all units for its duration
- Inquiry Team will analyze students' work and progress
- Teachers will collaborate to create unit of study based on their topic of choice
- Teachers will continue to receive PD on Implementing the CCLS
- We will use DOE Units and develop their own units based upon DOE Unit formats.
- All tasks will reflect DI practices and varied student products
- Additional modifications will be made for ELLs and Special Education students
- Unit of Study will run for a duration of 6-8 weeks in both Math and ELA

#### **Strategies to increase parental involvement**

- Communication was made during Curriculum Meeting about the upcoming units of study by each grade respectively
- A follow-up letter will be sent home to all parents detailing the specifics of the unit.
- Parent letter will also address specific actions and involvement needed from home that will support the unit and ensure each child's success
- Information about all units will be accessible on the school's website and individual class pages

#### **Budget and resources alignment**

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

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

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

If other is selected describe here:

### **Service and program coordination**

- Parent Coordinator conducts workshops with local agencies to support parents with but not limited to, housing, health, legal and parenting issues. The Parent Coordinator organizes information meeting on the CCLS for parents.
- Fordham University Coaching \_ The primary role of the University is to provide instructional support the development of the units and address the work that the teachers are doing to support the units.
- NYPD – Violence Prevention Program
- Brooklyn Public Library (Grand Army Plaza branch) **Through the NY Public Library’s Biblio-Commons initiative, staff and students are able to borrow complex texts that will support the units and supplement the classroom libraries.**

**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**

**By June of 2013 we will reduce the percentage of students tested in grades 3 – 5 who failed to demonstrate at least one year’s progress on the NYS Math Exam by 5%**

**Comprehensive needs assessment**

- 2011 - 2012 data indicates that 40% of our students tested in grades 3 – 5 didn’t show a year’s progress on NYS Math Exam

**Instructional strategies/activities**

- Timeline for implementation: Sept 2012-June 2013
- Identified lower 3rd using individual data to create flexible groups
- Develop Individual Math goals based on current data
- Grade Planning Meetings to discuss students’ progress and individual needs
- Math Units of Study will be implemented to align with CCLS
- Daily Instruction aligned to Common Core
- DI – Tasks and activities
- Am Tutorials for at risk students
- Online Math resources posted on school’s website and individual class pages
- Two Math Specialists have been assigned to supplement math instruction
- 90 Minute Math Block for daily instruction
- Students accessed and analyzed individual data to formulate SMART math goals with guidance from classroom teacher
- Selected students will be mandated to attend the After School Program from January 2012 – May 2012
- 

**Strategies to increase parental involvement**

- Parent Intervention Form
- Workshops to access and become acquainted with Aris and student data
- Workshop to fill out Intervention forms, ideas or strategies to assist child with helping to meet math goals

**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           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Parent Coordinator conducts workshops with local agencies to support parents with but not limited to, housing, health, legal and parenting issues. The Parent Coordinator organizes information meeting on the CCLS for parents.
- Fordham University Coaching \_ The primary role of the University is to provide instructional support the development of the units and address the work that the teachers are doing to support the units.
- NYPD – Violence Prevention Program
- Brooklyn Public Library (Grand Army Plaza branch) **Through the NY Public Library’s Biblio-Commons initiative, staff and students are able to borrow complex texts that will support the units and supplement the classroom libraries.**

**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**

**Approximately Thirty-five percent of the at –risk Grades 3-5 students will benefit from the after school program. This group will be comprised of the ELL, Special Needs and lower 3<sup>rd</sup> students from each grade.**

**Comprehensive needs assessment**

- 2011 - 2012 data indicates that 40% of our students tested in grades 3 – 5 didn't show a year's progress on NYS Math Exam

**Instructional strategies/activities**

- Timeline for implementation: Sept 2012-June 2013
- Identify our ELLs, Sp Ed. And lower 3<sup>rd</sup> in grade 3-5, then use individual student data to create flexible a roster
- Develop Individual goals based on current data
- Use the Curriculum Associates Buckle Down program
- Conduct Planning Meetings to discuss students' and their progress
- Instructional resources will be aligned to Common Core
- DI – Tasks and activities
- Am Tutorials for at risk students
- Web-based resources will be posted on the school's website and individual class pages

**Strategies to increase parental involvement**

- Parent Intervention Form
- Workshops to access and become acquainted with Aris and student data
- Workshop to fill out Intervention forms, ideas or strategies to assist child with helping to meet math goals

**Budget and resources alignment**

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

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

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Parent Coordinator works to address various socio-economic needs of students in need. More often than not, these issues affect students' daily academic performance and long term growth

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

**By June 2013 we will reduce the percentage of grades 3 – 5 students tested who failed to demonstrate at least one year’s progress on the NYS ELA Exam by 5%**

**Comprehensive needs assessment**

*2011 – 2012 ELA data indicates that 33% of grades 3 – 5 students tested didn’t make one year’s gain on the NYS ELA Exam*

**Instructional strategies/activities**

- Time Line for implementation: September 2011 – June 2012
- The Comprehension Tool Kit will be used to support the Units of Study
- Classroom teachers and funded staff will be used to reduce class size
- All Grades 3 – 5 students will be mandated to attend the After-School Program from January 2012 – May 2012
- The ELA Curriculum will align with Common Core Standards
- Differentiated Instruction and activities during daily instruction
- Additional focus on Expository, nonfictional texts and on students
- Additional Nonfiction/ Informational texts to Classroom Libraries
- Wordly Wise Text and online -- implemented to build vocabulary skills
- Supplementary Informational text – National Geographic and Time for Kids Magazines
- Curriculum associate’s Ready Program will be used for test prep.
- ELA Project from unit of study
- Writer’s Notebooks
- Wilsons Learning Program
- Achieve 3000- Kid Biz for RTI level 2
- RAZ KIDS
- Students access and analyze data with teacher assistance to formulate SMART ELA goals

**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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Parent Coordinator works to address various socio-economic needs of at-risk students. More often than not , these issues affect students' daily academic performance and long term growth



**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	<ul style="list-style-type: none"> <li>• Support In the CCLS, phonics and phonemic awareness,</li> <li>• Small Group intervention on developing fluency and comprehension,</li> <li>• Extended Day Instruction for homework assistance,</li> <li>• After-school Instruction for test preparation</li> <li>• Web-Based Instruction for reading</li> <li>• RTI Levels, 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>• Para –professional provide small group and one on one support to struggling K and 1 students,</li> <li>• Funded staff uses The IReady Program and Achieve 3000 to teach ELA skills for RTI level 2 instruction,</li> <li>• whole staff provided hw assistance</li> <li>• After-school program targets struggling students and uses the Buckle Down Program</li> <li>• Grade 3-5 classroom teachers implement the Test Ready Program during the school day</li> <li>• K-2 Used the Foundations Program</li> </ul>	<p>Services are being provided during the school Day</p> <p>After-School Program</p> <p>Extended Day</p> <p>Before School Program for struggling Students and ESL students</p> <p>Saturday Program</p>
Mathematics	<ul style="list-style-type: none"> <li>• Small Group intervention during school day</li> </ul>	<ul style="list-style-type: none"> <li>• Buckle Down Program for ESL, Special Ed and Struggling Grade 3-5 students</li> </ul>	<p>Services are being provided during the school Day</p> <p>After-School Program</p>

	<ul style="list-style-type: none"> <li>• Grades 3-5 Exam Prep</li> <li>• Web-based program</li> </ul>	<ul style="list-style-type: none"> <li>• Ready Program for all grade 3-5 students</li> <li>• Math Playground</li> <li>• I Ready Web-based Program</li> </ul>	<p>Extended Day</p> <p>Before School Program for struggling Students and ESL students</p> <p>Saturday Program</p>
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School –Wide Incentive program for Behavior Modification</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>Parent Workshops</p>	<p>Star Card Program incentive program for all students</p> <p>At-Risk Counseling By GC and SW</p> <p>Parent Support Provided by Parent Coordinator</p>	<p>Counseling through-out the day</p> <p>Star card through-out the day</p> <p>Monthly</p>

### 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.

The school has a web-site that describes the school's Initiatives and Priorities. We find that teacher retention is relatively good and resources have to be used to strengthen instruction.

- Teachers receive double common planning periods so that they are able to plan with their Team, meet with instructional coaches and/or Supervisors for professional develop. They are also encouraged to participate in off-site professional development opportunities to enhance their skills.
- Teachers who struggle with management and pedagogy receive support from the instructional coaches and the Assistant principal.
- The recruitment effort is maintain through a close relationship with the personnel liason, attending job fairs, accessing trustworthy referrals from principals of school that are closing or phasing out.
- Staff is assigned based upon their license, experience, expertise and preference. We use teacher data and instructional qualifications to assign staff.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 399	DBN: 17K339
Cluster Leader: DR. ANITA BATISTI	Network Leader: MARGARET STRUK
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input 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:

## 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:

Rationale:

The P.S.399's TITLE III program is a linguistic and academic supplemental program that will meet after school on Tuesdays, Wednesdays, and Thursdays from 3:30 P.M to 5:30 PM. This standard-based instruction is conducted in English to ELL students as well as previous ELL in grades 3, 4, and 5. It targets English language learners as well as students who are on their first or second year of proficiency as per the NYSESLAT test. The TITLEIII after school program will be starting on January 4, 2013 and will continue until the end of May, 2013. In addition, ESL students in grades 2, 3, 4, and 5 will participate on Mondays, Tuesdays, and Wednesdays. In The Morning Reading Circle, they will meet from 8:00AM. to 8:30AM. During this time students will listen to audio-books, They will also listen and participate in oral discussions that will promote accountable talk. This activity will help prepare the ELL students to meet the listening, speaking, reading, and writing strands of the NYS/ELA and NYSESLAT. This program will in addition develop social and academic language through ESL strategies and techniques. Furthermore, students will develop critical thinking skills, express observation, state opinions, and draw conclusions. These programs are conducted in small groups, where independent activities is promoted and individualized instruction is a priority.

The After-School Title III program is conducted by a certified ESL teacher co-teaching with a Common Branch teacher, who has experience working with ESL students and has a Masters in Reading. It will require a total of 60 hours, two hours a day, three days a week per teacher.

In analyzing the data (State Exams, NYSESLAT, AQUITY, unit test) of our present and previous ELL, it is noticeable that our students need supplementary instruction in Reading, and Writing skills. They will also be supplemented with Math skills, and testing preparation, since many of our students are taking the ELA and the Math State exams for the first time. The Title III supplementary after school program will be using the following academic materials:

1. Morning Reading Circle: Grades 2-5

Students listen to audio books and participate in oral discussions that will promote accountable talk. Materials will include 6 sets of 20 books each on tapes or CDs purchased from Scholastic or Perma Bound.

2. 1XL. An Interactive math program that will allow students to develop, and review math skills, as well as keeping a record of their progress , and deficiencies.

## Part B: Direct Instruction Supplemental Program Information

Modern Curriculum Press Phonics book: K-5

The Modern Curriculum Press is a research-based program that addresses the English language grammar mechanics and skills on the NYS ELA and NYSESLAT. It colorful pictures and cyclical style of presenting the skills will enhance the ELA vocabulary, reading and writing skills. This program is used as an instructional tool in the TITLE III after - school program as a preparation for the for the ELA, EPAL and NYSELAT test.

Computers are needed in the ESL classroom not only to work after or before school, but for students to complete assignments and research assigned by the classroom teacher. The students can come before school hours and after school to complete research and assignments.

## Part C: Professional Development

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

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

Begin description here:

Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. They are constantly encouraged to register for Staff Development sessions that will help all students, including the ELLs students.

The Literacy Coach, Math specialist and Technology Specialist articulates with teachers, on the use of hands-on and manipulative materials. As a result these techniques facilitate instruction for the ELL learners. On-going communication between the English as a Second Language Teacher, Classroom

## Part C: Professional Development

Teachers, Literacy Teacher, Literacy Coach and Math Specialist facilitates data interpretation, planning, and testing. The school Staff Development schedule includes workshops and activities with methods that can be used to meet the needs of all students as well as the ELL students. These workshops are of no cost to TITLE III.

### Professional Development:

September	Differentiating Instruction Mapping Unit Planning CORE
October	Alignment of the COMMON CORE with the Curriculum
November	Quality Review Smart Board Workshop
December	Educational Performance Least Restrictive Environment
January	Math Performance Task Assessment Assessment Analysis Reading / Unit Planning aligned with the COMMON CORE
February	ELA Performance Task / Assessment Analysis
March	Smart Notebook Workshop / Test Protocol and Procedures
April	Reading Data 2013-2014 Planning and Mapping
May	Rainbow Festival / Alignment the Curriculum to the Core 2012-2013
June	Planning / 2013-2014

## Part C: Professional Development

## 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:

After following all the criteria and procedures to identify and place ELL students in an ESL instructional program, parents are invited to participate in ongoing workshops during the school year. These workshops are offered by the Parent Coordinator, The administration of the school, coach from Fordham University and outside agencies. These workshops include the Grade Orientations in September, offered to parents' of students in grades k-5.

The ESL teachers have an open communication (in person and through telephone calls) regarding Translation and Interpretation for parents, as well as interpreting the student's progress reports, questions about homework, lending library and instruction to use RAZ-Kids. This is an ongoing process throughout the school year.

The P.S. 399 community will continue to reach out to our ELL parent population, through numerous workshops offered by the Parent Coordinator, Math and Reading Specialists and the Early Childhood specialist. Parents will be able to help their children in reading, math, test taking skills and other subject areas. Articulation with parents and the ESL teacher continues to be ongoing. Parents are able to set schedule appointments, in how to help in their children's homework, information of school letters/notices, and fifth grade applications to middle school and/or school activities. This information is explained in Spanish or Creole. This service is offered after or before school. This is another way of our school strengthening the partnership between the parents and the school.

The following schedule is for workshops given to parents at no cost to TITLE III. Parents are notified by phone, letters, and the P.S. 399 website.

September 21,22,19,20 - Curriculum Meetings Grades K-5

English as a Second Language Parent Orientation Meeting Grades K-5

## Part D: Parental Engagement Activities

This is an on-going process offered to parents of new admits that HLIS indicate Language rather than English and their LAB-R score indicates below the 40 percentile

October 15, 2012	Family Day
November 3	Grade 5 Articulation Day
November 15	TITLE I Meeting/ ARIS Parent Link
December 14	Tuition Free Academic Program ARIS Parent Link
January 17 &19	Diabetes and Obesity: Early Detection Parent/ Child Math Evening
February	ELA Prep
March	How to talk to Kids SO Kids Listen, How to Listen SO Kids Can Talk Sleep Deprivation and Children
April	Parenting Skills Development/ DNA and Child Support
May	Conflict Resolution
June	Parents' Breakfast

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 17K399      **School Name:** P.S. 399

**Cluster:** 1      **Network:** CFN#110

**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**

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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.

The parent language preference form, the Home Language Survey form, and the needs parents articulate to the staff are the data used to assess the school written translation and oral interpretation needs. To ensure that all parents are provided with appropriate and timely information in a language they can understand, during registration, Parent Orientation Meetings, ESL Orientation Meeting, PTA, Parent Teachers' Conference or Grade 5 articulation, oral translation is provided to the parents of ELLs, as needed. This oral translation is facilitated by the ESL teacher, the parent Coordinator, a school aide as well as volunteer parents. If written translation is necessary the office of translation and Interpretation unit is contacted in a timely manner.

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

The major findings of the school for the need of translation is that most parents preferred material written in English. Key documents are downloaded and translated in Spanish, and Haitian Creole. If further translation is needed the school contact the Translation & Interpretation Unit at 45-18 Court Square, NY 11101.

## Part B: Strategies and Activities

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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 writing translation services the school will provide is that all key documents are given in the native language and in many cases in the native language and in English. Welcome signs and translation request signs are posted around the entrance of the school and in the main office. These signs are posted in English and in the ELLs' native language. If the need to hire a translator occurs, the school will request a translator with a contracted vendor from the DOE vendor and contact information form.

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

The Oral Translation service is the main request of the parents of P.S. 399. This is an in house procedure that meets the identified need of the parents. This service is provided after or before school. It is delivered by the ESL teacher, the Parent Coordinator, a School Aide and volunteer parents. Parents are encouraged to come before or after school to have documents orally translated.

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>.

P.S. 399 will fulfill Section VII of the Chancellor's Regulation A-663 with the data from the NYC Department of Education Language Preference Form, given at registration. Also, during grade articulation and the ESL Orientation of parents' meeting, parents have voiced that they preferred to receive written information from the school in English. Parents prefer to meet with a staff member after or before school to receive oral translation and information. As per the Chancellor's Regulation A-663, parents receive information at registration in the language requested. All key documents are given in the native language and in many cases in the native language and in English. Welcome signs and translation request signs are posted around the entrance of the school in the students' native language. If the need to hire a translator occurs, the school will request a translator with a contracted vendor from the DOE vendor and contact information form..

## 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 or contact your ELL Compliance and Performance Specialist.

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Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

## 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
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Begin description here:

Rationale:

The P.S.399's TITLE III program is a linguistic and academic supplemental program that will meet after school on Tuesdays, Wednesdays, and Thursdays from 3:30 P.M to 5:30 PM. This standard-based instruction is conducted in English to ELL students as well as previous ELL in grades 3, 4, and 5. It targets English language learners as well as students who are on their first or second year of proficiency as per the NYSESLAT test. The TITLEIII after school program will be starting on January 4, 2013 and will continue until the end of May, 2013. In addition, ESL students in grades 2, 3, 4, and 5 will participate on Mondays, Tuesdays, and Wednesdays. In The Morning Reading Circle, they will meet from 8:00AM. to 8:30AM. During this time students will listen to audio-books, They will also listen and participate in oral discussions that will promote accountable talk. This activity will help prepare the ELL students to meet the listening, speaking, reading, and writing strands of the NYS/ELA and NYSESLAT. This program will in addition develop social and academic language through ESL strategies and techniques. Furthermore, students will develop critical thinking skills, express observation, state opinions, and draw conclusions. These programs are conducted in small groups, where independent activities is promoted and individualized instruction is a priority.

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- topics to be covered
- name of provider

Begin description here:

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## Part C: Professional Development

## 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.

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February	ELA Prep
March	How to talk to Kids SO Kids Listen, How to Listen SO Kids Can Talk Sleep Deprivation and Children
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May	Conflict Resolution
June	Parents' Breakfast

## Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		