



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** PROGRESS HIGH SCHOOL

**DBN (14K474):**

**PRINCIPAL:** WILLIAM C. JUSINO    **EMAIL:** WJUSINO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
William C. Jusino	*Principal or Designee	
Kevin Wilkinson	*UFT Chapter Leader or Designee	
Blanca Quinones Ramirez	*PA/PTA President or Designated Co-President	
Jeannette Smith	DC 37 Representative, if applicable	
Nicole Baez	Student Representative	
Anatholiy Anchakov	Student Representative	
TBD	CBO Representative, if applicable	
Pamela Hicks	Member/ Parent Rep	
Dolores Laguerre	Member/ Parent Rep	
Jose Cruz	Member/ Parent Rep	
Christina Rivera	Member/ Parent Rep	
Lissandra Morales	Member/COSA	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## **GOAL AND ACTION PLAN FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (**SQR**, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Focus teachers on a set of key school-wide standards so that data analysis leads to shared, targeted strategies around improving student learning. ((2009-10), School Quality Review page 5). Align resources, including teacher time and class size, to more effectively support school-wide goals and accelerate student learning (School Quality Review page 5).

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal**

ELA subgroup has shown a decline on the number of students who scored 65-84 on the Integrated Algebra Regents. Our goal for the 2012-2013 school year is to monitor the Hispanic subgroup and provide the necessary resources that will improve their performance by 5% on the Integrated Algebra Regents by the end of the 2012-2013 school year.

### **Instructional strategies/activities**

- Math department faculty will conduct uniform monthly assessment, per level, identify students' needs, and readiness prior to taking the mathematics regents examination.
- Math teachers and Educational Para's will use accelerated math and remediation folders more rigorously to differentiate instruction for students. Math teachers will be available for all students for tutoring every day, during their circular 6 periods.
- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute block for incoming 9th graders and Regents prep courses. Reading and writing will play a bigger role in the math lessons.

- The implementation of a school-wide math program with parallel instruction in all classes, including CTT classes and bilingual classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for students to meet with their math teacher during the lunch period and receive the assistance that they need in order to become more proficient in their math classes.
- Selected teachers and Educational Para's will be assigned to collaborative teaching classes in order to fully integrate and mainstream special education students.
- Teachers will use data from the Annual School Report Card, ATS, ARIS, Progress Report, Quality Review, and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students and differentiation of instruction.
- Teachers and Educational Para's will reinforce problem-solving strategies during content area instruction.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners in math classes.
- Intensive professional development will be provided in the following areas:
  - The components of a ninety-minute math block
  - The use of specialized strategies to meet the needs of special education students
  - ESL strategies and the new ELL standards
  - Effective strategies for teaching Integrated Algebra

The principal and AP Supervisors will collaborate with teachers to co-construct and articulate a shared vision around citywide instructional expectations framework. Framework will be articulated during department, faculty, common planning periods, in observations and informal feedback, and in the new instructional professional development newsletter, *PROGRESS REPORT* (first issue March, 2013).

Lead Instructional Teachers will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session.

**Targets:**

Lesson Plans will be examined to see the range of student-centered activities (February-June). Instructional Rounds (Richard Elmore), where multiple classrooms are visited in a 90 minute session, commenced in October, 2012. Information gathered will be used to assess which teachers have designed student-centered classrooms most of the time, some of the time and not at all.

**Time frame:**

- The co-construction of a shared instructional vision commenced in January with a meeting with Administrators and Instructional Leads and will continue with selected teachers during the January, 2013 PD day and will take place with all teachers during a facilitated Professional Friday session in March, 2013. The vision will be continually articulated in the *PROGRESS REPORT*.
- Short cycles and formal observations commenced in late December 2012 and will continue through June.
- Collaborative group work will take place during the weekly Common Planning Professional Period which commenced in early October, 2011.
- Support for special populations will take place in the after-school sessions from the first week of October and February.
- Instructional Leads sessions will take place in after-school sessions from March or April.

**Per Session Allocation**

- No. of Teachers: 8-10
- No. of Para's: 2
- No. of Sessions: 54 -108
- Duration for each session: 1 hour

Title I Priority – Job ID GL2PZ

TL FSF - Job ID GL9JV

Title III - Job ID GKZT3

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority

**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).

Tax Levy, Title I and Title III funds will be used to offer Per Session to Assistant Principals, Teacher Coordinators Teacher Leads and Educational Para's to conduct Staff Professional Development Meetings. Ongoing training will take place during department, faculty and Professional Development days.

**Per Session Allocation**

- No. of Teachers: 8-10
- No. of Para's: 2
- No. of Sessions: 54 -108
- Duration for each session: 1 hour

Title I Priority – Job ID GL2PZ

TL FSF - Job ID GL9JV

Title III - Job ID GKZT3

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

We have analyzed the recommendations from the New York City 2012-13 Citywide Instructional Expectations – specifically “School leaders will ensure that **-Students experience Common Core-aligned instruction across subjects.**” Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices... This will form the basis of our work.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   3.2 Enacted curriculum

       3.4 Teacher collaboration

  X   3.3 Units and lesson plans

       3.5 Use of data and action planning

**Annual Goal**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

100% of all classes in English, social studies, mathematics, and science will design a minimum of two units of study with a minimum of three tasks per unit that are aligned with the Common Core Standards and administered to the students in each of these subject areas.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

- The Danielson’s Enhancing Professional Practice for A Framework for Teaching has been purchased and has been distributed to all teachers. This book will serve as a guide to the Common Core Standards while teachers develop their unit plans and lesson plans to align with them.

- Conduct regular professional development to ensure that the teachers are working toward aligning the aligned Common Core Standards units to produce tasks that are aligned with the Standards. In particular, we will provide additional ELA and Graduation (metrics) attention to our ELL and special education populations.
- Observe and visit classes regularly noting that teachers are utilizing the Common Core Standards into their unit and lesson plans.
- Principals and teachers will carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. Teachers will begin to count on deep conceptual understanding of core content and build on it. Each standard will not be a new event, but an extension of previous learning.
- Participating personnel will include administrators, staff developers, Teacher Leaders, Teachers and support personnel.

**Timeline**

Common Planning Professional Period commenced in early October, 2012. The timeline for implementation of on-going PD will continue through June. Collaborative group work will take place weekly. Instructional Leads sessions will take place after-school and Saturdays from March through June 2013.

**Per Session Allocation**

- No. of Teachers: 15-20
- No. of Sessions: 20-30
- Duration for each session: 2 hours

The Danielson’s Enhancing Professional Practice for A Framework for Teaching as well as classroom workbooks and consumable supplies will be purchased to support this initiative.

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority

### **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).

Tax levy and Title fund 1 funds will be used to offer Per Session (or Training Rate) to Assistant Principals, Teacher Coordinators and Teacher Leads to conduct Staff Professional Development Meetings. Ongoing training will take place during department, faculty and Professional Development days. Per Diem coverages will be paid through Job ID GKMOJ. Additionally, we will utilize PD vendors to offer curriculum and staff development. PF Academic Intervention Services (AIS), SUPPLIES – GENERAL, \$20,000.00- will be utilized to cover classroom workbooks and consumable supplies.

### **Per Session Allocation**

- No. of Teachers: 15-20
- No. of Sessions: 20-30
- Duration for each session: 2 hours

Title I Priority – Trainee per session Job ID # GL3CD

TL FSF - Job ID GL9JV

Title III - Job ID GKZT3 TCHR Title III

Per Diem – Job ID GKMOK STDNT

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

We have analyzed the recommendations from our last SQR Report (2009-10), as well as, recommendations all of the most recent School Level Reports. We will focus on the SQR recommendation , (2009-10), page 5 – *“Focus teachers on a set of key school-wide standards so that data analysis leads to shared, targeted strategies around improving student learning.”*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

**Annual Goal**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, 90% of PHS core subject departments will be involved in the implementation of a uniform data system which will measure students’ performance on a monthly basis. The outcomes of these assessments will be used to further strengthen the teaching/learning process, which will over time improve student performances at the end of each marking period. This strategy will also improve Regents performance and overall scholarship. Topics to be assessed will be identified by teacher teams during the planning phase of this exercise. Students’ performances will then be analyzed by each department. Students’ strengths and weaknesses will be identified and wherever necessary, topics will be revisited to effect student mastery. Students will then be retested in the areas in which they performed below mastery.

## 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.
  - Uniform assessments will be instituted to identify how students at all levels perform on specified units of study. Teacher teams will conduct weekly co-planning exercises to address the topics under review. The strategies and procedures developed will be documented and shared within Departments.
  - Sub-group forms will be distributed to all teachers highlighting the strengths and weaknesses of each student.
  - Student performances will be disaggregated by individual teachers, Department sub-groups and whole Departments, to identify their progress throughout the school year.
  
- b) key personnel and other resources used to implement these strategies/activities
  - Teachers will be divided into teams for the purpose of co-planning and constructing periodic assessments.
  - Results will be analyzed and disaggregated by subgroups, whole groups and grade levels.
  - Jupiter Grades – an on-line uniform grading system – will be utilized to post all student performances. This tool will serve as a vehicle of communication between students, parents and other educators.
  - Reports will be presented in the form of charts and graphs representing how well students performed in each individual topic and subject area.
  
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - A rubric will be established with specific bench marks to determine if mastery has been accomplished. In the event that mastery was not achieved in a particular topic then the related lessons will be re-taught and assessed to determine whether students have met the desirable benchmarks.
  
- d) timeline for implementation
  - Student performance will be disaggregated by individual teachers, Department sub-groups and whole Departments, to identify their progress on a quarterly basis.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority

**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).

Tax levy and Title fund 1 funds will be used to offer Per Session to Assistant Principals, Teacher Coordinators Teacher Leads and Paraprofessionals to conduct Parent Training Development Meetings. Resources for Professional development for teachers Title I Priority will also be used. Additionally, we will utilize consultant services to train students and parents for our College and Career Advisement Program.

**Per Session Allocation**

- No. of Teachers: 60
- No. of Assistant Principal(s): 1
- No. of Sessions: 4
- Duration for each session: 2 hours
- Education Consultant (College/ Careers)
- Guidance Counselor

The selection of our target group was based on the following criteria: Subgroups of students will be identified according to their performance on our monthly Department assessments. Students who perform at or below Levels I and II will be included in this subgroup. Consideration will also be given to students' whose performance in class work and in-class assessments is subpar.

Title I Priority – Job ID UMJW

Title I Priority – Job ID GL2PZ

TL FSF - Job ID GL9JV

Title III - Job ID GKZT3

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

We will focus on the SQR recommendation, (2009-10), page 5, *“The school has reorganized resources effectively to address most of their instructional goals. However, they have not organized them to address the sense of disconnect that some students have articulated.”*

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the students of PHS will feel more confident about approaching staff members about a problem they are having in class or about something that is troubling them as measured by the last SQR Report (2009-10) and the 2012-2013 Learning Environment Survey. This target will represent a 12% increase over the previous year (from 53% to 65%).

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

- The Principal will establish an Ad Hoc committee comprised of each segment of the school community to make recommendations on improving communication between students and the adult school community (September 2012- June 2013). Key staff members such as administrators, parent coordinator, COSA and guidance counselors will meet regularly to develop strategies that will address students’ individual needs. Clear communication pathways will be identified to permit students to meet frequently with specific staff members to discuss issues related to their own academic and social development.

The effectiveness of this strategy will be measured by the number of times students communicate with their mentors. Also the Learning

Environment Survey will be conducted in-house on a quarterly basis to determine how PHS is progressing in this regard. The first survey will be conducted and evaluated in October, the second in January, the third in March and the fourth in May.

- We will experiment and create two school advisory communities with an eye toward implementing such advisories school-wide. (April, 2013)
- The Principal will create school discussion groups on topics suggested by the student community (February, 2013)
- Focus groups will be implemented specifically to help students to think through where they are now and where they want to go. (March, 2013)
- Students benefit from relationships that make them feel valued and contribute personal sense of belonging. Therefore each student in all school community will be assigned to an adult to serve as a conduit and advocate (September, 2013)
- Realizing the tremendous concerns with our male student population, we will create a male student group (February, 2013)
- A homework and mentoring program will be established (September, 2013)

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-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).

Tax levy, Title I and funds will be used to offer Per Session to Assistant Principals, Guidance Counselors, Teacher Coordinators and Teacher Leads to conduct Parent Training Development Meetings. Resources for Professional development for teachers and parents will also be used. Our Parent Coordinator will serve as a liaison to our parents. We will include our School Psychologist and Social Worker to support this goal. Additionally, we will utilize consultant services to train students and parents for our College and Career Advisement Program

**Per Session Allocation**

- No. of Supervisors: 3
- No. of Teachers: 10
- No. of Educational Paras 10
- No. of Sessions: 10
- Duration for each session: 2 hours

The selection of our target group was based on the following criteria: Student selection will be based on formative data gathered from ARIS, ATS and Staff recommendations. Additional recommendations are received from our guidance counselors, deans and our conflict resolution teacher.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

We have analyzed the recommendations from our last SQR Report (2009-10), as well as, recommendations all of the most recent School Level Reports. We will focus on the SQR recommendation, page 5 ...”teachers continue to have large student loads, students articulate that they do not always feel well-known, and attendance at the school is below average.

We will also consider the Learning Environment Survey (2011-2012, page 7). “Students in my child’s school are threatened or harassed by other students based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability” (8.9;) “Students threaten or bully other students.” (7.7).

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Parent responses to the two LES questions above will be 8.0 or higher in the 2012-2013 Learning Environment Survey.

Trained personnel within our school such as pupil personnel staff, deans, mediators and parent coordinator will be entrusted to conference with students and parents who need assistance with issues that may be affecting their safety or academic performance. These meetings will be recorded (i-logged) on ATS. Interactions will be constantly reviewed on a monthly basis and follow-up actions will be taken wherever necessary.

### **Strategies to increase parental involvement and engagement**

- 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 27 through 35 in this SCEP.
  - Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

All staff responsible for implementing this goal will attend monthly Conflict Mediation and Resolution PD meetings. The Assistant Principal, Guidance, Peer Mediator Instructor and Head Dean will be available on a daily basis to provide individual, group and family counseling. Crisis intervention team in emergency situations will provide assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals. Parents will learn how to access child's grades on Jupitergrades on-line program.

We will continue to work closely with the Office of Safety and Youth Development. School safety, climate and culture have a profound effect on students' academic achievement and behavior. To support students in their academic and social growth and promote positive school climate and culture, we will work with OSYD to establish and implement integrated safety, discipline and intervention policies and procedures, promote respect for diversity and take a proactive role in nurturing students' pro-social behavior by providing students with meaningful opportunities for social emotional learning. Benchmarks will include, but not be limited to, a reduction in student suspensions, harassment incidents, assaults, felony and misdemeanor, disorderly conduct, etc. (As measured weekly by NYPD and school based staff).

Our timeline for implementation calls for our first review to take place in October, the second in January, the third in March and the fourth in May.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Translation

**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).

Tax Levy, Title I and Title III funds will be used to offer Per Session to Assistant Principals, Teacher Coordinators and Teacher Leads to conduct Staff Professional Development Meetings. Ongoing training will take place during department, faculty and Professional Development days. Additionally, we will utilize consultant services to train students and parents for our College and Career Advisement Program as well as to provide parent leadership training activities.

**Per Session Allocation**

- No. of Supervisors: 3
- No. of Teachers: 50
- No. of Educational Paras 10
- No. of Sessions: 10
- Duration for each session: 2 hours

The criteria for student selection was determined by the Principal that all students are to receive on-going training on reporting harassment, bullying, etc., as well as, highlighting school spirit activities. All staff responsible for implementing this goal (School Connectedness Team consists of Principal, Assistant Principals, Guidance, Peer Mediator Instructor, Head Dean and Teachers) will provide in-class workshop training to all students. An on-line survey and reporting form will be generated to monitor issues relating to student connectedness and harassment. Additionally, Jupiter Grades has been purchased as our school's on-line grade reporting system. Parents receive on-going training on its use and application. CURRICULUM & STAFF DEVELOPMENT CONTRACTS, \$5,750.00- PD offerings - Parent workshops will be facilitated by The Leadership Program.

### 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	Incoming freshmen scoring level one and two on their junior high school ELA NY State exam are scheduled with a second English course.	Additional Course – Reduced Class Size	Meeting 45 minutes daily with the aim of improving reading comprehension and writing skills.
	Students that have failed the ELA Regents are scheduled for an English Regents review course.	Additional Course – Reduced Class Size	This course meets daily for 45 minutes and is scheduled in each student’s program
	PM (after school) school is offered to students needing extra help and regents review.	small group	Two times per-week.
	“Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment.	one-to-one, and small group tutoring	Periods 3 and 6
Mathematics	Incoming freshmen are	Additional Course – Reduced	Meeting 45 minutes daily with

	<p>grouped according to their 8<sup>th</sup> grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies.</p> <p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents results, use acuity and common assessments to identify students areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation and regents review.</p>	<p>Class Size</p> <p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>the aim of improving reading comprehension and writing skills.</p> <p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>
Science	Students who did not meet the Regents’ requirements	Additional Course – Reduced Class Size	This course meets daily for 45 minutes and is scheduled in

	<p>for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested Science teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation, regents review and lab make-up</p>	<p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>
Social Studies	<p>Students who did not meet the regents’ requirements for U.S. History and or Global Studies are scheduled for a support/elective class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested History teachers offer and or are assigned to tutoring during their circular six assignment</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attend PPT meetings; crisis intervention in emergency situations; provides assistance and mediation between	Individual, group and family counseling;	Monthly

	student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

PROGRESS is committed to the goals advanced by the *No Child Left Behind Act (NCLB)* and continues to demonstrate its good faith implementation of NCLB's specific requirements. Moreover, PROGRESS recognizes that teacher quality has a major impact on student achievement and remains committed to the goal of ensuring that every child attending PROGRESS be taught by a high quality teacher who is equipped to teach in a way that enables every student to experience academic success.

"High-quality" professional development activities are developed through the extensive participation of teachers, teacher leads, assistant principals, parents, and coordinators of schools, with the goal being the improvement and increased teachers' knowledge of the academic subjects they teach.

Professional development activities will advance teacher understanding of effective instructional strategies that are:

- Based on scientifically based research.
- Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers.
- Aligned with and directly related to citywide instructional expectations, academic content standards, student academic achievement standards, and assessments.

They will also take into consideration "highly qualified" regulations and should enable teachers to become highly qualified. These activities will simultaneously give teachers, assistant principals, and administrators the knowledge and skills necessary to provide students the opportunity to meet challenging state learning standards.

Professional development activities:

- Are an integral part of our broad school-wide educational improvement plans.
- Improve classroom management skills.
- Include instruction in the use of data and assessments to inform and instruct classroom practice.
- Provide instruction in methods of teaching children with special needs.
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not one-day or short-term workshops or conferences.
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

## Title 1 School Parent Involvement Policy

### 2012-2013

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. PROGRESS High School is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. The parent involvement policy is developed during the **Title 1 Spring Advisory meeting** with parents for the following year. The policy will be **distributed to parents at the fall Open School Week Conferences**.

In the fall, an Open House is held to introduce parents to PROGRESS and its School-wide Title 1 program. Parents are informed about our Parent Involvement Policy at the PTA meetings, school conferences, and the SLT committee meetings. They are also informed about The Parent School Learning Compact and the Parent Involvement Policy. They also meet the principal and teacher teams to further ease the transition to high school for new students and update other parents about what to expect for the school year.

In meetings, parents learn that an annual meeting will be held to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program and parents' rights. The following information is shared:

- Parent meetings and conferences can be held at different times during the day. PROGRESS alternates meetings on the first Thursday or Saturday of every month.
- Title 1 funds are used to pay reasonable and necessary expenses associated with parent involvement activities; transportation and childcare costs to enable parents to participate in school related meetings and training sessions. It is also used to pay for resources used at the meetings and guest speakers when appropriate.
- PROGRESS will provide parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to achieve on Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselors. Parent Teacher conferences in the fall and spring will serve as a conduit for this activity.
- If requested by parents, PROGRESS will provide parent opportunities for parents to meet with staff to assist them to have a better understanding of their child's progress at school. Parent input is a key element in these meetings so the meeting members can arrive at consensus on how to improve the academic achievement for their child and ensure the

parent is part of the decision making process relating to their child's education. In addition for parents who have similar concerns or issues, workshops or group meetings will be arranged so they will have a better understanding of how to handle the issues and concerns being presented.

- The Parent –School Learning Compact signed in the Fall by the student, parent, teacher and principal will outline how everyone will share in the responsibility for raising student achievement.
- The academic standards will be posted on the walls for all parents to see during orientations, meetings, conferences, and activities.
- If needed, PROGRESS will provide assistance in understanding the state's academic content standards and the local assessments through the use of teachers and individual guidance counselors. Technology training will be offered so parents will understand how to monitor and track their child's progress in ARIS and Jupiter grade.
- PROGRESS High School will ensure that information relating to school meetings, parent programs, and associated activities will be sent to participating children in a form and language that parents can understand. Counselors, ESL teachers, social workers, (CBO), principals and a resource center will be available where required.

**PROGRESS High School for Professional Careers  
Parent Compact for 2012-2013  
Comprehensive Educational Plan**

Progress High School for Professional Careers staff, parents and guardians of our students will work together as partners to ensure that our students receiving services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) will lead to academic success for our students. We are in consensus that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. The compact will identify the means by which the school and families will build and develop a partnership that will help children achieve proficiency levels set by the New York State Department of Education.

Progress High School for Professional Careers, our entire staff, and our parents share an unshakable belief that all children can learn and obtain an unwavering commitment to make it happen. Our belief system is based on the following fundamental elements for student success:

- We believe that each student has intrinsic worth
- We believe that all students have the ability and need to learn.
- We believe that all children have a right to learn in a safe, nurturing and supportive learning environment
- We believe that all children are unique and that they can be helped to realize their full potential by meeting their educational, social and emotional needs.

Parent involvement in all aspects of school life is critical to our school's success. Through a variety of school governance opportunities and programs, parents will be involved in a meaningful way in their child's education. Parents are their children's first and most enduring teachers and are the models for children's values and attitudes toward learning. In partnership with our school community, parents will be vital in shaping a positive attitude and supportive learning environment for their children's education. We realize that there are many roles that parents and families can play in their children's education.

## **School Responsibilities**

### **Progress High School will:**

Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the student academic achievement standards as follows:

- Provide an orderly classroom and safe school environment.
- Develop programs and activities, which will respond to the social, emotional, and educational developmental needs of each student.
- Assist parents in helping their children develop the self-discipline, self-respect and self-confidence to participate at PROGRESS High School.
- Provide an environment that allows for positive communication between the parent teacher, and students.
- Provide homework assignments that will reinforce classroom instruction.
- Inform and share with parents the discipline code and ask for their support in enforcing the rules of PROGRESS High School.
- Hold parent teacher association meetings during which this compact will be discussed as it relates to the individual child's achievement.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend

- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Graded class work, report cards every 6 weeks, progress reports every 6 weeks. Standardized test scores will be shared after students take the test and other various academic assessment reports (i.e. Regents, RCT’s, SAT’s) will be shared as necessary.
- Provide parents access to staff. Specifically, staff will be available for consultation with parents as follows: If a parent wishes to discuss their child’s progress at length, scheduled appointments or phone calls will be required. IN addition parents are expected to attend scheduled parent teacher conference each term.
- In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Therefore our teachers will meet weekly either as teams or with the administration to discuss professional matters. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

To help build and develop a partnership with parents to help their children achieve proficiency or beyond on the State’s high academic standards,

**PROGRESS High School for Professional Careers will:**

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in the School Leadership Teams.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**Parent/ Guardian Responsibilities**

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

- Support my child’s participation in all of the components of the curriculum and school life.
- Monitor attendance and send my child to school each day on time and with the necessary materials to work hard and behave appropriately.

- Check my child's work and homework on a regular basis and monitor my children's progress.
- Provide my child with suitable study conditions and support at home
- Promote positive use of my child's extracurricular time
- Communicate with my child's teachers when I am concerned about my child's academic performance or health.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school region either received by my child or by mail and responding as appropriate
- Participate in PTA activities to the extent possible
- Participate in PTA workshops and other family oriented activities to the extent possible.
- 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 School Leadership Team or other school advisory or policy groups.

**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.**

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.
  - After distributing and receiving the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
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.
  - a. Parents and students were informally surveyed. Based on our own school data we have a large number of students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

#### **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.

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
  - We will contact the Office of English Language Learners and request their translation materials.
  - School personnel will provide written translation services.
  - School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
  - PROGRESS will mail home surveys to identify the need of different languages.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

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 provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.
  - After distributing and receiving the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
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.
  - a. Parents and students were informally surveyed. Based on our own school data we have a large number of students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

#### **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.

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
  - We will contact the Office of English Language Learners and request their translation materials.
  - School personnel will provide written translation services.
  - School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
  - PROGRESS will mail home surveys to identify the need of different languages.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

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 provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PROGRESS HIGH SCHOOL	DBN: 14K474
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school
Total # of ELLs to be served: 214
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 6

## 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:

### 1. Rationale

One of the school's goals is to raise student achievement by providing the students the skills, strategies and confidence to meet proficiency levels in all content areas by passing regents exams and accumulating credits. It also aims to help our ELLs strengthen their English skills in order for them to do well on all subject area classes, including math, science, and Social Studies. Language acquisition is the primary goal with an emphasis on the rhetorical modes of writing. We also work on building students academic language so they can navigate the demands of the content areas.

The primary focus of these sessions is to provide effective guidance so that students will be able to grasp the content, concepts, and skills needed to develop their English language skills – skills they will need to pass all classes and Regents exams across subject areas. The students will then be given the option to take the other content area exams in their native Spanish language. The English Regents being the only exception.

As to the process, students are identified as ELLs upon enrolment via their last NYSESLAT score or their home language identification survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language identification survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The ESL coordinator gives parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam.

Students in our bilingual program receive ESL classes along with core classes. The Math department

## Part B: Direct Instruction Supplemental Program Information

provides five classes of bilingual Math. The Social Studies department provides five classes of history instruction. The Science department provides five classes of science instruction.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as participating in student government, yearbook, and various student committees.

### 2. Subgroups and Grade Levels

The ESL program is not organized by grade level, but by proficiency level as identified by the latest NYSESLAT score. There are 2 classes for each of the beginning, intermediate, and advanced levels.

The different subgroups are: Students with Disabilities (SWD), Bottom 1/3, By gender, Hispanics, Other Language Groups

### 3. Schedule and Duration

Number of Sessions - 82 Sessions

After School - Mondays, Tuesdays, Wednesdays in Rm 295 and the school library (3:00-4:00 pm- upper level ELLs, 4:00-5:00 pm for lower level ELLs)

During School - In an effort to provide supplemental and accelerated instruction to the whole population of ELLs since not all of them can attend the after-school program, the school provides an extra 155 minutes every week to the beginning level students on top of the mandated 540 minutes, 120 extra minutes to the intermediate level, and 45 extra minutes to the advanced level.

Classes have reduced sizes, a CTT teacher is provided in a beginner class, and some ESL classes have paraprofessionals.

### 4. Language of Instruction - English

5. Number and Types of Certified Teachers - 1 certified ESL teacher for afterschool, 3 certified ESL teachers, 1 certified CTT teacher with bilingual extension certification and 2 paraprofessionals for the extra supplemental instructional minutes provided during school.

### 6. Types of Materials -

Afterschool - differentiated materials that are NYSESLAT and Regents-based, use of technology such as projectors and computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle Learning Online, CUNY Project-Stretch, among others.

During school supplemental/extra instruction time - Our ESL program follows the ESL Learning

### Part B: Direct Instruction Supplemental Program Information

Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. We will also be using graphic novels as well as more abridged versions of literary works, educational DVDs, translating dictionaries, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

### 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:

#### 1. Rationale

To keep abreast with the current teaching and learning effective practices, the teachers will continue to work on ESL presentations and methodologies in teaching ELL students. Professional Development focused on helping ESL teachers improve students' reading and writing skills will be provided by the school during departmental meetings, and professional development days. ELL teachers will participate in other workshops facilitated by the Department of Education specifically CFN and the Office of ELLs.

#### 2. Teachers to receive training - All ESL and bilingual education teachers

#### 3. Schedule and duration

Every first Monday of the month - Staff meeting

Every second Monday of each month, department meetings for instructional and support staff across subject areas are focused on different areas of language arts instruction to enhance learning for ELLs.

### Part C: Professional Development

Once a month - other providers

#### 4. Topics to be covered

Our topics of discussion and the materials provided to the teachers are related to the following:

\*RIGOR

\*Teach Struggling ELLs Fundamental Strategies for Effective Learning

\*Common Core Standards

\*Charlotte Danielson Framework- NYCDOE Priority Competencies

\*ELL Institute- Aligning ELL instruction to Common Core Standards

\*Determining teacher pedagogical goals for the current academic year.

\*Differentiation of Instruction/adjusting lesson plans to meet the challenges of ELLs.

\*Literacy (focus on reading comprehension strategies, vocabulary-building, and phonemic awareness)

\*Integration of Technology

\*Examination of Student Work (with other teachers and with students) and using rubrics written in language accessible to the students.

\*Classroom Management, etc.

#### 5. Name of Providers

\* Children's First Network

\* Office of English Language Learners

\* School Administration and School Consultant

\* Castle Learning Online

\* CUNY Project Stretch

### 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

## Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

### 1. Rationale

PROGRESS High School recognizes the importance of keeping the parents of ELLs informed of academic issues and events affecting their children, including information about the college application process. Research indicates the following:

- Effective programs that engage families embrace a philosophy of partnership between the teachers, parents, administrators, and school community as a whole.
- Studies find that students with parents who are well informed about activities in school are more likely to:
  - a. have parents who will be more involved in their children's academic life
  - b. earn higher grades and test scores,
  - c. pass their classes, earn credits and be promoted,
  - d. attend school regularly,
  - e. have better social skills, show good behavior and adapt well to school,
  - f. graduate and go on to further education

### 2. Schedule and Duration

Once a month, either Thursday or Saturday - on Thursdays, the time is 6-8 pm and on Saturdays its 10:00 to 12:00 noon. The location of these meetings is the school library.

### 3. Topics to be covered

\* Educational Resources from Channing Bete for Parent-Teacher Conference Days – easy to read guidebooks on several topics affecting their lives such as "Helping children through the learning process," (in English and Spanish).

\* Computer and internet literacy

\*Using the Snapgrades/Jupiter Account

\* Health fairs

\* Guide in the College Application Process

4. Name of Provider - School Administration specifically the Assistant Principals with the assistance of

**Part D: Parental Engagement Activities**

school aides and volunteers

5.How the parents will be notified of these activities

Parents will be notified using English and Spanish languages -

\* by mail

\*by using phone masters

\*\*\*\*\*

differentiated materials that are NYSESLAT and Regents-based, use of technology such as projectors and computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle Learning Online, CUNY Project-Stretch, among others.

**Part E: Budget**

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

Allocation Amount: \$0

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>	\$15,461.00	Per Session provided for Direct Instruction and supervision of the program.
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> </ul>	\$5,019.00	Differentiated materials that are NYSESLAT and Regents-based, use of RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle

**Part E: Budget**

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

Allocation Amount: \$0

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"><li>• Must be clearly listed.</li></ul>		Learning Online.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$20,480.00	