



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PS/IS 268

**DBN:** 29Q268

**PRINCIPAL:** LISSA GRANT STEWART

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**SUPERINTENDENT:** LENON MURRAY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lissa Grant Stewart	*Principal or Designee	
Melody Davis	*UFT Chapter Leader or Designee	
Theresa Smith	*PA/PTA President or Designated Co-President	
Althea Collymore	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tiffany Pean	Member/ Teacher	
Gloria Nelson	Member/ Teacher	
Daryl LaCorte	Member/ Teacher	
Steven Horton	Member/ Parent	
Valmon Belgrave	Member/ Parent	
Geeta Leung	Member/ Parent	
Denise Bland	Member/ Parent	
Indira Shiwcharrian	Member/ Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

### **ANNUAL GOAL #1 AND ACTION PLAN**

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

#### **Annual Goal #1**

- By June 2013 special education students will demonstrate progress towards achieving State standards as measured by their performance on the Common Core Learning Standards Units of Study Tasks (Bundles).

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

- The analysis of Special Education students in grades 4-8 shows that of the 73 students that participated in the New York State English Language Arts Assessment, 20% of students achieved level 1; 65% of students achieved level 2; and 15% students achieved level 3 and 4. In the New York State Math Assessment, 18% of students achieved level 1; 55% of students achieved level 2; and 27% of students achieved level 3 and 4.

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

- a) Teachers will implement the Harvard protocol for looking at student work during grade and Inquiry Team Meetings.
- Based upon student work, modifications will be made to the curriculum/instruction to address all levels of learners.
  - Teachers will utilize and integrate thinking maps.
  - Small group work will be focused on differentiating instruction utilizing a multi-modality approach.
- b) Teacher teams, coaches, service providers, paraprofessionals, network support, and administrators will implement these strategies/activities.
- c) Through inquiry, teachers will discuss the effectiveness of the assessments used to monitor student progress. Teacher teams will closely monitor student work and engage in responsive teaching.
- d) Implementation will be September 2012-June 2013.

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

- An open door policy will be put in place to allow parents to interact with their child and his/her teacher. This will allow the parents an opportunity to acquire and practice similar skills at home with his/her child.
- Distribute written progress reports containing student goals and strategies.
- Educate/Inform parents of effective strategies that can be used at home to help children perform at a significantly higher level in reading and writing.
- Inform parents about ways to support their children through parent workshops and Parent Teacher Association (P.T.A.) meetings

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

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Saturday Test Sophistication Program.
- Reach out to Community Schools to recruit internships / student teachers.
- Consultants to provide professional development for teachers in developing strategies to support special education students and English Language Learners.
- At present we have a relationship with the following community organizations to support student learning: ENACT, Morgan Library, Goldmansaur & Rutherford, and Ramapo.
- Support parent education and involvement through the Learning Leaders program.
- Parent education in Nutrition and Health in order to promote healthy environments conducive to higher student achievement.

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

- By June 2013 students will demonstrate progress towards achieving State standards as measured by their performance on the CCLS ELA and Math Unit of Study Tasks.

### Comprehensive needs assessment

- Our data indicates that our students are not making adequate progress in performance as measured by the New York State English Language Arts and Math Assessments. The analysis of students in grades 3-8 shows that of the 397 students who participated in the New York State Math Assessment, 6% of students achieved level 1; 34% of students achieved level 2; and 60% of students achieved level 3 and 4. On the New York State English Language Arts Assessment, 6% of students achieved level 1; 46% of students achieved level 2; and 48% students achieved level 3 and 4

### Instructional strategies/activities

A)

Teachers will implement the ELA, Math, Social Studies and Science Instructional Bundles. .

- Teachers will analyze student work products throughout the instructional bundle units.
- Based upon student work samples and student abilities, modifications will be made to the curriculum/instruction to ensure rigorous learning experiences for all students.
- Teachers will utilize the Common Core Bundles as a guideline for modifying the curriculum in all content areas.

Teachers will establish a culture of learning

- Teachers will emphasize the importance of the content being taught by demonstrating genuine enthusiasm during instruction.
- Teachers will uphold high expectations for student learning and achievement.
- Teachers will insist upon high quality work from students.
- Teachers will create an environment to foster teamwork and collaboration.

Teachers will focus on using question and discussion techniques in all lessons.

- Teachers will pose high quality questions and ensure adequate wait time for student responses.
- Teachers will create an environment in which genuine discussions take place.
- Teachers will engage all students in discussions.

Teachers will design tasks that incorporate argument writing.

Teachers will encourage verbal and written explanations of mathematical thinking and encourage students to explore multiple solutions to solving problems.

Teachers will incorporate hands on activities and real life connections.

Teachers will incorporate instructional strategies to accommodate English Language Learners.

- Teachers will engage in professional development activities to increase their pedagogy in language development and acquisition.

The Extended Day Program will be modified and structured to meet the needs of the students.

- Guided Reading instruction, with an emphasis on informational text, will be provided. Additional interim TC assessments will be

administered to monitor student progress.

- The 'Do the Math' program will be implemented. There will be an emphasis on building fluency in math and problem solving. Professional Development in the use of Early Childhood Assessment of Mathematics (E-CAM) will be provided by our network instructional support staff and teachers will administer the assessment.

- Teachers will use the assessment to tailor instruction to the specific needs of the students.

Teachers will focus on the Common Core instructional shifts in Literacy and Math.

- Teachers will structure activities to develop and address grade specific Math fluency, application and conceptual understanding
- All teachers will develop fluency in every subject area.
- Literacy shifts will be incorporated in every subject area.
- Instructional Lead Teachers will support staff in implementing the Common Core shifts, through Professional Development designed to facilitate understanding and alignment with classroom instruction and curriculum materials.

B) Teacher teams, coaches, service providers, paraprofessionals, network support, and administrators will implement these strategies/activities.

C) Teachers will modify a current unit of study modeling the Common Core Bundles and analyze student work products to evaluate the effectiveness of the instruction

- Staff will engage in professional development activities to raise the level of instruction to meet the citywide expectations.
- Staff will norm their scoring of the tasks using the Common Core bundled rubrics.

**Strategies to increase parental involvement**

- Parents will be invited to a Parent Workshops explaining the Math Bundle as well as the Common Core Learning Standards
- Parents will be invited to Parent Workshops and P.T.A meetings explain the new expectations the ELA and Math curriculum
- Families will be invited to an ELA and Math Game Night to introduce them to activities that can be done at home that support the Common Core Learning Standards.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- After-school Test Sophistication Program
- Chris Emdin /Teachers College
- Mariann Cucchiara Professional Development /Coaching Sessions



**ANNUAL GOAL #3 AND ACTION PLAN**

**Annual Goal #3**

- To continue to improve our learning environment through a comprehensive program that will increase communication, safety and respect for the school community.

**Comprehensive needs assessment**

- Based on our learning environment survey report, we need to improve our school's scores in the areas of communication, safety and respect.

**Instructional strategies/activities**

- Assess the instructional program of the upper grades students to increase rigor and student engagement.
- Create opportunities for upper grade students to be engaged in sports, character development and leadership activities.
- Review and monitor suspension data with the safety committee.
- Reinstigate the student save room using circular 6 staff coverage.
- Institute a school climate committee that will work collaboratively with staff and CFN Director of Youth Development and Student Support. Monthly activities will be planned to increase communication, safety and respect between staff and students.
- Parent Coordinator will involve parents in a variety of activities around student achievement, parenting skills, and children's emotional, social and developmental issues.
- Conduct informal town hall meetings with upper grade students.

**Strategies to increase parental involvement**

- Parents will be invited to interact with his/her child's teacher inside of the classroom by appointment for ten minutes to acquire and practice similar skills at home with his/her child.
- Distribute written progress reports containing student goals and strategies.
- Educate/Inform parents of effective strategies that can be used at home to help children perform at a significantly higher level in reading and writing.

Inform parents about ways to support their children through parent workshops and Parent Teacher Association (P.T.A.) meetings

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

**Service and program coordination**

- Support parent education and involvement through the Learning Leaders program, ENACT, Ramapo, monthly Koffee Klatch to foster communication with parents, and PTA monthly meetings.
- Family after school events to foster camaraderie, enrichment and community involvement.
- Parent education in Nutrition and Health in order to promote healthy environments conducive to higher student achievement.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

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

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

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

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

If other is selected describe here:

#### **Service and program coordination**

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

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

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

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

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

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

If other is selected describe here:

#### **Service and program coordination**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided reading program designed to increase reading fluency and comprehension skills with a focus on non-fiction informational books, and activities to increase language development.	Small group or one-to-one	Extended Day
Mathematics	“Do-the-Math” program	Small group or one-to-one	Extended Day
Science	Remediation deficiencies tested in the NYS Science exam	Small group or one-to-one	During the day
Social Studies	Remediate deficiencies in Social Studies	Small group or one-to-one	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• The Guidance Counselor provides at-risk counseling in behavior and coping strategies to overcome emotional obstacles.</li> <li>• The Speech teacher provides at risk speech</li> </ul>	Small group or one-to-one	During the day

	<p>services</p> <ul style="list-style-type: none"> <li>• The Social Worker provides crisis and emotional support as needed,</li> <li>• The Nurse provides health related services such as asthma management.</li> <li>• The School Psychologist addresses the needs of at-risk students as needed</li> </ul>		
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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.

Strategies employed to recruit teachers retain and support teachers:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- We participate in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- We engage in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Collaborate to formulate a school-level hiring committee to screen prospective candidates through a process that includes an interview, reference check, demo lesson and a review of New York State certification/licensing.
- It is our expectation to maintain a professional learning community for all of our staff members. We encourage collaboration and teamwork by providing teachers with common planning time to meet with their colleagues.
- New teachers are provided with a teacher mentor who helps promote their professional growth and development and enhance their lesson planning, instructional delivery, and content knowledge.
- We offer a variety of internal and external professional development opportunities for our teachers to enhance their practice, implement the Common Core Instructional Standards, and develop their ability to meet the needs of Students with Disabilities and English Language Learners.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.
- In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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## **PS/IS 268 PARENT INVOLVEMENT POLICY (PIP)**

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;

### ***PS/IS 268 SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

*Lissa Grant Stewart*

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

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

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/IS 268Q	DBN: 29268Q
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 type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

## 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: PS/IS 268 provides our LEP students with a freestanding ESL Program which servicing students in grade Kindergarten – 8. ESL students are offered the opportunity to participate in small group instruction during the 50 minute program by the ESL teacher and through after-school programs. We provide an after -school Title III ELL Program offered for one hour sessions, two days per week, (Tuesdays and Wednesdays), to provide enrichment. This program is offered to students in grades K-5 from December through May. A total of thirty-two students will participate in the after-school program. The students are divided into a Beginner & Intermediate group and an Advanced group. Each group consists of two certified “English as a Second Language” teachers and two Common Branches English speaking teachers providing instruction through a co-teaching model. During each class session, Beginning and Intermediate students will be engaged in activities to promote standard English conversations (Listening and Speaking). Advanced students will be engaged in reading and writing activities. Vocabulary development will be included in each instructional activity for both groups. The students will learn new vocabulary by listening, seeing, and playing with the words in real life experiences. Listening and speaking skills will be addressed by watching video clips to learn useful phrases in diverse settings, producing and recording conversational phrases, and listening to and responding to stories, and developing comprehension. Beginner students will develop literacy skills by learning alphabet letter names, shapes and sounds and learning English phonemes.

The ESL and Common Branches teachers will develop language acquisition skills through a hands-on, interactive approach with both groups. The common branches teachers will co-teach with the ESL teachers to provide a whole class strategy followed by small group instructional support through ESL strategies. Students will work co-operatively with their peers to develop language by participating in class discussions, playing language based games, and role playing using strategies provided by the ESL teacher. They will also work on vocabulary development to increase reading comprehension and writing skills and other activities that will help them meet the standards. Students use instructional materials such as flash cards, picture cards, and game boards.

Instruction will be differentiated for the different ELL subgroups, as recommended in their IEPs, and provided by a licensed Special Education teacher. Additionally, students are provided with all of their necessary accommodations. Students who have reached proficiency levels on the NYSESLAT are cycled out of the program. They are all provided with academic intervention services and test accommodations for two years after completion to help them transition out of the Freestanding ESL Program. Collaboration between the classroom teachers and the ESL teacher is continued to help support students. The long term ELL students are given extra academic support. The Pupil Personnel Team and LAP team monitors their academic progress and evaluates them to determine if there are other factors that are preventing them from meeting the proficient level. Students in each subgroup

## Part B: Direct Instruction Supplemental Program Information

meet the mandated number of instructional minutes; the Beginning and Intermediate level students receive 360 minutes per week of ESL services while the Advanced students receive 180 minutes per week.

Explicit ESL instruction is delivered by the ESL teacher by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic informational reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by the regional office through the Language Learning Support Center.

Targeted intervention is provided for students in reading, math and content areas. Student assessments are analyzed and skill deficiencies are addressed by both the ESL teacher and the classroom teachers.

ELL students are provided with support as they transition from elementary to middle school and from middle school to high school. The guidance counselor provides assistance in helping students acquire the skills necessary to advance to the next level. Also, students in grade 7 and 8 are matched to an appropriate high school. We provide an advisory program for students in grades 6-8. The advisory program helps students develop their emotional and social skills, problem solving and resolving conflicts and core skills such as goal setting and managing personal resources.

## 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: All personnel working with ELL students are provided with professional development. The ESL teacher participates in staff development sessions along with the classroom teachers; these are provided by a Child First Network staff. The ESL teacher participates in lab-site lessons and meetings to develop reading and writing skills. The target grades are Kindergarten through third grade, which reflects the majority of our students.

Additionally, the ESL teacher and the ELL team is provided with two half days and one full day ESL training sessions by Maryann Cucchiara, which will be turnkeyed to our staff members. This training is geared specifically for addressing the needs of ESL students in Reading and Writing and is aligned with instruction provided in the Title III Program. The ESL teacher will participate in professional

**Part C: Professional Development**

development offerings provided by the Integrated Curriculum and Instruction Learning Support Organization as well as support from the ESL Instructional Specialist.

Teachers are provided with ARIS and Acuity training in order to use the data from interim assessments to drive instruction. General education teachers are provided with 7.5 hours of training and special education teachers are provided with 10 hours of training in teaching ELL’s. Trainings take place during grade meetings, and on staff development days designated by the Department of Education.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will be offering 2 parent support sessions, the first one will be held on November 28, 2012. That session will focus on discussing the ways we will be supporting their child's education towards the CCLS. Following the session the Parent Coordinator and the ESL Teachers will conduct a Question and Answer segment about Best Practices for Home Support. A translator will be available during the session. The topics which will be discussed are "Ways to Increase Your Child's Vocabulary" and "Math Fluency". The topics will be included in the afterschool program invitation letter, which will be translated into their home language. The workshops will focus on familiarizing the parents with the ESL afterschool program and providing helpful suggestions to try at home. The parents will be invited to meet with the teachers to discuss the ESL Progress Report on June 5th from 2:45 to 3:30 pm. This narrative Progress report, which will be available in their translated language, will be distributed on the last day of the program, May 29, 2013.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 29Q268      **School Name:** PS/IS 268

**Cluster:** 2      **Network:** 2.05

**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.

PS/IS 268 will provide written translation of a variety of documents including PTA meeting notices, open school invitations, special events activities and announcements, report cards and Internet postings. These documents will be translated into Spanish, Bengali, Chinese, and Haitian Creole. Oral translations are provided at Parent Teacher Conferences. There are signs posted in the school lobby stating that there are interpretation services within the building.

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

The written and oral translation needs were determined by the Home Language Surveys, informal meetings, and requests made to the parent coordinator and teachers. Additionally, an informal survey was given to the school community. We have noticed an increase in parent participation since the school has provided translated written materials and interpreters for meetings, events, and conferences,

## Part B: Strategies and Activities

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

The written translations of documents are being provided for report cards, flyers announcing events, and school notifications, These documents are translated by computer translation programs, staff members, and parent volunteers.

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

Oral interpretations are provided by parent volunteers and Legal Interpretation Services, which also assist during Parent Teacher Conferences.

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>.

In accordance with Chancellor's Regulation A-663 the parents at PS/IS 268Q receive messages, letters, and flyers in their native language. We have interpreters on hand for the Parent Teacher Conferences and also at the PTA meetings We also utilize an interpretation service available over the Parent Coordinators Department of Education Telephone. Workshops are given and resources are recommended to all families who are in need of language assistance.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/IS 268Q	DBN: 29268Q
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 type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

## 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: PS/IS 268 provides our LEP students with a freestanding ESL Program which servicing students in grade Kindergarten – 8. ESL students are offered the opportunity to participate in small group instruction during the 75 minute program by the ESL teacher and through after-school programs. We provide an after -school Title III ELL Program offered for one hour sessions, two days per week, (Tuesdays and Wednesdays), to provide enrichment. This program is offered to students in grades K-5 from December through March. A total of thirty-two students will participate in the after-school program. The students are divided into a Beginner & Intermediate group and an Advanced group. Each group consists of two certified “English as a Second Language” teachers and two Common Branches English speaking teachers providing instruction through a co-teaching model. During each class session, Beginning and Intermediate students will be engaged in activities to promote standard English conversations (Listening and Speaking). Advanced students will be engaged in reading and writing activities. Vocabulary development will be included in each instructional activity for both groups. The students will learn new vocabulary by listening, seeing, and playing with the words in real life experiences. Listening and speaking skills will be addressed by watching video clips to learn useful phrases in diverse settings, producing and recording conversational phrases, and listening to and responding to stories, and developing comprehension. Beginner students will develop literacy skills by learning alphabet letter names, shapes and sounds and learning English phonemes.

The ESL and Common Branches teachers will develop language acquisition skills through a hands-on, interactive approach with both groups. The common branches teacher will co-teach with the ESL teachers to provide a whole class strategy followed by small group instructional support through ESL strategies. Students will work co-operatively with their peers to develop language by participating in class discussions, playing language based games, and role playing using strategies provided by the ESL teacher. They will also work on vocabulary development to increase reading comprehension and writing skills and other activities that will help them meet the standards. Students use instructional materials such as flash cards, picture cards, and game boards.

Instruction will be differentiated for the different ELL subgroups, as recommended in their IEPs, and using instructional suggested activities provided by a Special Education teacher. Additionally, students are provided with all of their necessary accommodations. Students who have reached proficiency levels on the NYSESLAT are cycled out of the program. They are all provided with academic intervention services and test accommodations for two years after completion to help them transition out of the Freestanding ESL Program. Collaboration between the classroom teachers and the ESL teachers is continued to help support students. The long term ELL students are given extra academic support. The Pupil Personnel Team and LAP team monitors their academic progress and evaluates them to determine if there are other factors that are preventing them from meeting the proficient level. Students in each

### Part B: Direct Instruction Supplemental Program Information

subgroup meet the mandated number of instructional minutes; the Beginning and Intermediate level students receive 360 minutes per week of ESL services while the Advanced students receive 180 minutes per week.

Explicit ESL instruction is delivered by the ESL teacher by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic informational reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by the regional office through the Language Learning Support Center.

Targeted intervention is provided for students in reading, math and content areas. Student assessments are analyzed and skill deficiencies are addressed by both the ESL teacher and the classroom teachers.

ELL students are provided with support as they transition from elementary to middle school and from middle school to high school. The guidance counselor provides assistance in helping students acquire the skills necessary to advance to the next level. Also, students in grade 7 and 8 are matched to an appropriate high school. We provide an transition program for our students in grade 8. The program helps the students develop their emotional and social skills, problem-solving and resolving conflicts and core skills such as goal setting and managing personal resources.

### 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: All personnel working with ELL students are provided with professional development. The ESL teacher participates in staff development sessions along with the classroom teachers; these are provided by Child First Network staff. The ESL teacher participates in lab-site lessons and meetings to develop reading and writing skills. The target grades are Kindergarten through third grade, which reflects the majority of our students.

Additionally, the ESL teacher and the ELL team is provided with two half days and one full day ESL training sessions by Maryann Cucchiara, which will be turnkeyed to our staff members. This training is geared specifically for addressing the needs of ESL students in Reading and Writing and is aligned with instruction provided in the Title III Program. The ESL teacher will participate in professional development offerings provided by the Integrated Curriculum and Instruction Learning Support

### Part C: Professional Development

Organization as well as support from the ESL Instructional Specialist.

Teachers are provided with ARIS and Acuity training in order to use the data from interim assessments to drive instruction. General education teachers are provided with 7.5 hours of training and special education teachers are provided with 10 hours of training in teaching ELL's. Trainings take place during grade meetings, afterschool sessions and on staff development days designated by the Department of Education.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will offer two parent support sessions, the first one will be held on November 28, 2012. That session will focus on discussing the ways we will be supporting their child's education towards the CCLS. Following the session the Parent Coordinator and the ESL Teachers will conduct a Question and Answer segment about Best Practices for Home Support. The topics which will be discussed are "Ways to Increase Your Child's Vocabulary" and "Math Fluency". The topics will be included in the afterschool program invitation letter. The workshops will focus on familiarizing the parents with the ESL afterschool program and providing helpful suggestions to try at home. The parents will also be invited to meet with the teacher to discuss the ESL Progress Report on March 20 from 2:45 to 3:30 pm. This narrative Progress report will be distributed on the last day of the program, March 20, 2013.

### Part E: Budget

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

Allocation Amount: \$11200

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>	1175.44	The program has two ESL teachers and one common branch teacher providing instructional support for 28 sessions.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	
Supplies and materials	0	

**Part E: Budget**

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

Allocation Amount: \$11200

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 supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
<b>TOTAL</b>		