



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: _____ P.S./M.S. 004 CROTONA PARK WEST _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 09X004 _____

PRINCIPAL: _____ VINCENT RESTO _____ **EMAIL:** _____ VRESTO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ DOLORES ESPOSITO _____

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
Vincent Resto	*Principal	
Victor Vargas	*UFT Chapter Leader	
Jose Rivera	*PA President	
Danielle Jenkins	Elected UFT	
Cassandra Zlata	Elected UFT	
Aisha Tolbert	CBO Representative	
Wendy Trantham	Elected Parent	
Sharon Green	Elected Parent	
Mohammed Kessely	Elected Parent	
Rosie Fetter	Elected Parent	
Elizabeth Colon	Elected UFT	

** 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 of 2013, Limited English Proficient (ELL) and Students with Disabilities (SWD) student groups will demonstrate progress towards achieving state standards as measured by a 3% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment.**

Comprehensive needs assessment

After analyzing the performance data of these subgroups in English Language Arts from NYS Progress Reports, it was determined that these groups failed to meet Adequate Yearly Progress (AYP) for three years. As a result, we have made progress in English Language Arts for our ELL and SWD subgroups a priority for the 2012-2013 school year.

Instructional strategies/activities

By June of 2013, the following strategies/activities and staff will support ELL and SWD subgroups:

Activity #1:

- Evaluation System: The development of a comprehensive evaluation tracking system to track student progress on ELA weekly quizzes and unit assessments in order to differentiate instruction and accelerate student progress in ELA.
- Target Population (s): ELL and SWD subgroups, Teachers servicing SWDs and ELLs and students within these two subgroups
- Responsible Staff Members: Administration, All Classroom Teachers
- Implementation Timeline: September 2012 to June 2013

Activity #2:

- Vocabulary Acquisition: Systemic vocabulary acquisition across all content areas through various vocabulary acquisition strategies embedded into instruction
- Target Population (s): ELL and SWD subgroups, students demonstrating a pattern of scoring below 50% mastery on ELA assessments
- Responsible Staff Members: Administration, K-8 teachers responsible for teaching English Language Arts, Data Specialist
- Implementation Timeline: September 2012 to June 2013

Activity #3:

- Skills-based Programs: Targeted phonics programs will be implemented to develop a foundation in phonemic awareness, grammar, and decoding skills in students to include ELLs and SWD subgroups.
 - *Sadlier Phonics* (Grades K-2)
 - *Vocabulary Workshop* (Grades 3-5)
 - *Grammar Workshop* (Grades 3-5)
 - *Vocabulary For Success* (Grades 6-8)
 - *Grammar for Writing* (Grades 6-8)
- Target Population (s): ELL and SWD subgroups, all students in grades K-8
- Responsible Staff: Extended Day Teachers in Grades K-8, Assistant Principals, Data Specialist
- Implementation Timeline: September 2012 to June 2013

Activity #4:

- Specialized Reading Framework: The American Reading Company framework will be implemented into the instructional program in order to systemically

monitor student progress in reading.

- Target Population (s): All students to include ELLs and SWD
- Responsible Staff: K-8 ELA Teachers
- Implementation Timeline: October 2012 to June 2013

Activity #5

- Technology Integration: The placement of SmartBoards in every classroom for teachers to differentiate instruction, tasks, and provide engaging interacting lessons that maximize student achievement; the addition of two new computer labs, one in the Early Childhood Center and one in middle school
- Target Population (s): All students to include SWD subgroups
- Responsible Staff: Technology Teacher, Classroom teachers, Administration
- Implementation Timeline: September 2012 to June 2013

Activity #6

- Small Group Instruction: Co-teaching models are embedded into the instructional program for Grades 3-8 to facilitate differentiation of tasks and targeted small group instruction.
- Target Population (s): All students to include ELL and SWD subgroups
- Responsible Staff: 3-8 Teachers, Paraprofessionals, Administration
- Implementation Timeline: September 2012 to June 2013

Activity #7

- Enrichment Academies: Three-day instructional academies will be implemented during each holiday break focus on targeted areas of need according to disaggregated data on in-house assessments. A Saturday Academy will also be implemented in January of 2013 for students in Grades 2-8.
- Target Population (s): ELL and SWD subgroups, Students identified as "At Risk"
- Responsible Staff: Participating teachers, Administration
- Implementation Timeline: December 2012, January 2013-June 2013

Activity #8

- Reteach Wednesdays and "Spiral Pacing": A reteach period is embedded every Wednesday for Math and ELA for teachers to reteach demonstrated areas of need as determined by the prior week's assessments. Also, Spiral Pacing problems are embedded into the math instructional program on a daily basis to review problems which students demonstrated difficulty in on math assessments.
- Target Population (s): K-8 students to include ELL and SWD subgroups, Students identified as "At Risk"
- Responsible Staff: K-8 teachers, Administration
- Implementation Timeline: September 2012-, June 2013

Activity #9

- Portfolios: Every student is designated a portfolio to contain published pieces on ELA units of study, rubrics to assess these pieces, and teacher and student reflections on the pieces. These portfolios are another data source to monitor student progress in ELA to include ELL and SWD subgroups.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Classroom Teachers, Administration
- Implementation Timeline: November 2012-June 2013

Activity #10

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Activity #11

- After-school program: An after-school program will be created to focus on math instruction on Wednesdays and Thursdays for students in Grades 1-8.
- Target Population (s): 1-8 students
- Responsible Staff: Participating Teachers, Students in Grades 1-8, Administration
- Implementation Timeline: September 2012-June 2013

Activity #12

- Test-sophistication Curriculum: A strategic curriculum will be developed for Grades 3-8 to focus on standards students have not yet mastered in preparation for the state exams.
- Target Population (s): 3-8 students
- Responsible Staff: 3-8 Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Steps for including teachers in the decision-making process:

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Three lead teachers are responsible for facilitating high-quality instruction and professional development in Grades K-8.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly assessments.
- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.
- Teachers will participate in a staff retreat to learn and turnkey best practices to meet the needs of all students.

Strategies to increase parental involvement

- Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school's parent coordinator.
- The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
- The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
- Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school's main office.
- Parents are invited to participate in culminating celebrations for each ELA unit of study.
- Teachers send weekly postcards to parents as part of "Tell All Be All" Day, a school wide initiative to increase parental involvement.
- A school attendance team meets weekly and is responsible for parent outreach and celebrations in relation to achieving 92.3% or better student

attendance.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- PS/MS 4 has a partnership with Phipps Community Development Organization to provide academic enrichment for students through after-school small group instruction. This after-school program services students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June of 2013, an authentic strategic evaluation system will be developed to improve teachers' pedagogy that tracks comprehensive information about the progress made by each student.**

Comprehensive needs assessment

After analyzing the performance data of these subgroups in English Language Arts from NYS Progress Reports, it was determined that these groups failed to meet Adequate Yearly Progress (AYP) for three years. As a result, we have made progress in English Language Arts for our ELL and SWD subgroups a priority for the 2012-2013 school year.

Instructional strategies/activities

Activity #1

- Data System: A data system will be created to include student assessments and proficiency reports related to Common Core Standards. This system will be shared with teachers in order to target instruction. The data specialist will also work with administration to create an online tracking system for all classroom observations.
- Target Population (s): ELL and SWD subgroups, students identified as "At Risk", K-8 Teachers
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, General and Special Education Classroom Teachers
- Implementation Timeline: September 2012 to June 2013

Activity #2

- Informal/Formal Observations: Administration is responsible for conducting at least 10 informal observations and five formal observations for each teacher in order to observe classroom instruction as related to various competencies to include differentiation and academic rigor. These observations include follow-up conversations around the use of data in connection to classroom instruction. These observations are logged online through a tracking system, and the observation findings will result in appropriate feedback as well as professional development to improve teachers' pedagogy.
- Target Population (s): K-8 Teachers
- Responsible Staff Members: Administration
- Implementation Timeline: September 2012 to June 2013

Activity #3

- In-house Assessments: In-house assessments will be developed on a weekly basis to focus on specific Common Core Standards and demonstrated areas of need.
- Target Population (s): ELL and SWD subgroups, students identified as "At Risk," K-8 Classroom Teachers
- Responsible Staff: Curriculum Team, Administration
- Implementation Timeline: September 2012 to June 2013

Activity #4

- Data Binders: Every teacher and student is designated a data binder to house all assessments, as well as results from these assessments provided by the data specialist. These data binders provide evidence of ongoing progress monitoring to include ELL and SWD subgroups.
- Target Population (s): ELL and SWD subgroups, students identified as “At Risk,” K-8 Classroom Teachers
- Responsible Staff: K-8 Classroom Teachers, Administration
- Implementation Timeline: September 2012 to June 2013

Activity #5

- Professional Development: Progress monitoring through the evaluation system will be the focus of common planning sessions and faculty PDs to include data analysis, looking at student work and differentiated instruction.
- Target Population (s): ELL and SWD subgroups, students identified as “At Risk,” K-8 Classroom Teachers
- Responsible Staff: K-8 Teachers, Lead Teachers, Administration
- Implementation Timeline: September 2012 to June 2013

Activity #6

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments and ELA units of study, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Steps for including teachers in the decision-making process:

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Three lead teachers are responsible for facilitating high-quality instruction and professional development in Grades K-8.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly assessments.
- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.

Teachers will participate in a staff retreat to learn and turnkey best practices to meet the needs of all students.

Strategies to increase parental involvement

- Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school’s parent coordinator.
- The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
- The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
- Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school’s main office.
- Parents are invited to participate in culminating celebrations for each ELA unit of study.
- Teachers send weekly postcards to parents as part of “Tell All Be All” Day, a school wide initiative to increase parental involvement.
- A school attendance team meets weekly and is responsible for parent outreach and celebrations in relation to achieving 92.3% or better student attendance.

Budget and resources alignment

- Indicate your school's Title I status: X 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

- PS/MS 4 has a partnership with Phipps Community Development Organization to provide academic enrichment for students through after-school small group instruction. This after-school program services students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June of 2013, a comprehensive Professional Development program will be developed to cultivate best teaching practices in order to maximize student achievement to include ELL and SWD subgroups.

Comprehensive needs assessment

This goal was developed after analyzing the recommendations from the 2011 JIT and the 2010-2011 Quality Review and is directly aligned to the Principal's 2012-2013 PPR goals.

Instructional strategies/activities

Activity #1

- Needs Assessment: All teachers will complete a needs assessment survey designed by administration to be utilized in determining individual teachers' areas of need for professional development.
- Target Population (s): K-8 Teachers
- Responsible Staff: Lead Teachers
- Implementation Timeline: October 2012

Activity #2

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments and Common Core aligned ELA units of study, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Activity #3

- Staff Learning Retreat: K-8 teachers will participate in a three-day professional development retreat focused on learning about best teaching practices to include text complexity, vocabulary acquisition, and questioning techniques.
- Target Population (s): K-8 Teachers
- Responsible Staff: K-8 Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Activity #4

- Professional Development Committee: A team of teachers from grades K-8 comprise a professional development committee that develops a professional development plan and works collaboratively to devise and execute differentiated professional development sessions for teachers. This committee will meet on a bi-weekly basis to discuss implementation of the professional development plan and how best to improve it based on teacher feedback.

- Target Population (s): K-8 Teachers
- Responsible Staff: Lead Teachers, Participating Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Activity #5

- Data Meetings: K-8 participate in weekly data meetings during extended day every Tuesday to analyze assessment results and plan next steps.
- Target Population (s): K-8 Teachers
- Responsible Staff: K-8 Teachers, Administration
- Implementation Timeline: September 2012-June 2013

Steps for including teachers in the decision-making process:

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Three lead teachers are responsible for facilitating high-quality instruction and professional development in Grades K-8.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly assessments.
- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.
- Teachers will participate in a staff retreat to learn and turnkey best practices to meet the needs of all students.

Strategies to increase parental involvement

- Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school's parent coordinator.
- The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
- The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
- Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school's main office.
- Parents are invited to participate in culminating celebrations for each ELA unit of study.
- Teachers send weekly postcards to parents as part of "Tell All Be All" Day, a school wide initiative to increase parental involvement.
- A school attendance team meets weekly and is responsible for parent outreach and celebrations in relation to achieving 92.3% or better student attendance.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- PS/MS 4 has a partnership with Phipps Community Development Organization to provide academic enrichment for students through after-school small group instruction. This after-school program services students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	2	0	0	0
1	10	10	N/A	N/A	2	0	0	0
2	15	15	N/A	N/A	2	0	0	0
3	50	50	N/A	N/A	5	0	0	0
4	50	50			5	0	0	0
5	50	50			5	0	0	0
6	50	50			0	0	5	0
7	50	50			0	0	5	0
8	32	32			0	0	5	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • The K-2 Extended Day Sadlier program is focused on developing a phonemic foundation in students. It is implemented during the school day in a small group setting via two teachers in every classroom. • The 3-8 Extended Day program is focused on developing vocabulary and grammar and implemented via small-group instruction. • There is a Math After-School Program and Saturday Academy to provide small group instruction to students in Grades 1-8. • There are two teachers in Grades K-2 to provide AIS services in addition to “At-Risk” Speech services. • One-to-one paraprofessionals provide academic support to ELLs and SWDs. • Grades 3-8 are departmentalized with at least two teachers in every classroom to provide differentiated small-group instruction.
Mathematics	<ul style="list-style-type: none"> ➤ Small-group instruction is provided during the instructional day by the classroom teachers in Grades 3-8 and instruction is differentiated with a new school wide program from K-8. <ul style="list-style-type: none"> ○ <i>Math in Focus (Grades K-8)</i>
Science	<ul style="list-style-type: none"> ➤ Content-based teachers in Grades K-8 provide Science instruction.

Social Studies	➤ Content-based teachers in Grades K-8 provide Social Studies instruction.
At-risk Services provided by the Guidance Counselor	➤ Students identified as “At-risk” receive one-to-one or small group counseling focused on specific social emotional goals, such as anger management or conflict resolution.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	➤ Students identified as “At-risk” receive individual or small group counseling focused on specific social emotional goals.
At-risk Health-related Services	N/A

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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The principal and payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Struggling and unqualified teachers are closely monitored and placed on improvement plans to support their professional growth in collaboration with assistant principals.
- Staff retreat and culture-building activities to promote teacher retention.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q152 **School Name:** Gwendoline N. Alleyne School

Cluster: 2 **Network:** 2.02

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

Part A: Needs Assessment Findings

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

Translation needs were assessed based on the percentage of recent immigrants registering students in P.S. 152Q. during the 2010 – 2011 school year. The Home Language Identification Survey was a source of information used to identify the language spoken at home. We specifically looked at Part 1, item 5, "What language is spoken in the child's home or residence most of the time?"; Part 3 under Parent Identification: "In what language would you like to receive written information from the school?"; and "In what language would you prefer to communicate orally with school staff?". The number of requests for interpreters during Parent Teacher Conferences in November and March, and requests for translated versions of the Home Language Identification Survey, Parent Program Choice letters and other forms pertaining to English Language Learners served as additional sources of data.

Other factors considered in the need for translation included:

- Individualized Education Plan (IEP) Team records
- Percentages of participation in meetings, workshops, and other school events
- Data on the number of non-English languages indicated on the School Report Card and Standardized assessment data results.

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.

Items previously delineated were quantified and classified according to the language of preference for a general result that indicates that the language spoken in the homes of approximately 51% of our school community is Spanish. Bengali makes up 22%, while Urdu and Punjabi consisted of approximately 8% each.

Major findings indicated that there is a need to further the communication between the home and the school. Greater involvement can only be

achieved through clear, precise, accurate and timely deliverance of information. Parents need to have a clear understanding of the City and State standards and other requirements that impact on their child(ren). Understanding the specific details of these requirements is impeded if the language is not understood so if we are to actively inform and engage parents, there is a need to do so in their language of cognition.

Standardized test data continues to show that the children who come from homes in which the language spoken is other than English, score lower than the children whose native language is English. Disaggregated data shows that the lowest percentage in these results is amongst children where the language spoke at home is Spanish. This data indicates a need to further supply these families with orientation, support materials, and other means of translated assistance in the home language –Spanish.

Parents have access to information through a recently created handbook that details the results of our findings. PTA meetings are another forum for sharing information. Parents are informed of the benefits of active participation and their ability to request translation and interpretation when needed in order to ascertain that the information is clear and comprehensible.

Part B: Strategies and Activities

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

Written translation of all in-house letters, flyers, invitation, leaflets and other information sent home in English will be made available to parents identified through the “Home Language Identification Survey” Part 2 and other sources. Spanish translations will be completed on site by the bilingual Spanish personnel. Translation to other languages will be rendered through the use of the translation Unit of the Department of Education. Items pressing and time sensitive (needed before two weeks) will be translated by approved private vendors available to the school.

Forms from the Department of Education that already include translated versions will be downloaded, copied, and distributed in the languages previously identified.

Written translations of the following will also be included as these are produced in the school:

- Parent handbook
- School wide calendar of events
- Invitations to workshops, performances, School Enrichment Model celebrations and other events
- Workshop handouts
- Standardized test practice orientation materials

- Information on the NYSESLAT
- Data finds (standardized test results) including data trends
- Curriculum requirements and promotional standards requirements

Timely provision of translated documents will be made possible by creating a Translation / Interpretation team that will consist of a supervisor, the parent coordinator, and 3-5 additional staff members whose responsibility it will be to ensure that documentation is evaluated, processed, and translated as needed. This team will meet on a monthly basis to preview upcoming calendar events that may require home communication and plan for the translation of each of these. Decisions will be made as to the need for in house translation, private vendor translation or whether to seek the services of the Department of Education Translation Unit.

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

Oral interpretation services will be provided at meetings, Parent Teacher Conferences, and workshops. Invitations to these events will include a section for the parent to indicate the need for an interpreter and the language spoken by the parent. Spanish speaking oral interpreters will include school bilingual school staff and the Parent Coordinator. Outside vendors will be contracted to provide the services in Bengali, Urdu, Arabic, Chinese, and Punjabi.

Parents requesting interpreters for one to one conferences with teachers, administration, guidance, and other school staff will be scheduled in advance of each meeting in order to secure services as needed. The Translation / Interpretation team will plan for and schedule Interpreters for each school event as needed throughout the school year.

Oral interpretation will make it possible for parents to receive accurate messages during conferences, meetings, workshops, and other school events. Oral services will assist parents in making informed decisions about the academic, emotional, and developmental growth of their child(ren).

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>.

- o Upon the identification of the home language, a determination will be made by the Translation / Interpretation Team whether it is one of the covered languages. Information will be logged in the child's emergency card, ATS, and the Teams ongoing database.
- o The parent will receive written notification of the translation / interpretation services available to them in the school.
- o Postings near the main entrance to the school (in the multiple languages of the school community –Spanish, Bengali, Urdu, Hindi, Punjabi, Arabic, and Chinese) will include information to parents on the room where parents can obtain a copy of the written notification and the Chancellor's Regulation A663 on translations.

o The school's safety plan will include details on the procedures to ensure that parents who need language assistance, have access to the school's administrative offices.

Requirement under Chancellor's Regulations – for all schools

DBN: 09x004 **School Name:** PS/MS 4

Cluster: _____ **Network:** 104

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

Part A: Needs Assessment Findings

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

Using the data collected by examining our home language surveys we are able to assess the various written translation and oral interpretation needs of our student population. Currently, we have 41 Spanish speaking families, 2 French, 1 Twi, 1 Mandingo, 1 Yoruba, 2 Fulani and 1 family who speaks Niger-Congo. According to our assessment 33 Spanish speaking families require both written and oral translation services. However, the families who speak Twi, Mandingo, Yoruba, Fulani and Niger-Congo do not require oral translation services as they are able to speak and understand English. The two families that speak Fulani and the 1 family who speaks Mandingo do require written translation services. In this regard, we consistently communicate with these families so as to inform them of all events and information that pertains to their children. This information is shared within the school community via staff, Parent Association, and School Leadership Team meetings so that all members of the community are aware of the language needs of our families.

In order to execute the language assessment process effectively, we identify a pedagogue to aid the parents in completing the forms appropriately. Once this information is collected, the process of updating the ATS system can commence. As the current information is placed into the system, we can accurately assess the ways in which we must communicate with our parents. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine interpretation needs as well as areas of interest for parent workshops. In alignment with this process, we identify school personnel to translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information. The Parent Coordinator also seeks to provide additional translations through identified resources in a timely manner so that all pertinent documents are distributed to parents. In addition, the school's family worker supports the home-school connection via the translation of all pertinent documents to inform parents and the community at large. In this fashion, parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School Night as well as Curriculum Night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the

school year, specifically our “Bridging the Gap” event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

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

The major findings of our school’s written translation and oral interpretation needs are that among our student population, Spanish is the most commonly spoken language within their households. Currently, we have 54 English Language Learners. Approximately 41 students on grades K-8 have been identified through the home language survey as Spanish speakers. Other languages identified by the home language survey are French, Fulani, Twi, Mandingo, Yoruba, and Niger-Congo which comprise the second largest cohort of languages spoken. After assessing the language needs of our student population, the ELL Assistant Principal engages in an administrative conference with the Principal to discuss the action plan regarding effective parent communication. When reviewing the home language surveys, student identifications are made and discussions are also had with the ESL teachers in order to provide optimal communication efforts. The School Based Support Team, who in many instances provides an array of services to these students are also made aware of their communication needs. In addition, classroom teachers are provided with the home language survey information in order for them to effectively communicate with their parent population. When necessary, translators or translated materials are acquired in order for parents to receive specific information about their child’s academic, social and behavioral progress. Further to this, during the administration of the Home Language Survey, the ELL Assistant Principal engages in conversations with parents to assess their ability to communicate in the English language. This information is then provided to the Parent Coordinator so that we can provide translators during specified parent workshops, conferences and community events.

Part B: Strategies and Activities

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

The written translation services our school will provide are based upon the percentage of students identified on the home language surveys as speakers of other languages. Our efforts in this regard are centered on parent communication. Meetings will be held to determine the needs of our parent population with regard to their receipt of school-based information. Within these conferences, we will identify parent volunteers as well as school staff to provide translations when necessary. However, the goal of these conferences is to obtain an accurate tally of parents requiring translation services. Although, parents indicate the second language, it is for the school to engage in this process to also determine their English proficiency. Once this information is gathered, we will determine the communication needs of our parent population and acquire the services necessary for translation. In-house school staff as well as parent volunteers will provide these services. The Parent Coordinator, the ELL Assistant Principal as well as the School Based Support Team will also facilitate this process. As a school, we provide for the timely provision of translated documents through the design of monthly instructional calendars. These calendars keep our teachers abreast of all documents for parent communication. Therefore documents can be accessed and translated in a timely fashion. In addition, in-house staff and parent volunteers will translate weekly notices. Further to this, identified staff members will translate flyers, letters, as well as any notices specific to educationally related events

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.

PS/MS 4 will utilize the organization, "Leadership" to provide oral translation services during designated parent workshops. On a daily basis, staff members assigned to the main office will provide oral translation services on an as needed basis. These services will aid the registration process as well as serve to properly communicate to teachers and staff specific to any issues concerning the family. Further to this, specific members will be identified in advance to provide translation services throughout the duration of community events as well as parent 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>.

School staff as well as parent volunteers will provide oral interpretation services. These persons will collaborate with the Principal, the ELL Assistant Principal as well as the School Based Support Team in order to provide coherent as well as comprehensive informational sessions. The oral translators will also engage in parent conferences in order to provide the families with specific instructional as well as academic information regarding their child's performance. In addition, these persons will also be made available in order to address the daily concerns of our parents. It is essential to provide these services in order to maintain an effective home-school partnership.

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>.

As a school, we will adhere to the regulations outlined in Section VII of Chancellor's Regulations A-663 regarding parental notification

requirements by identifying members of our school community to provide written as well as oral translations. As we engage in instructional conferences as well as school-wide parent meetings we will ensure that we assess the communication needs in order to disseminate clear and concise information. As we contact the parents with regard to these meetings, we will identify the translation needs and distribute letters to parents in accordance. We will also use our budgetary allocations to provide additional services when necessary.

In accordance with the mandate, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

In addition, our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are addressed and provided the allotted time to discuss and address any and all concerns with administration.

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/MS 4	DBN: 09x004
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: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
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:

The Title III funds will be used for an after school program. The after-school instructional program will service the ELL population on grades 3, 4 and 5 within the '12-'13 school year. This targeted ELL program will begin in January of 2013 and end in June of 2013, with an approximate duration of 22 weeks. It will run twice per week (Wednesdays and Thursdays from 3:30-4:45pm) in order to provide our students with access to supplemental ELA and ESL instruction. This instruction will be derived from weekly assessments in ELA , which indicate skills in need of improvement. These instructional sessions will be conducted by two content area teachers and one ESL teacher. The content area teachers will provide direct instruction while the ESL instructor rotates between each small group, providing small group support to our ELLs throughout each instructional session. We will strategically target these students so that they may improve their English language proficiency through literature based instruction. Through the use of varied teaching strategies we will address comprehension, vocabulary, fluency, speaking, and listening. We aim to improve student performance in terms of incremental progress. It is evident that while our students are strengthening their literacy skills, English proficiency has proved difficult to attain. As a result, students will delve into interest based literature by reading for information and discussion. These students will demonstrate mastery by answering text-specific questions, and constructing meaning by engaging in literature circles. These sessions will focus on reading for comprehension and the discussion of varying concepts in literature. In addition, each child will read texts according to their interest level. These text selections will motivate our students to engage in the analysis of story elements, story lines, and vocabulary. As students encounter these texts, they will be continually assessed to determine the appropriate level for instruction. The materials that will be utilized throughout the duration of this program will be literature that cover various concepts of interest across grades 3-5. These resources will prepare our students to engage in literacy roles to ensure comprehension such as vocabulary enricher, illustrator, summarizer, literary luminary, connector, and discussion director. Additionally, teachers will prepare lessons, while utilizing these texts as well as the literature circle roles to address the differentiated needs of their learners. ??????????

Part C: Professional Development

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

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

Begin description here: Professional development will target the ESL and content area teachers involved in the after school program. Monthly sessions will be conducted by the ELL AP to discuss the implementation of common core standards, the design of lesson plans that focus on content as well as

Part C: Professional Development

skill based instruction, student ability levels, resources as well as the instructional pacing involved in the facilitation of literature circles. These sessions will be conducted on the First Monday of each Month from January 2013 until June 2013 from 2:20-3:45pm. Further to this, these teachers will be invited to join the curriculum team 1-2 times per week in order to develop assessments based on content instruction and the common core standards, to design UBD templates, and curriculum plans around performance tasks and CCS standards. These sessions will be held on Mondays and Tuesdays of each week from 2:30-4:30pm. In conjunction with the focus on the Common Core Standards, the ESL staff as well as content area teachers will engage in discussions around professional texts, articles and student resources centered on instructional practices for ELL instruction. ESL methodologies will also be studied in order for these strategies to be infused within content area instruction so as to support our ELLs throughout the instructional day as well as in our supplemental program. Additionally, the curriculum team will support these teachers in the development of curriculum plans in order to provide for focused as well as comprehensive instruction. These teachers will meet beginning January 2013 until June of 2013.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. In alignment with this process, school personnel will translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information that will serve to impact higher achievement. The Parent Coordinator will provide additional translations through identified resources in a timely manner so that all pertinent information is relayed to parents. Parents will be notified specifically, through the use of outreach calls, flyers, and letters. In this fashion, parents will be invited to attend NYSESLAT workshops that will serve to inform them of the components of the exam as well as the academic preparation involved. Further to this, workshops that focus on common core standards, student ability levels, and testing strategies and will be held on a monthly basis, beginning March of 2013 until May 2013. On the first Thursday of each month, a brunch as well as a luncheon will be held with parents. These brunches and luncheons will serve as an open forum to discuss academic concerns of parents. Additionally, bi-weekly sessions will be held on Wednesdays and Thursdays in order to conduct workshops focused on instruction and student achievement. These workshops will inform parents of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. These workshops will be facilitated by teachers, the ELL AP and the Parent Coordinator in an effort to provide parents with a holistic view of instruction as well as academic expectations.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		