

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: EDWARD BUSH SCHOOL FOR LEADERSHIP
DBN (i.e. 01M001): 14K018
Principal: ALISON J. ALEXANDER
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Superintendent: ALICJA WINNICKI
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alison J. Alexander	*Principal or Designee	
Maritza Aviles	*UFT Chapter Leader or Designee	
Elizabeth Lopez	*PA/PTA President or Designated Co-President	
Amantina Guzman	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	
Francis Michalokos	Member/ Teacher	
Lisa Marchello	Member/ Teacher	
Cyndi Munez	Member/ Parent	
Decosta Grandison	Member/ Parent /PTA Co President	
Vanessa Coto	Member/ Parent	
Ismael Gonzalez	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- ✓ Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- ✓ Conduct a needs assessment of your school
- ✓ 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- ✓ Enumerate the strategies and activities that will be implemented to achieve each goal.
- ✓ Identify all fund sources that will be used for the completion of each activity.
- ✓ List the projected timeline for completion of each activity, including the start and end date of each activity.
- ✓ Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By June 2015, 100 % of teachers will receive feedback and support to show growth on the following Danielson Competencies:
1E-Designing Coherent Instruction
3C- Engagement - (multiple entry points & rigorous tasks aligned to the CCSS)
3D-Using Assessment in instruction

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.

During the 2013-2014 school year, curriculum in ELA (Prek-2nd Grades) were not aligned to the CCLS. While Grades 3-5 used Expeditionary Learning, a core curriculum choice, it was new and teachers didn't understand how to adapt it to meet the needs of our students. According to our Quality Snapshot, we received a rating of poor for improvement on state exams in ELA and Math. Fourteen percent of our students met state standards in ELA and 27% met state standards in Math. The school received a rating of poor for closing the achievement gap for ELL in ELA and fair for closing the achievement gap for ELLs in Math. The school did a better job of closing the achievement gap for SED. In ELA the rating for closing the achievement gap for SWD was Excellent and the rating for Math was good. Based on the 2013-2014 DQR, teachers are not using information about students to differentiate instruction, thereby limiting the multiple entry points for diverse learners. While teachers are grouping students to address their needs, the tasks did not meet the needs of all learners. Across grades, student work products were not rigorous enough, resulting in minimal thinking by students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive 1 observation per month with actionable feedback as per the ADVANCE system of observation.
2. Teachers will receive professional development on the three identified Danielson Competencies with a specific focus on scaffolding and differentiation.
3. Teachers who received a rating of developing will be working with a Teacher Development Coach (TDC) to provide additional support.
4. Teachers will receive Weekly Bulletins that outlined practices observed during instructional walkthroughs, which served as areas for professional development. The memos have next steps and specific suggestions to implement instructional strategies and provides feedback to teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal has created an observation schedule and has created a structure to ensure that feedback is given in a timely fashion.
2. Principal, Network Achievement Coaches, Advance Coach and Teacher Development Coach will provide professional development for teachers based on their needs.
3. Principal will create the weekly bulletins and include content to address the immediate needs around teaching and learning.
4. Principal will be in classrooms 2 days per week coaching teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ratings of competencies entered in ADVANCE will be used to determine the effectiveness of the professional development.
2. Tracking teacher goals based on the Danielson Rubric will determine teacher growth which speaks to the effectiveness of the professional development.
3. Student growth measured by performance tasks rubrics, classroom exams, Performance Series and work samples will be used to evaluate the effectiveness of the professional development.

D. Timeline for implementation and completion including start and end dates

1. Observations will begin in October 2014 and continue through April 2015 for ADVANCE. However, teachers have been receiving feedback from walkthroughs since September 2014 and will continue to receive feedback from walkthroughs through June 2015.
2. Professional development will be offered on an ongoing basis. Observations specifically addressing the competencies above began in November 2014 and will continue through June 2015.

3. Weekly Bulletins began in September 2014 and will continue through June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be asked to submit their Flow of The Day so principal knows when different subjects are being taught. This will enable the principal to observe different subjects so feedback can be given in different subject areas. It allows the principal to be strategic in choosing when she conducts observations.
2. ARIS Learn, Engage New York and the Common Core Library will be used to provide professional development to teachers.
3. Professional development will be actionable. Teachers are asked to bring lesson plans with them to the session and are given work time to apply the information that was given to them.
4. The weekly bulletins are available to teachers every Monday morning and teachers must sign that they received it. This allows the principal to ensure that all teachers received the bulletin and they are held accountable for the information it contains.
5. Topics to be discussed during professional development are aligned to the feedback shared from prior instructional observations, ensuring its relevance.
6. Professional development sessions are differentiated to meet teacher needs.

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).

1. Starting October 2014, parents will receive a monthly newsletter that outlines what students are working on in each subject and suggestions for supporting them at home.
2. Starting October 2014 PTA meetings will be held before Family Fun Nights when we have a large parent turnout.
3. Starting October 2014 the Parent Coordinator will plan monthly workshops for parents.
4. Starting January 2015 teachers will hold 1 parent open house per month during parent involvement time on Tuesdays.
5. Starting January 2015 parents will be invited into the classrooms for celebrations at the end of units.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

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

By June 2015, there will be a 15% increase in the number of students who meet State Standards on the New York State ELA and Math Exams as reported on the School Quality Snapshot.

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.

2013 progress report grade was a C with a score of 38.5. This reflects a drop of 16.4 points compared to the 2012 progress report grade of B with a score of 54.9. Median growth percentile for ELA was 58% which is 36.1 % of the peer range. Median growth percentile for Math was 45.5% which is 12.3% of the peer range. Average proficiency rating in ELA on the 2013 progress report was 2.28. Average proficiency rating in Math on the 2013 progress report was 2.44. On the 2014 School Quality Snapshot, 14% of students met State standards on the State ELA exam and the average score was 2.2 out of 4.5. On the 2014 School Quality Snapshot, 27% of students met State standards on the State Math exam and the average score was 2.5 out of 4.5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Review item skills analysis (ITA) with teachers in grades 3, 4 & 5 (in ELA & Math) to identify areas of strength and weakness. Third grade will review results of last

year's 3rd grade to get an idea of how they performed. The information will be used to tailor instruction and plan small group work. Teachers in grades 3, 4, & 5 will conduct inquiry work around the annotated questions that were released from the state. Teachers created an inquiry group of students that consisted of 25% of their class. The students in the inquiry group are a representative sample of the class population. The annotated questions will be used to adjust instruction and monitor student progress.

2. Review Go Math performance tasks to determine where in the mathematical process students' thinking is breaking down.
3. Incorporate a 30 min. skills period each day to target student needs and support CCSS mastery. ELA skills will be addressed 3x per week and math skills will be addressed 2x per week.
4. Formative assessments have been implemented and used to refine curriculum to address gaps and scaffold learning to meet standards based on rubric.
5. Teachers are implementing close reading to develop students' ability to read complex text critically.
6. ESL teacher attends professional development with upper grade teachers to learn test taking strategies and implement close reading.
7. Grades preK-2 received a new curriculum aligned to CCSS to support the mastery of foundational skills necessary to perform on grade level in grades 3-5.
8. A writing curriculum was purchased for grades K-5 to support writing to the Common Core.
9. EDUSS, an RTI program will be implemented starting January 2015 to provide additional support for at risk students in grades 1-5.
10. A Saturday Academy will be available to students 5 weeks before the exam to provide intensive test preparation.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, ESL teacher and principal
2. Classroom teachers, ESL teacher and principal
3. Classroom teachers and principal
4. Classroom teachers, ESL teacher and principal
5. Classroom teachers, ESL teacher and cluster teachers
6. Classroom teachers, ESL teacher and principal
7. Classroom teachers, ESL teacher and principal
8. Classroom teachers, ESL teacher and principal
9. Classroom teachers, ESL teacher and principal
10. Classroom teachers, ESL teacher and principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Grade 3 Student work for inquiry group on each grade will be analyzed and tracked to determine student growth in identified areas for improvement.
2. 3-5 students results from the Go Math performance tasks will be analyzed and tracked to determine student growth in identified areas for improvement.
3. 3-5 teachers will track student improvement on test taking strategies and skills to form small group clinics to support specific student needs.
4. Formative and Summative assessment data will be analyzed to determine student growth and identify gaps in understanding and skills.
5. 3-5 Practice tests aligned to the annotated questions released from the state will be tracked to monitor student progress and growth.
6. ESL students will take practice tests aligned to the annotated questions released from the state and the exams will be analyzed to identify gaps in understanding, skills and language.
7. Formative and Summative assessments data will be analyzed to determine student mastery of foundational skills. The percentage of students reading on level will increase.
8. Formative and summative assessment data will be analyzed to determine student growth based on CCSS aligned rubrics.
9. EDUSS generates progress monitoring reports to document students growth and areas for additional intervention.
10. Teachers will be tracking progress based on practice exams taken throughout the 5 weeks and adjusting instruction to address gaps in understanding and skills.

D. Timeline for implementation and completion including start and end dates

1. ITA and Performance Series data will be reviewed with teachers during a grade meeting in October 2014 and continue through February 2015.
2. Go Math performance assessments will be administered on an ongoing basis throughout the year at the end of each unit.
3. A 30 minute skills period (3x per week for ELA and 2x per week for Math) was implemented in October 2014 and will continue through June 2015.
4. Formative and summative assessments were implemented in November and will continue through June 2015.
5. Close reading was implemented in November 2014 and will continue through June 2015.
6. ESL teacher attended professional development with teachers in grades 3-5 in November and will continue to attend sessions through June 2015.
7. A CCLS aligned curriculum was implemented in grades prek-2 in September 2014 and will continue indefinitely.
8. A CCLS writing curriculum was implemented in grades K-5 in September 2014 and will continue indefinitely.

9. EDUSS RTI program was implemented in late December 2014 and will continue through the summer of 2015.
10. Saturday Academy will run 5 weeks beginning Saturday February 28th and ending Saturday March 28th.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be given additional preps and meet on common preps to review data and create an action plan to address the needs of the students. Teachers will also be offered per session to do this work.
2. Go Math performance assessments will be given during the math block.
3. A 30 minute skills period will be scheduled into teacher's flow of the day daily.
4. Assessment analysis system has been put into place with specific timelines to progress monitor and confer with students about goals for improvement and progress.
5. Close reading will be done during the ELA block with Expeditionary Learning. Teachers will be using Read Works, Motivation Math and ELA to supplement close reading.
6. ESL teacher will purchase a program specific to supporting ELL with language acquisition and test taking skills.
7. Core Knowledge was purchased for K-2 and Let's Begin with the Letter People was purchased for Pre K.
8. Next Generation Strategies for Writers was purchased for grades K-5.
9. Teachers will use the computer lab to administer the initial assessment. Teachers will create computer schedule in their room and schedule time during the week to take the entire class to the lab. EDUSS can also be assigned for homework and St. Nick's Alliance (my after school CBO) will use the program to support instruction during the school day.
10. A special schedule will be created for the Saturday Academy. Students will receive small group instruction in ELA and Math. Teachers will use Motivation Math and Reading for this program.

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).

In January, I will hold a workshop for parents in grades 3-5 titled "How To Help Your Child Get Ready For The State Exam". In that meeting parents will see samples of the exam questions and receive specific strategies they can use at home to help students prepare for the exam.

In October 2014, parents began receiving monthly newsletters outlining what students are working on in each subject with suggestions for supporting them at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

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

- ✓ By June 2015, 50% of students from grades K-5 (ELL & SWD included) will move at least 1 level as measured by the New York City MOSL performance task rubric.

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.

- Based on the New York City Baseline Performance less than 75% of the students scored a Level 3.
- Based on the 2012-2013 Progress Report, only 42% of ELL students scored at the 75 % growth percentile or higher.
- Based on the School Quality Snapshot the rating for progress made by ELL in ELA was poor.
- On the 2014 School Quality Snapshot, 14% of students met State standards on the State ELA exam and the average score was 2.2 out of 4.5
- On the 2014 School Quality Snapshot, 27% of students met State standards on the State Math exam and the average score was 2.5 out of 4.5

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Instructional focus on planning activities (using multiple entry points) to meet the needs of all students in every lesson.
2. End of unit performance tasks will also serve as formative assessments to leverage strengths and support areas in need of improvement. This information will be used to inform instruction and monitor student growth toward meeting this goal.
3. A balanced literacy approach will be utilized in grades PreK-5 to support language development and strengthen reading and writing skills (shared reading & writing, guided reading & writing, read aloud, word study and center work to reinforce the 5 pillars of reading).
4. In grades K-5, guided reading or guided close reading will be done daily. Guided reading will be done with instructional level texts to increase students' reading levels and Close Reading will be done with grade level complex texts to support comprehensions and analysis.)
5. The ESL teacher will incorporate the instructional focus from students' classrooms as well as build language acquisition when they are pulled out of the classroom for mandated ESL services. He will also conduct professional development sessions to help teachers provide strategies for addressing the needs of ELL students.
6. All teachers will receive professional development in the Danielson Framework, specifically domains 1e- designing coherent instruction 3c-engagemnt (multiple entry points), and 3d assessment.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers. Administration and network achievement coaches will provide professional development for teachers. Specific teachers will receive support from a Teacher Development Coach.
2. All teachers and Administration.
3. All teachers from grades PreK-5 and ESL teacher. Administration and network achievement coaches will provide professional development for teachers. Teachers will be given a resource from the University of Texas, School of Education that has center activities for each pillar of reading and a procedure for progress monitoring.
4. All teachers from grades PreK-5 and ESL teacher. Administration and network achievement coaches provide professional development for teachers on close reading and guided reading. Teachers were given the characteristics of text to help them target specific reading strategies students must master to increase their reading level and comprehension.
5. Mr. Pancholli (ESL teacher), administration and network achievement coaches will support teachers with developing a toolbox of strategies that can be used to support ELLs. Classroom teachers will share curriculum maps with Mr. Pancholli. This will enable him to effectively plan learning activities to support classroom instruction when providing mandated ESL services.
6. Administration and network achievement coaches will provide professional development for teachers on the Danielson Framework.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Using various entry points to provide access to learning for all students will be evaluated for effectiveness by conducting weekly walkthroughs and implementing a consistent cycle of observations to provide actionable feedback to teachers.
2. Grades 3 to 5 teachers will use Expeditionary Learning pacing to track when assessments are administered and analyzed. Results of the assessment will determine if the strategy is effective by monitoring student growth. Pre K will use work sampling and K-2 will use Core Knowledge to track when assessments are administered and analyzed.
3. Weekly walkthroughs and implementing a consistent cycle of observations to provide actionable feedback to teachers will determine the effectiveness of this strategy. Also, evaluating student work (running records, writing samples) will be reviewed to determine the effectiveness of this strategy. Teachers will track inquiry students' progress and gaps in understanding to adjust curriculum.
4. The principal will conduct weekly walkthroughs and implement a consistent cycle of observations to provide actionable feedback to teachers. Evaluating student work (running records, writing samples) will be reviewed to determine the effectiveness of this strategy.
5. Through observations and walkthroughs, administration and network achievement coaches will be looking for evidence that strategies shared in professional development are being implemented. Also teachers will be asked to reflect on the strategy and share the strategy's impact by showing examples of student work during common planning time and inquiry meetings. The assistant principal (ATR assigned) Ms. Vega will work closely with Mr. Pancholi to ensure that his instruction is aligned with what students are learning in the classroom.
6. The ADVANCE system of observations will be used by the Principal to determine the effectiveness of the professional development.

D. Timeline for implementation and completion including start and end dates

1. By January 2014, all teachers of grades Prek-5 will begin planning multiple entry points and using scaffolds for students.
2. Teachers (K-5) have already begun administering formative and summative assessments. The final performance assessments will be administered in June 2014.
3. Beginning November 2014, all teachers in grades Pre K- 5 will begin implementing shared reading – writing, read aloud and word study into their daily instruction.

These practices will continue until June 2015..

4. Professional development will be provided to teachers in December 2014 on guided reading using the characteristics of text as a guide of what skills to focus on and guided close reading. Teachers have already begun implementing guided reading and guided close reading. It will continue until June 2015. The purpose of the professional development is to support teachers with making the small group work more effective.
5. Professional development on strategies to support ELLs will begin in December 2014 and will continue monthly until June 2015. The goal is for 1 strategy per month to be introduced and monitored throughout the month. At the next professional development session, teachers will be asked to provide student work samples reflecting the implementation of the strategy. Teachers will begin sharing curriculum maps with the ESL teacher in November 2014. This will continue through the end of the year.
6. ADVANCE observations will begin in October 2014. Each month teachers will be evaluated using the ADVANCE system until April 2015. Teachers will be given feedback from walkthroughs in-between observations.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Network achievement coaches will be asked to address this during teacher planning sessions. The network special education person will also provide professional development on Universal Design For Learning. Teachers will also be directed to CAST for additional professional development.
2. Teachers will be given common planning time to grade assessments and participate in protocols for looking at student work.
3. Teachers have been given resources that explain the components of balanced literacy and their purpose. Principal and assistant principal will hold planning sessions to support teachers with implementing these strategies as well as model/team teach to provide additional support.
4. Teachers were given the characteristics of text. Principal will hold planning sessions to support teachers with implementing guided reading and will model it when necessary. To support close reading, teachers were given resources on annotating and crafting text dependent questions. Teachers and the principal worked collaboratively to create a close reading structure for PS 18. Principal will model and team-teach to provide additional support.
5. Each month teachers will be given a strategy to focus on from a resource "50 strategies to support English Language Learners". Mr. Pancholli, ESL teacher will also provide resources to teachers he receives at various professional development sessions. Teachers will post current curriculum maps on the curriculum board on the 2nd floor and provide Mr. Pancholi with a copy.
6. Teachers will be given actionable feedback and receive professional development from the principal and network achievement coaches aligned to the Danielson Framework. Principal and assistant principal will spend time in classrooms weekly to coach teachers.

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).

Starting January 2014, parents will receive a monthly newsletter that outlines what students are working on in each subject and suggestions for supporting them at home. Starting December 2013 PTA meetings will be help before Family Fun Nights where we have large a large parent turnout.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA			Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> ✓ Guided reading instruction ✓ Close reading instruction ✓ Repeated readings ✓ Core Knowledge ✓ Fountas and Pinnell reading system ✓ Balanced Literacy ✓ EDUSS RTI program 	Small group One to one instruction Whole group sessions	During the school day During Saturday Program During after school
Mathematics	<ul style="list-style-type: none"> ✓ Intense hands on instruction using the 8 mathematical processes ✓ Repeated readings ✓ Use of manipulatives ✓ Math drills ✓ EDUSS 	Small group One to one instruction Whole group sessions	During the school day During Saturday Program During after school
Science	Guided reading Close reading Repeated reading Vocabulary scaffolding Hands on activities	Small group One to one instruction Whole group sessions	During the school day
Social Studies	Guided reading Close reading Repeated reading Vocabulary scaffolding	Small group One to one instruction Whole group sessions	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Group Counseling PBIS Character Counts At-risk Services provided by St. Nick's Alliance Crew Time on Friday afternoons (1:30 –	Small group 1:1 with an at risk service provider Whole Group - Schoolwide	During the school day

	2:00) At-risk Services provided by the School Psychologist		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Regular cycles of observation with actionable feedback using the Danielson Rubric. Professional development on the Danielson Framework for teaching and other topics based on teacher interest and areas identified as in need of improvement. Teacher survey of strengths and areas they identified as in need of improvement. Teacher survey on topics they want for professional development.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
ARIS Learn Professional development sessions with Network Achievement coach Professional development sessions with principal Study group around professional texts (Math, Reading, ESL instruction and rigor) Professional development sessions outside the building Professional development sessions with Teacher Development Coach for specified teachers

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All school funds are used to address the needs of its intended population. Students in Temporary Housing money is set aside and scheduled to be used to support families with materials needed for children to be successful in school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Early childhood centers (parents and students) visit PS 18's kindergarten and PreK classes. The principal and the parent coordinator discuss the shifts from pre-school to kindergarten and provide strategies for parents to use with their children over the summer to prepare them for kindergarten.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During faculty conferences and instructional cabinet meetings, school data is discussed and collaboratively as a staff, decisions are made about school goals, assessment selection and professional development. All stakeholders take part in the decision making and the professional development opportunities. There is a teacher leader team who works collaboratively with the principal to create and implement instructional structures.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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;
- building a website where parents can and the community can receive information about the school and upcoming events. Parents can also contact the school via email.

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

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

I. School Responsibilities

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

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

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, Family Fun Nights and classroom celebrations;

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 with 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; ask children each day to share with you something they learned in school that day.

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.
- Understand that learning is my responsibility each day

DBN: 14K018

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$157,316.94	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$80,829.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,087,053.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Edward Bush P.S. 18</u>	DBN: <u>14K018</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>41</u>
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 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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: Students in grades 2-5 will receive direct instruction in ELA, Math and NYSESLAT test prep. Students will also receive enrichment through the arts provided by Jamaica Center for the Arts. The program will run for 8 weeks on Saturdays for 3 hours (9-12). They will receive 35 min. of instruction for each subject (with a 10 min. break in-between) and a 45-minute enrichment block. Students will be grouped by language proficiency levels. Students in grades K-1 will receive an afterschool enrichment program centered around literacy. They will be exposed to different genre types and will participate in readers theater.

Rationale:

The program aims to provide additional support for students to reach proficiency and make gains on State exams and provide additional language instruction to help students pass the NYSESLAT. Students will be grouped by language proficiency levels in order to meet the specific language needs of students. Enrichment will be offered to provide additional language support through the arts. Research shows that through the arts academics will be improved. Enrichment will also provide social and emotional support to help students feel more comfortable in a school setting. This program will be done on Saturdays to provide a specified block of time dedicated to support the needs of English Language Learners. For grades K-1 readers' theatre will provide opportunities for students to develop language-learning skills.

Subgroups:

Of the total 41 ELLs, 13 are at the advance level, 17 are at the intermediate level, and 11 are in the beginner level. Three students are new immigrants and 2 students are new immigrants and SIFE.

Schedule and duration of Afterschool:

The Saturday Academy will begin in mid January and conclude in mid spring. It will run for duration of 8 weeks for 3 hours each session (9-12). The afterschool program will begin in Mid spring and conclude in mid June. It will run for duration of 5 weeks on Friday afternoon from 2:20 - 3:25.

Language of Instruction:

English will be the main language of instruction. Occasionally, materials such as chants, rhymes, poetry and excerpts will be provided from authentic literature in the children's native language (Spanish).

Teachers:

PS 18 has one New York State certified ESL teacher who will consult with all parties involved in designing

Part B: Direct Instruction Supplemental Program Information

and implementing the programs. All teachers providing services are certified.

Types of materials:

The materials for after school enrichment programs will be aligned with the Common Core Learning Standards. Leveled readers' theater materials will be purchased. Test preparation materials for the Saturday Academy will be purchased. We will also be using social studies themed materials on the subjects of the immigration experience and voters rights. These materials have been provided by LaGuardia Community College (CUNY). Other supplemental materials will be ordered as needed (notebooks, pens, pencil, crayons, paper, visuals etc.).

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 teachers and paraprofessionals, will attend professional development once a month, on a Tuesday from 2:20 pm – 3:10 pm at no cost to Title III. Professional Development is differentiated to meet the needs of every teacher there by making sure all teachers follow best practices in order to meet the needs of our ELL population. Additionally, teachers are encouraged to sign up for professional development on-line courses through Cite as well as the CFN Network (612).

We will provide our teachers with PDs specifically targeted to share strategies that help ELLs on related topics during our after school in-house professional development sessions once a month. The topics we plan to cover during the PD sessions include the following:

- Differentiation of Instruction
- The Five ICT Models
- Feedback to students
- Strategies that work well with ELL's and Students with Disabilities.
- How to plan lessons with different learning styles in mind.
- Analyzing data to move instruction (we will use our new RTI program to follow students' progress)
- Strategies to scaffold instruction for language acquisition

About 25 percent of our students are ELLs and former ELLs. Every class from kindergarten through 5th

Part C: Professional Development

grade has ELLs. All teachers and educational assistants, undergo training in meeting the needs of various subgroups of ELLs.

The Assistant Principal and the ESL teacher will work closely to tier lesson to meet every student. The Assistant Principal will provide professional development to the ESL teacher and other teachers to provide best practices for every student in our learning communit

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
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Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$ _____

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Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: * School Name: Edward Bush School for Leadership

Cluster: _ Network: 412

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.

Data used include: For all parents, we have used various documents including Home Language Survey, ATS reports such as ELPC to assess the needs of the parents.

We use this information to download, draft and customize letters being sent home in the native language/s of the parents such as continued entitlement letters for ESL students and entitlement letters, program choice, survey etc.

Data used for school wide language needs include: ATS reports: UPPG, RHLA.
Individual Parent's responses on Emergency contact card about preferred language of communication for oral and written language.

All parents/guardians of new admits are asked to fill in NYC DOE parents' Preferred Language Form that collects the language preference of parents for school communications. P.S. 18 annually conducts classroom surveys to find out whether families prefer to receive school memos and letters in English or Spanish. Over the years, at least 40 to 45 per cent of parents have preferred Spanish as the language of communication.

Parent surveys - to assess the needs of parents and how can they help their children do better in school- are made available in English and Spanish to allow all parents participate in school wide needs assessment during open school nights.

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.

Of the current ELLs 40 of them and all ten new ELLs indicate Spanish as home language. The ESL teacher has entered home language as per HLIS and checked this data to ensure its accuracy in order to complete ELPC screen to comply with Chancellor's regulations per Part 154 requirement.

Of the total 198 students enrolled at PS 18 K as of 10/26/2013, about 55 per cent have English as their home language. Over the years, we have observed that about 50 to 55 per cent have English as their home language, while the rest 40 to 45 percent indicate Spanish as home language. Only one student's record indicates Tibetan as home language. The findings are reported to the school community during School Leadership Team Meetings and other school wide meetings.

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.

All communication to parents, including notification such as placement letters, testing dates for ELLs, etc., are downloaded from the Office of English Language Learners on the DOE site; and sent home in English and native language/s of parents. In addition, we have a bilingual school psychologist, social worker, family worker, present at all EPC's, triennials, annuals and parent conferences relating to their children.

In-house letters and documents to be sent home are translated in Spanish in house by school staff to comply with oral as well as written communication requirements.

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.

During parent orientation sessions, the parent coordinator provides oral interpretation services to guardians and parents. The participants are encouraged to ask questions in native language.

In addition, during general meetings, open school nights or Parent-Teacher Conference, translators are placed on each floor to assist teachers and parents during this process. We have seven Spanish speaking pedagogues, three child study team members, and one office personnel - all available in-house to provide translation services in house orally.

In addition to staff members at PS 18 available for translations, both oral and written, we have parent volunteers, members of PTA available at some of the meetings to help translate.

The school has partnership with Community Based Organizations to provide workshops and services to ELL parents: Sylvan Learning, Department of Health, Jamaica Center for Arts and Learning (JCAL) Puerto Rican Family Institute, etc. Representatives from CBOs are invited to offer workshops to parents in English and Spanish.

This school year, we have no parent needing translation services in language other than Spanish. If need be, we will contact DOE's translation and interpretation unit to meet with our needs.

The parents of one student whose home language is Tibetan, are also fluent in the Indian national language Hindi. Our ESL teacher Mr. Avinash Pancholi, is fluent in Hindi, and is available to translate orally and in writing in Hindi, if need be. Mr. Pancholi has taught Hindi as a foreign language to native as well as non-native youth under the NYC DOE's summer program.

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>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

At PS 18 we have posted in conspicuous locations at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We have enough resources in house, to provide language translation and interpretation orally and in written form for fulfilling Chancellor's requirement under A-663 regarding parental notification and interpretation services.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Edward Bush P.S. 18</u>	DBN: <u>14K018</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>41</u>
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 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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: Students in grades 2-5 will receive direct instruction in ELA, Math and NYSESLAT test prep. Students will also receive enrichment through the arts provided by Jamaica Center for the Arts. The program will run for 8 weeks on Saturdays for 3 hours (9-12). They will receive 35 min. of instruction for each subject (with a 10 min. break in-between) and a 45-minute enrichment block. Students will be grouped by language proficiency levels. Students in grades K-1 will receive an afterschool enrichment program centered around literacy. They will be exposed to different genre types and will participate in readers theater.

Rationale:

The program aims to provide additional support for students to reach proficiency and make gains on State exams and provide additional language instruction to help students pass the NYSESLAT. Students will be grouped by language proficiency levels in order to meet the specific language needs of students. Enrichment will be offered to provide additional language support through the arts. Research shows that through the arts academics will be improved. Enrichment will also provide social and emotional support to help students feel more comfortable in a school setting. This program will be done on Saturdays to provide a specified block of time dedicated to support the needs of English Language Learners. For grades K-1 readers' theatre will provide opportunities for students to develop language-learning skills.

Subgroups:

Of the total 41 ELLs, 13 are at the advance level, 17 are at the intermediate level, and 11 are in the beginner level. Three students are new immigrants and 2 students are new immigrants and SIFE.

Schedule and duration of Afterschool:

The Saturday Academy will begin in mid January and conclude in mid spring. It will run for duration of 8 weeks for 3 hours each session (9-12). The afterschool program will begin in Mid spring and conclude in mid June. It will run for duration of 5 weeks on Friday afternoon from 2:20 - 3:25.

Language of Instruction:

English will be the main language of instruction. Occasionally, materials such as chants, rhymes, poetry and excerpts will be provided from authentic literature in the children's native language (Spanish).

Teachers:

PS 18 has one New York State certified ESL teacher who will consult with all parties involved in designing

Part B: Direct Instruction Supplemental Program Information

and implementing the programs. All teachers providing services are certified.

Types of materials:

The materials for after school enrichment programs will be aligned with the Common Core Learning Standards. Leveled readers' theater materials will be purchased. Test preparation materials for the Saturday Academy will be purchased. We will also be using social studies themed materials on the subjects of the immigration experience and voters rights. These materials have been provided by LaGuardia Community College (CUNY). Other supplemental materials will be ordered as needed (notebooks, pens, pencil, crayons, paper, visuals etc.).

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 teachers and paraprofessionals, will attend professional development once a month, on a Tuesday from 2:20 pm – 3:10 pm at no cost to Title III. Professional Development is differentiated to meet the needs of every teacher there by making sure all teachers follow best practices in order to meet the needs of our ELL population. Additionally, teachers are encouraged to sign up for professional development on-line courses through Cite as well as the CFN Network (612).

We will provide our teachers with PDs specifically targeted to share strategies that help ELLs on related topics during our after school in-house professional development sessions once a month. The topics we plan to cover during the PD sessions include the following:

- Differentiation of Instruction
- The Five ICT Models
- Feedback to students
- Strategies that work well with ELL's and Students with Disabilities.
- How to plan lessons with different learning styles in mind.
- Analyzing data to move instruction (we will use our new RTI program to follow students' progress)
- Strategies to scaffold instruction for language acquisition

About 25 percent of our students are ELLs and former ELLs. Every class from kindergarten through 5th

Part C: Professional Development

grade has ELLs. All teachers and educational assistants, undergo training in meeting the needs of various subgroups of ELLs.

The Assistant Principal and the ESL teacher will work closely to tier lesson to meet every student. The Assistant Principal will provide professional development to the ESL teacher and other teachers to provide best practices for every student in our learning communit

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