

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **17K289**

**School Name:**                       **P.S. 289 GEORGE V. BROWER**

**Principal:**                             **DENNIS O. JEFFERS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 289, The George V. Brower School School Number (DBN): 17K289  
Grades Served: PK-5  
School Address: 900 Saint Marks Ave, Brooklyn NY 11213  
Phone Number: 718-493-3824 Fax: 718-467-3735  
School Contact Person: Cynthia Harris-Frederick Email Address: charris10@schools.nyc.gov  
Principal: Cynthia Harris-Frederick  
UFT Chapter Leader: Lisa Highland  
Parents' Association President: Rachael Lewis  
SLT Chairperson: Cynthia Harris-Frederick  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gloria Davis  
Student Representative(s):

**District Information**

District: 17 Superintendent: Clarence G. Ellis  
Superintendent's Office Address: 1224 Park Place, RM 130, Brooklyn NY 11213  
Superintendent's Email Address: CEllis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, NY 11209  
Director's Email Address: cherylwatson@schools.nyc.gov  
Phone Number: 718 759-3952 Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cynthia Harris-Frederick	*Principal or Designee	
Lisa Highland	*UFT Chapter Leader or Designee	
Rachael Lewis	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Gloria Davis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Wavney Green	Member/ Parent	
Ilene Adams	Member/ Parent	
Gail Broomes	Member/ Parent	
Katrina Thomas	Member/ Teacher	
Rebecca Howard	Member/ Teacher	
Mary Grant	Member/ Paraprofessional	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marie Jean-Noel	Member/ Paraprofessional	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

George V. Brower is an elementary school with 403 students from Pre-Kindergarten through grade 5. The school population comprises 82% Black, 14% Hispanic, 2 % White and 2% Asian students. The student body includes 7% English language learners and 25% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 91%P.S. 289 Mission Statement

The George V. Brower Elementary School, P.S. 289 is a school of Excellence! We aspire to be a model 21<sup>st</sup> Century public school for College and Career Readiness whose mission is to create future leaders that will meet the challenges of an ever changing global society. We are committed educators that expect our scholars to attain high levels of achievement through a rigorous academic curriculum and appropriate social behaviors. Our Common Core and character building educational programming provides our scholars with diverse learning avenues all leading to academic and personal success. An essential part of the learning process here at P.S. 289 is teaching our scholars how to become independent thinkers and collaborative problem solvers.

Ultimately it is our mission to ensure learning experiences that will become a conduit for creating life- long learners that desire to rise to their fullest potential, in order to create a positive impact on the world around them. P.S. 289K implement the Framework for Great Schools through Effective School Leadership, Rigorous Instruction, Supportive Environment, Collaborative Teachers, Strong Family-Community Ties all built upon trust.

P.S. 289 has a partnership with Chess in Schools to teach students to become analytical thinkers, motivated learners, critical problem solvers, proactive thinkers, take ownership of their accomplishments, and sportsmanship. There is also a partnership with the Brooklyn Children's Museum to bring Science into the classrooms and enhance our curriculum using a hands on approach.

P.S. 289 is a evolving STEM school with a growing partnership with The New York City Department of STEM.

P.S. 289 is an ECO (Environmental Change Order) school with a focus on health and nutrition, recycling, saving energy and saving water. It has been an ECO school for the past three years.

P.S. 289 is also a PBIS (Positive Behavior Intervention and Support) school focusing on positive behavior in various areas of the school. PBIS has been a practice for the past twelve years.

During the 2014-2015 school year, our school made the most growth in English Language Arts. Therefore, the key areas of focus this school year are:

- Writing in the content areas for the respective grades using the Six Traits of Writing

- Mathematical instruction with a spotlight focus on teaching number sense, fractions, measurement and statistics. Additional support for struggling students in the area of with web based tools.

Increased reading of nonfictional texts in Grade 3 with a targeted intensive intervention on science social studies content and academic vocabulary.

1. determining central ideas or themes and summarizing details
2. analyzing text structure
3. integrating and evaluating content in diverse media and formats
4. analyzing similar topics and theme across texts

Increased intergration of technology in instruction across the grades and the content areas. Web based tools are used for intervention and acceleration.

## 17K289 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	444	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		82.2%	% Attendance Rate	89.9%
% Free Lunch		79.8%	% Reduced Lunch	1.2%
% Limited English Proficient		6.4%	% Students with Disabilities	24.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	79.4%
% Hispanic or Latino		15.5%	% Asian or Native Hawaiian/Pacific Islander	1.4%
% White		1.0%	% Multi-Racial	1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		14.88	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		19.7%	Mathematics Performance at levels 3 & 4	29.4%
Science Performance at levels 3 & 4 (4th Grade)		91.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Framework of Great Schools, rigorous instruction is embedded in how we analyze student performance on summative and formative assessment. Administration, teachers, and students provide feedback that informs the next steps. We determined that our students are struggling in mathematics with multi-step problems, formulating responses to open-ended questions, algebraic thinking, and geometric measurements that require deeper conceptual understanding.

Our strengths are the collaborative planning of math units together (1.1), looking at student work (2.2), and conducting lesson studies both vertically and horizontally (1.1, 1.2). In addition, through cycles of inquiry we identify best practices to meet the needs of all students (SWDs and ELLs).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, teacher teams will collaboratively analyze student performance tasks, plan and implement strategies to improve constructive response skills as measured by a 5% increase in student scoring at or above the proficiency level of the NYS Common Core Math Exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Align curriculum to incorporate the Danielson Framework and the CCLS shifts. We will implement curriculum aligned assessment practices across grades through professional development and working with teacher teams.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrators, Data Specialist, and Teachers</p>
<p>We will address the needs of students with disabilities, ELL and other high need student subgroups through professional development, lesson studies, and inter-class visitations.</p>	<p>Students</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Data Specialist, and Teachers</p>
<ul style="list-style-type: none"> <li>• PA meetings take place monthly with guest speakers who are experts in a variety of fields</li> </ul> <p>Workshops are held weekly by the Parent Coordinator.</p> <ul style="list-style-type: none"> <li>• Students of the month is given to students and parents are invited to our attendance awards ceremonies.</li> <li>• PBIS kickoff is held annually along with Penny Harvest kickoff. Parents are invited to all events.</li> <li>• ELL parent workshops are held by our ESL teacher</li> <li>• Meet and greet for parents in held annually by the special education teachers and related service providers.</li> <li>• Parents are invited to our annual Title 1 Day</li> <li>• Parents are members of our SLT, Attendance and PBIS committees.</li> <li>• Parents are invited into the school every Tuesday afternoon to meet with the staff to discuss student progress.</li> <li>• Parents are invited and participate in our annual PBIS Family Literacy Night •</li> </ul>	<p>Parent</p>	<p>Sept 2015- June 2016</p>	<p>Administration and Teachers</p>

<p>Our Parent Coordinator will hold parent workshops on the CCLS</p> <ul style="list-style-type: none"> <li>• The school has created and distributed a parent handbook</li> <li>• Administration has an open door policy for all members of the school community which builds trust.</li> <li>• The school hosts an annual Meet the Teacher Night for parents.</li> </ul>	Teachers and Parents	Sept 2015- June 2016	Administrators, Teachers, Parent Coordinator and Network Support Staff
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will utilize administration, data specialist, guidance counselor, teachers, and paraprofessionals on Monday afternoons to provide professional development aligned to the Framework for Great Schools. We also partner with the PA to provide monthly professional development to enhance strong family, strong school ties. Parent are encouraged to networking and partner around their childs' needs. Our annual Parent Title 1 Day and Meet the Teacher night, establishes the ongoing communication with our parent community.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, we will review and analyze all measures of student learning as evidence by MOSL assessments, student work, and CCLS NYS aligned math predictive assessments.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a means of accountability, administration observes teachers looking for evidence of implementation of these trainings and provides actionable feedback on those high expectations. The results feed back into the professional development cycle. For example, the data from the first benchmark revealed students’ ability to inference as an area of growth. To that end, how to introduce and reinforce inference is a topic on the professional development calendar for November and December.

According the QR 2014, we received a rating of Proficient in the indicator of 3.4. School leaders provide training and have a system of accountability for those expectations. Staff and school leaders offer ongoing feedback to help families understand student progress toward those expectations.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our grade five students will demonstrate leadership, with support from the administration, guidance counselor, teachers, staff and their classmates, by their performance in student government, community service, and mentoring of younger students. By June, 2016, the students will present their service learning project to the school and broader community.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Peer Mediation/Peer Tutoring</p> <p>Student election campaign</p> <p>Green team led by student leadership</p> <p>Student leaders on attendance committee</p> <p>Budding Scientist Ecosystem Project</p> <p>Chess in Schools Student Team</p> <p>Teacher Teams reviewing student work and performance tasks</p>	<p>Students and Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Guidance, Teachers, Parents, and Data Specialist.</p>
<ul style="list-style-type: none"> <li>• Saturday Academy primarily for Rtl in English language arts and mathematics, including SWDs and ELLs.</li> </ul>	<p>Students</p>	<p>Jan 2016- May 2016</p>	<p>Administration, Teachers, Data Specialist</p>
<p>PA members and Learning leaders will work with the student leadership</p> <ul style="list-style-type: none"> <li>• PA meetings take place monthly with guest speakers who are experts in a variety of fields. Our student leaders will be a part of these meetings to greet parents as they enter the building.</li> </ul> <p>Student leaders will present certificates to students of the month. Parents are invited.</p>	<p>Teachers, Parents and Students</p>	<p>Sept 2015- June 2016</p>	<p>Administrators, Teachers, PA, Parent Coordinator</p>

<p>PBIS kickoff is held annually along with Penny Harvest kickoff. Parents are invited to all events. Student leaders will greet parents as they enter the building.</p> <ul style="list-style-type: none"> <li>• ESL parent workshops are held by our ESL teacher</li> <li>• Meet and greet for parents in held annually by the special education teachers and related service providers. Student leaders will greet parents as they enter the building.</li> <li>• Parents are invited to our annual Title 1 Day. Student leaders will greet parents as they enter the building.</li> <li>• Parents are members of our SLT, Attendance and PBIS committees.</li> <li>• Parents are invited into the school every Tuesday afternoon to meet with the staff.</li> <li>• Parents are invited and participate in our annual PBIS Family Literacy Night. Student leaders will greet parents as they enter the building</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Staff members, books on leadership, funding to purchase books on leadership										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
X	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students will demonstrate leadership through peer tutoring, providing daily announcement, public speaking, and volunteering at senior citizen home, actively leading the PBIS activities. By March, 2016, students will plan, organize, and present in a educational forum.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After teacher teams analyzed student work, it was determined that areas of deficiency included ideas, organization, voice and word choice.

- Our teachers meet in teams regularly during and after school to look at student data. When given an opinion piece, students struggled with presenting opening and conclusion statements. They use their findings to plan instruction and next steps, including professional development.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our teacher teams will engage in inquiry cycles to analyze student work, identify and implement best practices to improve student achievement as evidenced by pre and post assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Weekly vertical and horizontal teacher teams meet to align assessment to curriculum, use protocols to norm</p>	<p>Administrators</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Teachers,</p>

grading practices, and adjust instructional decisions for student achievement.	Teachers Data Specialists		Data Specialists				
Through professional development, instructional rounds, and inter-visitation, we will implement best practices to improve student performance with SWDs and ELLs.	Administrators Teachers Students	Sept 2015- June 2015	Administration, Teachers Data Specialist				
<ul style="list-style-type: none"> <li>• PA meetings take place monthly with guest speakers who are experts in a variety of fields</li> </ul> <p>Workshops are held weekly by the Parent Coordinator.</p> <p>Student of the month awards is given to students and parents are invited to our attendance awards ceremonies.</p> <ul style="list-style-type: none"> <li>• PBIS kickoff is held annually along with Penny Harvest kickoff. Parents are invited to all events.</li> <li>• ESL parent workshops are held by our ESL teacher</li> <li>• Meet and greet for parents is held annually by the special education teachers and related service providers.</li> <li>• Parents are invited to our annual Title 1 Day</li> <li>• Parents are members of our SLT, Attendance and PBIS committees.</li> <li>• Parents are invited into the school every Tuesday afternoon to meet with the staff.</li> <li>• Parents are invited and participate in our annual PBIS Family Literacy Night</li> </ul> <table border="1" data-bbox="94 1493 769 1570"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>					Parents	Sept 2015- June 2016	Administration and Teachers
<p>Our Parent Coordinator will hold parent workshops on the CCLS</p> <ul style="list-style-type: none"> <li>• The school has created and distributed a parent handbook</li> <li>• Administration has an open door policy for all members of the school community which builds trust.</li> <li>• The school hosts an annual Meet the Teacher Night for parents.</li> </ul>	Parents and Teachers	Sept 2015- June 2016	Administration, Teachers and Parent Coordinator				

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for teacher PD sessions, schedule adjustments											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 administration will review student work in mathematics and English language arts, along with teacher feedback to determine if the students are meeting the standards and if teachers are providing targeted feedback for next steps.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

By December 2015, administration has visited 100% of the classroom teachers and provided actionable feedback based on the Danielson Framework as evidence by the data in Advance.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 100% administration would have completed and entered all teacher observations (formal and informal) as evidence by the observation report in Advance. In addition the data from Advance will be used to plan professional development for the Chancellor's Day June Conference.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Professional development on writing SMART goals</li> <li>• Professional development on differentiation of instruction using data</li> </ul>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Teachers</p>

<ul style="list-style-type: none"> <li>• Professional development on questioning and discussion techniques.</li> <li>• Formal and informal observations</li> </ul> <p>Achieve 3000 for Differentiating Reading Instruction</p>			
<ul style="list-style-type: none"> <li>• Professional development on teaching the special needs learner</li> <li>• Professional development on writing IEP goals</li> </ul>	Teachers	Sept 2015- June 2016	Administration, Teachers
<p>Parental communication via newsletter</p>	Parent	Sept 2015- June 2016	Administration, Teachers, Parent Coordinator
<p>PA meetings take place monthly with guest speakers who are experts in a variety of fields</p> <p>Workshops are held weekly by the Parent Coordinator.</p> <ul style="list-style-type: none"> <li>• Students of the month is given to students and parents are invited to our attendance awards ceremonies.</li> <li>•</li> <li>• PBIS kickoff is held annually along with Penny Harvest kickoff. Parents are invited to all events.</li> <li>• ESL parent workshops are held by our ESL teacher</li> <li>• Meet and greet for parents in held annually by the special education teachers and related service providers.</li> <li>• Parents are invited to our annual Title 1 Day</li> <li>• Parents are members of our SLT, Attendance and PBIS committees.</li> <li>• Parents are invited into the school every Tuesday afternoon to meet with the staff.</li> <li>• Parents are invited and participate in our annual PBIS Family Literacy Night</li> </ul> <p>Staff members are part of various committees and participate in chairing committees</p> <ul style="list-style-type: none"> <li>• Students are part of various committees and participate in chairing committees</li> <li>• Parents are part of various committees and participate in chairing committees</li> </ul>	Staff, Students and Parents	Sept 2015- June 2016	Administration, Teachers, Students, Parents

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- January, 2016 – March, 2016 – we will review formal and informal observation reports to see how teachers are progressing in these areas.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Only about 10% of our parent population participate in school activities. We will use Chess in Schools to grow parental support around the chess team, as well as our Parent Coordinator and district workshops increase parent involvement.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, at least 50% of our parent population will participate in our monthly workshops and family involvement events as evidenced by our attendance rosters.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<ul style="list-style-type: none"> <li>• Title 1 Day for parents and families</li> </ul>	Parents	Dec 2015	Administrators, Teachers, Parent Coordinator
<ul style="list-style-type: none"> <li>• Title 1 Day for ELL and special needs families</li> </ul>	Parents	Dec 2015	Administrators, Teachers, Parent Coordinator

<ul style="list-style-type: none"> <li>• PA meetings include guest speakers on various topics</li> <li>• Parent Coordinator will hold parent workshops on the CCLS</li> <li>• The school has created and distributed a parent handbook</li> <li>• Parents are invited to all assemblies and school activities</li> <li>• Tuesdays are set aside for parents and families to speak to the staff</li> </ul>	Parents	Sept 2015- June 2016	Administrators, Teachers, Parent Coordinator
<ul style="list-style-type: none"> <li>• Parents are welcomed into the school at any time.</li> <li>• The Principal has an open door policy</li> </ul>	Parents	Sept 2015- June 2016	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January, 2015 – March, 2015 – attendance sheets from events and surveys. At least 25% will have attended by the midpoint benchmark
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Teacher recommendation and S.R.I. Test</li> <li>• IEP Mandated Students with ELA deficiencies. Low performing levels 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Reading comprehension, non-fiction readings, writing, academic vocabulary, and phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one tutoring</li> <li>• Small group 8:1</li> </ul>	<ul style="list-style-type: none"> <li>• During the day. 90 minutes per day, approximately 2-4 times per week</li> <li>• During school 4 and 5 times per week for 45 minutes each session.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• IEP mandated students with math deficiencies. Low performing levels 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• All math components (addition, subtraction, multiplication and word problems)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 8:1</li> <li>One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school 4 and 5 times per week for 45 minutes each session</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Teacher recommendation and S.R.I. Test</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Reading comprehension, non-fiction readings, writing, academic vocabulary, and phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 12:1</li> <li>One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day. 90 minutes per day, approximately 4 times per week</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Teacher recommendation and S.R.I. Test</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Reading comprehension, non-fiction readings, writing, academic vocabulary, and phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 12:1</li> <li>One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day. 90 minutes per day, approximately 4 times per week</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Non mandated students with ELA deficiencies serviced by the IEP Teacher</li> <li>• Non Mandated Students serviced by the School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness, reading comprehension and reading skills practices</li> <li>• Counseling – behavioral strategies using the</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 8:1</li> <li>• Small groups 1:1</li> <li>• 1:1 and group counseling intervention use of the home/school connection,</li> </ul>	<ul style="list-style-type: none"> <li>• During school 5 times per week for 45 minutes each session</li> <li>• During school in various locations such as the SBST</li> </ul>

	<ul style="list-style-type: none"> <li>• Mandated and non mandated students with learning deficiencies as mandated by their IEP</li> </ul>	<p>home/school connection</p> <ul style="list-style-type: none"> <li>• Learning to use study groups, encourage students to communicate their feelings, sharing strategies for conflict resolution, peer study groups</li> </ul>		<p>office and/or the classroom</p> <p>During school daily</p>
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## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<ul style="list-style-type: none"> <li>• Interview by teacher teams</li> <li>• Continue professional development and ongoing collaboration with staff</li> <li>• Maintaining a supportive environment</li> <li>• Distributive leadership and decision making</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers attend ELA, Science, Social Studies, Special Ed, ELL and STARS workshops, among others, out of the building.</li> <li>• In house PD sessions take place for our staff and are provided by our teachers. topics include, but not limited to:</li> </ul> <p>Mathematical Practices</p> <p>Teaching through Shared inquiry</p> <p>Classroom management</p> <p>Using data to plan instruction</p> <p>Questioning and discussion techniques</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

### Part 4: SWP Schools Only

#### 4a. 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.).

Our pre-kindergarten parents will be supported during transition into our school by allowing them to escort their children to their classrooms. The parents are encouraged to stay with their children until they are comfortable letting go. Parents are invited to sit with their children during breakfast, interact with the class and to accompany their children on class trips and neighborhood walks as an extension of the common core units that are being taught in the classrooms. Our Parent Coordinator and Pre-K Social Worker plan workshops for parents throughout the school year. Students are assessed using the Work Sampling online program. In addition, pre-K student will have access to online phonics and word study program.

#### 4b. 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.

A teacher team was selected so that they would use the data to determine the school-wide MOSL selection. The results of the data was use to determine the direction of the professional development plan.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	334,493.00	X	12, 15, 18, 21, 23
Title II, Part A	Federal	112,770.00	X	12, 18, 21, 23
Title III, Part A	Federal	11,200.00	X	12, 18, 21, 23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,220,147.00	X	12, 18, 21, 23

**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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 289, THE GEORGE V. BROWER 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 the school and the

families. The 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 the school community. **P.S. 289, THE GEORGE V. BROWER 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

### **School-Parent Compact (SPC)**

**P.S. 289, THE GEORGE V. BROWER 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**Title 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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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>George V. Brower</u>	DBN: <u>17K289</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</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: \_\_\_\_\_ At P.S. 289, we believe that all students can learn. It is therefore our goal to ensure that each child achieves a high level of proficiency in the English language. Therefore, we will implement a Saturday Academy with Title 111 funding. Students coming into our school with English as their second language need to be given the opportunity to become proficient in English language. Our school will provide English Language Learners with direct supplemental services in the Saturday Academy. Students of grades 2, 3,4 and 5 will participate in the program. Subgroups include English Language Learners in general and special education classrooms who tested out of NYSELAT two years ago. ESL instruction will address all four modalities: Listening, Speaking, Reading and Writing through the content areas. Instruction will be delivered in English and a variety of materials will be used, these include Vocabulary Cards, Visual (photos, pictures and drawings),Tape Recorder, books for guided reading and manipulatives which include include miniature objects and regalia as well as the SMARTBoard. In addition, the teachers will use phonic books, fiction and nonfiction books, Math and ELA textbooks that are used in the general education classroom. Students will be instructed in small groups. The goal is to help prepare students for the NYSELAT as well as the State examination. Four teachers and one administrator will participate in the Saturday Academy. One teacher holds the ESL license and the other three hold common branch licenses and received training in ESL. The supervisor and teachers will examine data to identify strengths and weaknesses of students and develop strategies that will help students become proficient in areas identified. A schedule will be developed and the push in model employed. The ESL teacher will go into the classroom of each common branch teacher for one hour to provide language development support. There will be twelve sessions beginning at 8.30 and ending 11.30 am.

## 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: \_\_\_\_\_ It is essential that all teachers become familiar with the strategies and resources that are helpful in supporting the English Language Learners thereby allowing them to become proficient in English Language. Professional Development will be held over a period of ten hours for teachers. The ESL teacher and content area teachers will receive training in ESL strategies and will be given the opportunity to participate in study groups and time to meet and plan together. There will be five training sessions for the ESL and other content area teachers. These sessions will be held once a month on a Monday from 2.30 to 3.45 p.m. Personnel from the network will support teachers during these sessions.

Topics include:

1. Scaffolding Instruction for English Language Learners.
2. Informing teachers about Nyseslat and NYSITELL.
3. Differentiated Instruction for ESL students.
4. Aligning Instruction for ESL students with the Common Core Learning Standards.

**Part C: Professional Development**

5. Using ESL methodologies and strategies to create activities for Cooperative learning.  
Network team members will be invited to provide professional development for the teachers and parents.

**Part D: Parental Engagement Activities**

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

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

Begin description here: The ESL Teacher, the Parent Coordinator, and network personnel will host a series of workshops for the parents of students with English as a second language. Parents of ESL students will be invited to join their children as they attend math and literacy workshops. Parents will participate in workshops that will teach them English as a second language. In order to communicate effectively with parents letters sent home will be written in both English and parental home languages. Communication will also include , newsletters, memos, notices and phone calls. Conferences will be held with parents of ESL students at least three times a year. During conferences, language translators will support the parents. Parents will be given information on homework policies, and how to monitor and discuss school work at home. In an effort to link home and school, parents will be encouraged to participate in school activities such as meet and greet where the parents meet the related service providers, family literacy night, assemblies, neighborhood walks, field trips and participating in the learning leader program. Parents will also be asked to fill out a needs survey in order for the ESL teacher to find out what topics parents are interested in. Some topics to be addressed will be:  
Helping your ESL child with reading strategies.  
Helping your ESL child with math games to reinforce math concepts.  
Helping your ESL child with writing strategies.  
Helping your ESL with the Common Core Learning Standards.  
What the NYSESLAT is and how to help my child do well.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$10,507.43</u>	<u>Planning Sessions:</u> <u>Four teachers will be paid at per session rate for 6.25 hours of Professional Development.</u> <u>4 x 6.25 x \$51.51=\$1287.75</u> <u>Saturday Academy:</u> <u>Four teachers will be paid at per session rate for 12 -3hour session of instructional time.</u> <u>4x12x3hours x\$51.51=\$7417.44</u> <u>One administrator will be paid at per</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>session rate for 12-3 hour session of instructional time.</u> <u>1x12x3hoursx\$52.84=\$1902.24</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	-	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$593.00</u>	<u>Reading Comprehension spinners</u> <u>Picture Sequencing Cards</u> <u>Sight Word Bingo Level1</u> <u>New York Support Assessment Math</u> <u>New York Support Assessments ELA</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____