



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** MIDDLE SCHOOL 226

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q226

**PRINCIPAL:** RUSHELL WHITE

**EMAIL:** [RWHITE11@SCHOOLS.NYC.GOV](mailto:RWHITE11@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MICHELE LLOYD BEY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Rushell White	*Principal or Designee	
Zev Angelou	*UFT Chapter Leader or Designee	
Mona Lisa Chandler	*PA/PTA President or Designated Co-President	
Claudea Bethea	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Peggy Premus	Member/Paraprofessional	
Francine Davis	Member/Teacher	
Alethea Shaw	Member/Parent	
Nilson Traslyvania	Member/Head Custodian	
David Dowdy	Member/Parent	
Anthony Richardson	Member/Parent	
Debbie Singh	Member/Parent	
Evelyn Camacho	Member/Parent	
Tanya Bulle	Member/Parent	

Debbie Singh	Member/Parent	
David Thomas	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

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

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

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

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

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

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

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

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

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

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

*School leaders should include the Network in planning PD in all subject areas on questioning techniques. Teachers should be required to include higher level thinking questions in their planning that is then delivered in the classroom. Teachers who use good questioning techniques should be identified and other teachers should observe them in order to improve their own techniques. The AP in charge of ELA should conduct frequent walkthroughs to ensure that teachers ask appropriate higher level questions that challenge students and extend their learning (JIT Review- 27Q226 Virgil I. Grissom Middle School April 2011, p.5 )*

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

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

  X   2.2 School leader's vision

  X   2.4 School leader's use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

*By June 2014, 100% of all new teachers will be evaluated by the New teacher evaluation system as evidenced by teacher observation*

*Principals and Assistant Principals will conduct 8 short frequent cycles of observations for each teacher using Charlotte Danielson's "Enhancing Professional Practice: A Frame work for Teaching with a focus on competency 3b: Using Questioning and Discussion Techniques to improve teacher practice and student outcomes.*

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

*By June 2013, Principals and Assistant Principals will improve teachers' knowledge of Instructional strategies*

- *Create and follow a schedule for teacher observations using Danielson's researched based rubrics and provide specific, authentic, and timely feedback to teachers*
- *Conduct frequent evaluations and assessments of observations for trends in teacher performance and student outcomes*
- *Use the results of teacher observations to provide teachers with professional development on and off site.*
- *Work with CFN to acquire professional development in the areas in need of improvement.\*
- *Create a rubric developed by Principal and Assistant Principals will be used for developing all teachers.*
- *Arrange Inter-visitations between teachers and Peer Intervention Coaches.*

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- CITE- an educational vendor, will be contracted using OTPS Title I Priority/Focus Curriculum and Development Funds to provide administration with weekly professional development with Danielson's research based rubrics.
- CFN 210 will continue to provide support to staff and students monthly

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

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

**Major Recommendation**

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

*The Network should provide PD to school leaders, ELA teachers, and the ELA Inquiry team members in the effective use of data to inform the school’s continuous improvement planning. The PD that the Network provides should go beyond the analysis of standardized testing so that all parties can learn how to disaggregate data and diagnose the learning needs of all students so that instruction is directly informed. All school staff should be taught how to use data to identify trends and priorities in evaluating the school program. These priorities should become the ELA goals and incorporated into the CEP. School leaders should evaluate the impact on classroom practice and on student learning and achievement (JIT Review- 27Q226 Virgil I. Grissom Middle School April 2011, p.8 )*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

  X   3.2 Enacted curriculum

  X   3.4 Teacher collaboration

  X   3.3 Units and lesson plans

  X   3.5 Use of data and action planning

**Annual Goal #2.**

By June 2014, there will be a 5% increase in student performance as evidenced by teacher created school benchmark assessments in English Language Arts and Math

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. *Teacher teams will develop and modify curriculum maps and assessments to ensure alignment to shifts in ELA and Math aligned to CCLS.*
  - b. *On-going job-embedded PD will be provided to impart effective teaching strategies.*
  - c. *Principals and Assistant Principals will engage in Short Frequent Cycles of Observations and provide timely feedback to teachers.*
  - d. *Students will be assessed four times for the school year- September, November, January, and March.*
  - e. *Results from the assessments will provide teachers with instructional map with which to provide students with differentiated and individualized instruction.*
  - f. *Students will perform at an average 46% or higher by June of 2013 based on Teacher Made Assessments in ELA and 49% in Math on Teacher Made Assessments.*
  - g. *There will be four assessments in ELA and Math that students will complete by June 2013. Teachers will work collaboratively during common planning periods to develop or revise units and lessons to ensure alignment to the CCLS and the instructional shifts in ELA and Mathematics.*
  - h. *Peer Intervention Coaches and Demonstration teachers will provide support for their peers*

**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

Teachers will meet in Teacher Teams on Wednesdays during the SBO'd time to develop and modify curriculum and assessments.

We will utilize Tax Levy and Title I Priority/Focus School Funds to purchase curriculum and assessment materials.



**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

We will utilize Tax Levy and Title I Priority/Focus School Funds to purchase curriculum and assessment materials.  
Teachers will meet weekly in their Inquiry Teams to Monitor and revise curriculum and performance tasks.

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

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

**Major Recommendation**

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

*Based on the NYC Learning Environment Survey, 7.3 or 73% scored favorably in Academic Expectations, 6.6 or 66% scored favorably in Communications, 6.8 or 68% scored favorably in Engagement, and 6.4 or 64% scored favorably in Safety and Respect.*

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

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

*By June 2014, school leaders will provide PD to improve staff's ability to prevent disciplinary problems to improve the school's learning environment and school culture as measured by 5% decrease in Principal's suspensions*

*Based on the NYC Learning Environment Survey, 7.3 or 73% scored favorably in Academic Expectations, 6.6 or 66% scored favorably in Communications, 6.8 or 68% scored favorably in Engagement, and 6.4 or 64% scored favorably in Safety and Respect..*

**Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- School leaders and Deans will conduct monthly Town Hall meetings to address the concerns of students' in each Academy as well as conduct workshops on strategies for positive behavior.
- Assemblies, Incentive trips, the (Positive Behavior Intervention System) PBIS and other celebratory activities will be planned to foster positive behavior
- *We will utilize NYC's Learning Environment Survey to craft our school's self-made assessments.*

*Surveys will be taken by student and staff 4 times for the year  
September(scores will be used from latest NYC's LES), February, April, June*

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

### **Service and program coordination**

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

We will utilize Tax Levy Funding to afford activities for our students such as having Theater performances brought to the school.

We received a \$20,000 CASA grant for programs like Alvin Ailey and Jr. Knicks

Our students will join the Middle School Basketball League- we will utilize Tax Levy funds to fund bussing for students to travel.

Students will participate in Tax Levy and Grant funded activities:

- ✓ Distinguished Academy of the Week- Criteria: 0% Infraction, Department, Uniform Compliance, Academy Environment to enhance the culture of our school making it a safe place where students can learn and grow
- ✓ DNA splicing for students in the Visionaries Academy
- ✓ The Rush Program provides art development for students in the Humanities Academy
- ✓ Jupiter Productions provides students with Broadcast Journalism instruction for students in the Renaissance Academy
- ✓ Globe Theater for Performing provided workshops on Shakespeare for students in the Humanities Academy
- ✓ Get Caught Reading Program promotes independent reading
- ✓ International Pen-Pals Initiatives- Jamaica/Argentina
- ✓ The Distance Learning Program allows students opportunities to video conference with students within the council district 28 and industry professionals
- ✓ Honors Celebrations- Criteria: 90% and above in major subjects promoting high expectations
- ✓ Youth Center- A monthly social afterschool event hosted by teachers for distinct academies. This encourages good citizenship and builds community.
- ✓ Young Women's Leadership group – initiated by the school safety agents to address the needs of at-risk girls based on the school official observations and student records
- ✓ Young Men Leadership Group- a program that evolved from the school's partnership with the PENCIL program. It is designed to address the needs of 20 at-risk black male students with mentors from JP Morgan Chase
- ✓ PBIS (Positive Behavior Intervention System) – an incentive program that fosters positive behavior and citizenship
- ✓ Alvin Ailey Arts in the Community- an after school dance program born out of the Cultural After School Adventure (CASA) Grant
- ✓ ARP/High School courses allow students opportunities for HS coursework, HS and Regents credits



**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

Fair School Funding and Focus School Funding Tax Levy

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Achieve 3000 is purchased for all SWD</li> <li>• Imagine Learning is utilized for all ELL's</li> <li>• VMath and Voyager</li> <li>• An additional period of reading is added to all Lowest 1/3<sup>rd</sup> students' programs</li> <li>• RTI in ELA on Tuesdays, Thursdays and Saturdays</li> <li>• 2 Performance Tasks will be completed in this subject</li> </ul>	<p>In class during small group instruction</p> <p>Small group tutoring after school</p> <p>In class during small group instruction</p> <p>In class during small group instruction</p> <p>Small group tutoring after school</p>	During and after the school day
Mathematics	<ul style="list-style-type: none"> <li>• VMath is purchased for students who need intervention in math.</li> <li>• Encore Math is used in all math classes</li> <li>• 2 Performance Tasks will be</li> </ul>	<p>In class during small group instruction</p> <p>Small group tutoring after school</p> <p>In class during small group instruction</p> <p>In class during small group instruction</p>	During and after the school day

	completed in this subject	Small group tutoring after school	
Science	<ul style="list-style-type: none"> <li>2 Performance Tasks will be completed in this subject</li> </ul>	<p>In class during small group instruction</p> <p>Small group tutoring after school</p> <p>In class during small group instruction</p> <p>In class during small group instruction</p> <p>Small group tutoring after school</p>	During and after the school day
Social Studies	<ul style="list-style-type: none"> <li>2 Performance Tasks will be completed in this subject</li> </ul>	<p>In class during small group instruction</p> <p>Small group tutoring after school</p> <p>In class during small group instruction</p> <p>In class during small group instruction</p> <p>Small group tutoring after school</p>	During and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services are provided to students from GC's, School Psychologists and Social Worker. They work closely with staff to create PPT's		During and after the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- **The Principal and AP's will work with CFN HR to ensure that all teachers are highly qualified**
- **Teachers in each academy will be provided professional development on a monthly basis by their academy supervisors and bimonthly by their content area supervisors.**
- **Teachers also participate in bi monthly inquiry team meetings to create assessments, revise curriculum, share strategies, engross in literacy strategies, case conference about their students, analyze assessments in order to utilize the most recent and proven studies that will yield progress in our students.**
- **Every teacher has a specific and differentiated professional development plan to meet their needs. PD is facilitated by principal, assistant principal, teachers, UFT teacher center representative and the children's first network 210.**

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Virgil I. Grissom	DBN: 27Q226
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 78
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Imagine Learning and Achieve 3000 are software based programs designed especially for ELLs. These programs focus on vocabulary development, reading comprehension strategies, and higher order thinking skills. They are also Level based after pre-test is given. Students move along at their own pace and lessons are designed to meet their specific needs. Language support is provided in a variety of languages to address all of our ELL population. Achieve 3000 is interactive so teachers can work with the students. As New York City prepares to adopt the new CCLS, Achieve 3000 and Imagine Learning have already aligned instructional materials to Common Core in the areas of reading, writing and speaking. And, additional supports have been added in an effort to prepare students for the rigor of college and the workforce.

The after-school program design allows for one teacher per group with a teacher ratio of 15-20. ELLs in the 6th, 7th, and 8th grade will be utilizing both, the Achieve 3000 and Imagine Learning. Achieve 3000 will run for approximately 14.5 weeks @ two hours per week beginning November 29, 2012 and ending March 21, 2013. Imagine Learning will run approximately 14.5 weeks at four hours per week beginning November 29, 2012 and ending March 21, 2013. There will be two certified ELL teachers working with our ELLs during the after-school program. Certified ELL teachers are Kaitlyn Mele and Persida Espinal. Two content area teachers will be working with our ELLs during the after-school program; they are Francine Davis (social studies) and Marissa Skoros (special education). As there are currently 64 ELL students, there will be 4 groups with 16 students in each group. Each group will meet on Tuesdays and Thursdays from 3:20 - 5:20pm. The teachers will utilize the Imagine Learning and Achieve 3000 programs to engage these students. Each ESL teacher will rotate with a content area teacher class to support the ELL students. As for the regular instructional periods during the day, Ms. Mele pushes into the classes with content area teachers where ELL students are assigned. She provides ELL instruction that supports the content area while addressing the students' ELL needs. Ms. Mele meets with each teacher to plan on a weekly basis so that she prepares materials that support the content and address the students' needs.

## 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: For Achieve 3000 there was an introductory professional development offered before the program started. There are additional on line professional developments which are offered throughout the year. For Imagine Learning, there are two professional developments offered by staff

### Part C: Professional Development

developers for the company. There is also support available to come in and provide extra P.D. if necessary. P.D. will be in either one or two half day sessions, and on-line at the teacher's convenience. Topics will include basic overview of the program. The Assistant Principal and ELL teacher will provide by monthly professional development to teachers of ELLs. Topics include

1. Differentiation of instruction
2. ELL strategies
3. CCLS, and using data to drive instruction

During the month of January, a representative from Imagine Learning will be coming in for a follow-up on a PD that took place last year.

### 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: Two mandated orientation sessions are scheduled for December and February. During these sessions, parents will receive an information package describing all three program choices and what is available at M.S. 226. For further clarification, a detailed video, descriptive of the program is viewed and discussed. Additional sessions are provided as needed to meet the needs of newly arrived ELLs. Workshops in the native language of the parents are given on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, and procedures for parent-teacher conferences. Written communications including progress reports, meeting notices, brochures and fliers are sent home to parents in English and translated versions where applicable. Monthly PTA meetings are held, along with monthly performances are held by the Humanities Academy. The Assistant Principal and ELL teacher will provide by monthly professional development to teachers of ELLs. Topics include differentiation of instruction, ELL strategies, CCLS, and using data to drive instruction. During the month of January, a representative from Imagine Learning will be coming in for a follow-up on a PD that took place last year.

The Parent Coordinator supports efforts to involve parents in the school and community. On August 29, 30, and 31 a parent-orientation was held by the Parent Coordinator for parents of 6th, 7th, and 8th grade students. On October 6, in partnership with Community Based Organizations, the school held its 3rd annual Back-to-school barbecue. On October 24, The ESL Coordinator, Ms. Mele, and guidance counselor, Mr. Morales, hosted a parent orientation for parents of new ELLs.

Interpreters such as our paras, and other school personnel, facilitate communication with parents in native language where available. MS 226 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and monthly PTA meetings.

Parents will be notified by monthly newsletter, phone messenger, school website and backpacks sent

**Part D: Parental Engagement Activities**

home with students.

**Part E: Budget**

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development 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>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 27Q226 School Name: Virgil I. Grissom Middle School

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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

The data used to assess our school's written translation and oral interpretation needs comes from the Home Language Identification Survey. Specifically, the bottom section which asks parents in what language they would like to receive oral and written communication from the school. For parent letters, our school uses the schools.nyc.gov website (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>) as a resource, because parent letters are translated into fifteen different languages

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

According to the Home Language Identification Surveys completed by parents, Spanish is the dominant foreign language spoken by families at MS 226. Punjabi is the second most spoken foreign language. This information was reported to the school community via a complete list of all ELLs which included their official class number, their entry date into NYC schools, and their home language.

## Part B: Strategies and Activities

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

For our Spanish speaking families, we have many staff members who can provide in-house translation services. For other languages, we can utilize the DOE Translation Service via the procedures listed on their website (<http://schools.nyc.gov/Offices/Translation/TranslationServices/Default.htm>).

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

For our Spanish speaking families, we have many staff members who can provide in-house interpretation services. For other languages, we can either utilize our translation/interpretation funding allocation for on-site, school-based events, or we can utilize the DOE Over-the-Phone Interpretation Service via the procedures listed on their website (<http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>).

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

MS 226 will mail home and send home with each appropriate child a copy of the Bill of Parent Rights and Responsibilities (as found at: <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Respo> nsibilities.htm) translated into the appropriate covered language. MS 226 will prominently display signs in the covered languages which indicate the availability of interpretation services at the main entrance (signs are found at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>). MS 226 will inform parents that they can access the DOE website for materials translated into the covered languages at any time.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
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**Part D: Parental Engagement Activities**

home with students.

**Part E: Budget**

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

Allocation Amount: \$11664

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