



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LUISA DESSUS CRUZ

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X302

PRINCIPAL: LIZA ORTIZ

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SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Liza Ortiz	*Principal or Designee	
Jonathan Hinesley	*UFT Chapter Leader or Designee	
Celena Ocasio	*PA/PTA President or Designated Co-President	
Debra Gonzalez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jennifer Goire	CBO Representative, if applicable	
Albania Ruiz	Member/ UFT	
Kathleen Gallo	Member/ UFT	
Brenda Allende	Member/ PA	
Virginia Tecua	Member/ PA	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, 50% of the teachers will move one level on the teacher effectiveness rubric 3b, 3c, and 3das evidenced through a minimum of 6 informal and 2 formal teacher observations.

Comprehensive needs assessment

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

Based on last year's ELA (22% on grade level) and Math (42% on grade level) scores, teacher observation, and teacher reflection sheets, it was decided that there needed to be a focus on questioning, student discussion, engagement, and assessment in the teachers' lessons.

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:

- Provide teachers with professional development on the Danielson Framework, specifically the "look fors" in each of the domain's components. The lead teachers, assistant principal, or principal will facilitate these discussions.- Beginning September 2012 until June 2013
- Provide teachers with opportunities to visit other teachers classrooms to provide feedback on the Danielson Framework, specifically the actionable steps a teacher can take and implement immediately after the visit. This is conducted by the lead, teachers, and administration.- Beginning November 2012 until June 2013
- Engage staff in unit and lesson planning to ensure that the units are aligned to the CCLS, and to deepen the teachers understanding of discussion, assessment, and engagement. This will be conducted in common planning meeting and faculty meetings. - Beginning July 2012 until June 2013
- Administration will conduct walkthrough to determine the trends reflective of the Danielson Framework. – Beginning December 2012 until June 2013
- Monitor teacher progress using an in-school data collection observation tool. This tool will be reviewed periodically in the instructional team meetings with the principal. Beginning October 2012- June 2013
- Engage teachers in learning from student work and lesson plan clinics during the department meetings. - Beginning October 2012 until May 2012
- Conduct study groups with the ESL teachers that focus on practical strategies for working with ELLs. – Beginning November 2012 until June 2013

Strategies to increase parental involvement

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

Monthly the assistant principal and the principal share with parents the upcoming units of study, the goals for the unit, and the ways parents can support their child's progress. Twice a month workshops are provided to the parents regarding the components of the Danielson Framework.

Budget and resources alignment

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

_____ Tax Levy x Title I _____ Title IIA _____ Title III ^{x-}
_____ MSQI Grants _____ Other

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).

Through fair student funding and through the MSQI funding that fund assistant principal, the lead teacher and/or the small group instructors would allow for teachers to get support aforementioned.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, teachers will analyze student work and data by participating in at least four collaborative inquiry team meetings per department, in order to make modifications to the development of the next round of units of study for all core subjects.

Comprehensive needs assessment

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

As per the 2012-2013 Citywide Instructional Expectations our school is implementing a minimum of two common core aligned units with performance task within each core subject. All units chosen from the CCLS library and those developed by the teachers will include informational text and argumentative writing. In department meetings it was decided that all units of student will follow the process of reflection, revision, and looking at student work and lessons to develop the understanding of the CCLS.

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:

All activities mentioned below will be supported by the administration and lead teachers in conjunction with the network instructional team.

- a) Provide professional development by unpacking common core standards for all major subject areas. –October 2012 through June 2013
- b) Partner with the network to provide professional development on looking at student work, lesson plan clinics, and pedagogy that will support teacher practice. –August 2012 through June 2013
- c) Ongoing development of rigorous units of study by teacher teams that are measured with the reliability and validity document developed by the NYCDOE.- September 2012 through June 2013
- d) Ongoing grade team, department, and individual support by the lead teachers and administration. August 2012- June 2013
- e) Utilize the AUSSIE consultant to support teachers, lead teachers, and administration in developing units aligned to the CCLS.
- f) Continuously follow the protocol of unpacking, reflecting, and assessing the units of study.

Strategies to increase parental involvement

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

Monthly the assistant principal and the principal share with parents the upcoming units of study, the goals for the unit, and the ways parents can support their child's progress. Twice a month workshops are provided to the parents regarding the CCLS.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III MSQI Grants Other

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).
Through fair student funding, Title I funding and through the MSQI funding we are able to contract an AUSSIE consultant, fund a portion of the lead teachers' salary, and fund assistant principals to provide professional development and ongoing support to all of the major subject area teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, a minimum of 10% of the ESL students will move one level towards proficiency. This means that a minimum of 15 students will move towards proficiency continuum.

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

After conducting a two (2) year trend analysis of the 2012 and 2011 NYSESLAT, it was determined that 42% out of a total of 142 ELLs have remained at the same performance. These students have shown minimum growth throughout the years to test out of the ESL program. As a result, we have made progress for the ELL subgroup a priority goal for the school year.

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: All activities mentioned below will be supported by the administration and lead teachers in conjunction with the network instructional team.

- Provide ESL teachers with professional development on the incorporation of ESL methodology and strategies in the content areas and the development of students' academic language to better meet the needs of our ELL population. – Beginning October 2012 until May 2013
- Provide ESL teacher with professional development on the implementation of the Academic Vocabulary Toolkit (designed for long-term ELLs) and English Now! (designed for newcomers). January 2013 until June 2013
- Conduct a bi-weekly study group with the ESL teachers to improve ESL practices in the classroom to improve teaching and learning. – Beginning December 2012 until June 2013
- Provide teachers with meaningful feedback through informal and formal observations to support them in developing ESL strategies to improve student outcome.
- Conduct teacher inter-visitations with lead teachers and teachers of ELLs to provide feedback on ESL pedagogy and strategies as well as student learning.
- Engage teachers to include, as part of their units of study and lesson plans, a differentiated component for ELL students with scaffold strategies and tasks. – Beginning September 2012 until June 2013
- Two (2) after-school programs have been designed to target long-term ELLs performing at the Advanced proficiency level and immigrant ELLs students performing at various performance levels. Teachers will work with ELL students targeting critical skill areas in strategy groups.
- ESL teachers and support staff will continue to push-in to classes where ELLs have been clustered during to provide additional language support in the content areas. – September 2012 until June 2013
- Newcomers will participate in a research based English Language Development Program designed for ELLs who are acquiring proficiency in English. – January 2013 until June 2013
- English Language Learners will partake of the Academic Vocabulary Toolkit designed for long-term ELLs who are struggling to show improvement. This program is a unique vocabulary teaching process that will enable students to receive the tools needed to master key academic vocabulary and increase test scores. – January 2013 until June 2013.

Strategies to increase parental involvement

- a) All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- b) Plan and organize ongoing parent orientation meetings for parents of students identified as ELLs (new admits) within ten (10) days of registration to inform parents of the different types of programs (Bilingual, Dual Language, and Free Standing ESL) and their options.
- c) Organize a workshop for ELL parents so they may become familiar with previous years tests samplers, share test-taking strategies, and provide tips on how parents can help their children at home.
- d) Plan a parent workshop on how to access a web-based system, Jupiter Grades, to enable them to monitor their child's grades, progress, missing homework and projects, attendance and behavioral issues.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

Through Title III Supplemental Program for ELLs and Title III Immigrant funds the school has established two afterschool programs that focuses test preparation strategies and on improving the oral, listening, reading, writing and academic language skills that ELLs will need to show improvement on the NYSESLAT.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, school leaders and staff will promote positive behaviors intervention systems to support the decrease of level 4 incidents on OORs by 10%.

Comprehensive needs assessment

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

Based on our analysis of OORS data for 2011/2012, it was determined that the degree of occurrences was too high. Of the 280 occurrences last year, 42% (118) were level 4.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) Review class/student section sheets to develop strategies to improve class/student behavior. September 2012 through June 2013
- c) Conduct individual teacher meetings to discuss behavior management plan for class and/or individual students. September 2012 through June 2013
- d) During common planning meetings, discuss strategies to engage disruptive students in the lesson that will minimize or reduce behavioral issues in the classroom. September 2012 through June 2013
- e) Support staff to monitor student behavior in the classroom and cafeteria by providing the necessary parental outreach and implement required consequences for students who demonstrate consistent behavioral issues. September 2012 through June 2013
- f) Assist and support teachers to create behavioral management plans and conduct parent meetings to discuss student behavior. September 2012 through June 2013
- g) Monthly assemblies by grade, and by gender that focus on safety, harassment, hygiene, and self-esteem.
- h) Training of staff to understand the preventative and intervention strategies listed on the NYC Dept. of Education Discipline Code and Policy- September, November, March, and June
- i) Implementing programs and procedures (September 2012 through June 2013) to reduce incidents and provide interventions through;
 - Halls sweeps occurring regularly BY ADMISTRATION AND DEAN
 - Implementing clear procedures for bathroom use by school aide
 - Regular monitoring of hallways and bathrooms by adults.
 - Procedures for cafeteria behavior and consequences for failing to follow rules by school aide and administration
 - PBIS dollars as a form of incentives by all adults.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - a) Cold call parents to keep them abreast of student progress.
 - b) Work in cooperation with the parent coordinator to encourage parent participation in Parent Association and parent/teacher conferences.
 - c) Communicate with parents through parent letters on school policies, activities and initiatives.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Fair student funding and Title I funds the deans.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

For the 2012-2013 school year, there will be a 1% increase or higher in the teacher response on the communication category of the learning environment survey. This means that the teacher responses for communication should range between 6.5 to 7.0

Comprehensive needs assessment

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

Based on last year's learning environment survey outcomes, it was determined that the communication amongst all staff needs to improve. Structures to improve the communication within the school amongst staff and administration need to be developed.

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:

Administrators- September 2012 through June 2013

- a) Email bi-weekly bulletins detailing the activities for weeks, reminders, deadlines, pedagogical concerns, and routine matters
- b) Provide a summary of details of the bulletin on the wipe-board located in the main office and on the grade floors.
- c) Will communicate via Jupiter Grades and/or emails the outcomes of the teacher's anecdotal
- d) Will continue to share and collaborate with teachers regarding the curriculum and student work.

Deans- September 2012 through June 2013

- a) Will communicate via Jupiter grades the outcomes of the teacher's anecdotal
- b) Will have a teacher log of assistance in order to keep track of the responses provided to teachers regarding students

Lead Teachers- September 2012 through June 2013

- a) Will communicate with the teachers during the common planning the shared vision and mission of the school.
- b) Will continue to share and collaborate with teachers regarding the curriculum and student work.

Parent coordinator- September 2012 through June 2013

- a) Will develop a monthly newsletter and calendar for the staff and parents
- b) Will communicate with the staff regarding any parental concerns
- c) Will disseminate information regarding upcoming workshops for parents
- d) Will complete the daily announcement book. This book includes the names of the students who left early, absent staff, trips, absent students, and pertinent announcements

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Fair student funding funds the majority of the aforementioned positions listed above.

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	The following AIS services are provided for the students who scored a level 1 and earned a score less than a 45 on the DRP: Access Code, an online reading intervention program; reciprocal reading; guided reading.	Small group instruction and one to one conferences that focus in the skills the students have not mastered in reading and writing.	Once a week invited students participate in Test Prep. Students who scored a level 1 or failed one of their major subject classes are invited to 37.5 minutes.
Mathematics	The following AIS services are provided for the students who scored a level 1: Khan Academy and small group instruction; Buckle Down as a supplement	Small group instruction, tutoring during lunch and after school.	Once a week invited students participate in Test Prep. Students who scored a level 1 or failed one of their major subject classes are invited to 37.5 minutes
Science	The following AIS services are provided for the students who failed first marking period and averaged a score less than 75%: Intervention sessions and preparatory sessions.	Small group instruction, tutoring during lunch and after school	Students who scored a level 1 or failed one of their major subject classes are invited to 37.5 minutes
Social Studies	The following AIS services are provided for the students who failed first marking period and averaged a score less than 75%: Intervention sessions and preparatory sessions.	Small group instruction, tutoring during lunch and after school	Students who scored a level 1 or failed one of their major subject classes are invited to 37.5 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are listed on the OORS recidivist report, recommended by teachers/deans are discussed during the PPC team, Attendance team, conflict resolution team. Decisions on the services needed are determined.	Regularly scheduled meetings during the day. Small group counseling services.	Pull out service, conferences, assemblies, during school.

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.

- New teacher training programs conducted by the principal, mentor, lead teachers.
- New teachers receive a mentor that works on their lesson plan, the delivery of instruction, and provide professional development on specific pedagogical moves.
- Participate in common planning five days a week and twice month faculty conferences.
- Study a shared text, Teach like a Champion, to promote specific classroom techniques and pedagogy.
- Provide ongoing professional development for teachers on the Danielson Framework and the NYCDOE Tenure Toolkit
- Offer professional development on topics identified as need to better their practice.
- Partner with the Network to provide lesson plan clinics, and looking at student work.
- Participate in inter-visitation to view best practices.
- Partner with the teacher hiring unit to ensure that professional development offerings are shared with me and the new teacher.
- Attend teacher fairs and use NYCDOE teacher finder to recruit teachers

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X302 **School Name:** Luisa Dessus Cruz M.S. 302

Cluster: 608 **Network:** CFN

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

Part A: Needs Assessment Findings

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

Using the NYSESLAT scores and modality breakdown on ATS, Home Language Identification Survey, and student/parent discussions, the predominant language other than English is Spanish. As a result, staff at M.S. 302 assess school's written translation and oral interpretation needs to ensure all parents are provided with appropriate communications they can understand. For example, all written communications are posted/distributed in both English and Spanish. For those students who require additional translation services such as sign language or additional languages the school staff uses the Translation and interpretation Unit provided by the Department of Education to ensure the lines of communication remain open with all parents and guardians. To ensure parents are communicated in a timely fashion, all information disseminated to parents are written in both English and Spanish. Additionally, all workshops, Parent Association meetings, and school events are done in both English and the most common native language to ensure parents are involved in their children's educational processes.

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.

Based on NYSESLAT score and modality breakdowns, home language identification surveys, and school report cards parents at Middle School 302 believe the school communicates appropriately and effectively with them. As previously stated, all written and oral communications are completed in both English and the predominant second language (Spanish) for parents. All communications distributed and posted are given in both languages for easy access and communication. To maintain a record of the needs of parents in regards to communication, emergency contact cards, HLIS, and ATS reports such as BESIS and RNMR, are used to track native languages. Additionally, the school report card is posted on-line for easy access to parents and the school community. Furthermore, the Parent Association offers monthly forums to parents and community members to share, voice, and address concerns with the school. Any issues that are not resolved at Parent Association meetings are discussed with the Administrative staff and School Leadership Team. To share findings with the school community, bulletins are posted for parents/community members in the lobby on the Parent Bulletin boards, Parent Association meetings are held monthly to discuss the

needs of the school community, and for staff members, school memos are sent via e-mail as well as discussions held during workshops, conferences, department meetings, or monthly staff meetings.

Part B: Strategies and Activities

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

The written translation services the school will provide include monthly calendars, letters to parents concerning upcoming events or communications are written in both english and spanish as per the needs of our ELLs. Information placed on the school website is also available in multiple languages. Also, at the beginning of the school year all parents and students are given a translated Bill of Rights and Responsibilities. This document is also handed out at subsiquent meetings such as parent/teacher confernces, Parent Association meetings, and is distributed during new student enrollement. To facilitate these written communications in-house, the Parent Coordinator is responsible for ensuring communications are translated prior to dicemination. Since all communications are sent out simultaneously, the Parent Coordinator is required to meet all translation deadlines prior to dicemination. Additionally, any parent who's native language is not spanish or english is given written interpretations provided by the Translations Unit by the Department of Education. The Parent Coordinator is also required to ensure translations are done within the appropriate time frame prior to communication dicemination.

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.

The oral interpretation services the school provides are done through staff members, parent volunteers, and/or by calling the translation and interpretation service provided by the DOE. During parent/teacher conferences or meetings City Year members, school aides, and social work and guidance providers are available to assist with translations as needed.

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>.

To fulfill Chancellor's Regulations A-663 the Parent Coordinator and/or school administration will attend and disseminate information to school personnel about appropriate and available communication methods with parents and guardians of students. Additional support will be provided on a needs basis to school staff.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X302 **School Name:** Luisa Dessus Cruz M.S. 302

Cluster: 608 **Network:** CFN

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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.

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needs of the school community, and for staff members, school memos are sent via e-mail as well as discussions held during workshops, conferences, department meetings, or monthly staff meetings.

Part B: Strategies and Activities

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

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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.

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To fulfill Chancellor's Regulations A-663 the Parent Coordinator and/or school administration will attend and disseminate information to school personnel about appropriate and available communication methods with parents and guardians of students. Additional support will be provided on a needs basis to school staff.

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

2012-13

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part A: School Information	
Name of School: <u>MIDDLE SCHOOL 302</u>	DBN: <u>08X302</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Paula Waldron</u>
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: <u>76</u>	
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	

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Total # of teachers in this program: <u> 4 </u>
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials
Begin description here: Middle School 302, after an analysis of the NYSESLAT and the ELA data, will target sixteen (16) immigrant newcomers that will be serviced by one ESL teacher. Sixty (60) immigrant students (20 students from grades 6 through 8) will be serviced in three (3) groups of twenty (20) by grade by two bilingual teachers and one ESL teacher. A total of 76 students will participate of this after-school program. Kaplan’s NYSESLAT Test Prep materials and “Test Ready” from Curriculum Associates for ELA/Math will be used to support the curriculum and prepare our ELL students for the New York State Exams (NYSESLAT, ELA, and Math). “English Now” will be the program used with our sixteen (16) immigrant students who recently arrived (newcomers). These instructional materials are DOE approved and one of the possible vendors will be Attanasio & Associates. A total of three (4) teachers, two (2) bilingual and two (2) licensed ESL teachers will service these students. This supplemental instruction will be provided once a week, every Wednesday after-school starting January 16 until May 22, 2013 from 3:20 to 5:20 pm. This after-school program will begin at 3:20 because it will be an extension of our 37.5 minutes which ends at 3:17 pm. In order to support our immigrant students we will also purchase classroom libraries in Spanish and at different reading levels in English to support our curriculum based on the proficiency levels of our ELLs. All proficiency levels in our ESL self-contained class will continue to receive differentiated instruction through the workshop model in reading and writing using ESL methodology to increase academic proficiency level throughout the school year. The language of instruction will be English.
Part C: Professional Development
Describe the school’s professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should Include: <ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration • Topics to be covered • Name of provider
Begin description here: Based on weekly teacher informal and formal observations, post observations, common planning meetings, department meetings, and individual teacher meetings we have observed teacher need support with scaffolding and ESL methodology to improve the language proficiency of our ELL

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

students.

Our instructional staff will receive professional development from a "CITE" (Center for Integrated Teacher Education) consultant on differentiated instruction, scaffolding, and ESL strategies. A series of ten (10) sessions will be provided during common planning, once a week, to teacher in grades six through eight. In addition, teachers in direct contact with ELL students are part of a study group reading "Teaching Reading to English Language Learners, Grade 6 - 12 by Margarita Calderon. Teachers meet bi-weekly, from December 10, 2012 through May 20, 2013, with the supervisor overseeing the ELL students to share and discuss their findings to improve instruction using the Visible Thinking - CONNECT / EXTEND / CHALLENGE, a routine for connecting new ideas to prior knowledge by Harvard Project Zero. Attendance sign-in sheets will be kept on file.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

We believe that when parents and teachers work in collaboration to prepare the children for the English Language Arts, Mathematics, Science, and NYSESLAT exam the children perform at a higher level.

With this belief, we design monthly activities to address parents' needs and topics of interest. All parents are invited; however, ELL parents are encouraged to attend. Also, two forty five (45) minute workshop during the school day, morning and afternoon, will be conducted to show the parents of our immigrant students how to use Jupiter Grades, a web-based system that enables parents to access and monitor their child's grades. Parents will be aware of missing homework and projects, attendance and behavioral issues, and meeting grade expectations. A Jupiter Grade workshop morning session will be conducted on the morning of December 19, 2012. An afternoon session will be conducted on January 22, 2013 at 2:45 pm. We will also discuss state testing, study habits, and the importance of being involved in their child's academic success. The ESL teacher, the Jupiter Grades Coordinator and the NYSESLAT Coordinator, will conduct these workshops. In addition, a ninety-minute (90) workshop has already been planned for the month of February 2013 for ELL parents to become familiar with the structure of the New York State Exams such as the English Language Arts, Mathematics, NYSESLAT, and Science; and how to collaborate with the teachers to prepare their children for these high stake exams.

2012-13

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part D: Parental Engagement Activities		
Parents will be notified via letters, flyers, and phone calls.		
Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.		
Allocation Amount: \$ _____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		