



**Department of
Education**

bDennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

- School Name: IS 303 Leadership and Community Service Academy

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X303

PRINCIPAL: PATRICIA BENTLEY EMAIL: PBENTLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this 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
Patricia Bentley	*Principal or Designee	
Kyle Brillante	*UFT Chapter Leader or Designee	
Maria Quiles	*PA/PTA President or Designated Co-President	
Josephine Barreto	DC 37 Representative, if applicable	
Amanda Morel	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Megan Kennelly	Chairperson/Teacher	
Tonya Kelliehan	Member/Parent	
Carolyn Ambrose	Member/Para-professional	
Diane Mitchell	Member/Parent	
Samantha Cato	Member/Teacher	
Teresa Gill	Member/Parent	
Liddie McCabe	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

The school leaders should refine the academic vision and articulate a clearly defined focus to improve student achievement. The workings of all teams should be redefined to support that vision and include procedures for keeping ongoing minutes/decision sheets that track follow up and ensure continuity. The school leaders should be regular participants in these meetings and closely monitor the minutes/decision sheets. Additionally, the Principal should consider including an instructional component in the grade team structure. (State SQR Feb 2012, page 4)

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.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, 15% of students will be writing on grade level in at least 2 strands, as measured by the 303 CCLS Aligned Benchmark Writing Assessment, as a result of their participation in mandated after-school programs.

Researched Based Instructional Strategy

Undertake a school-wide inquiry into informational writing (Argument and Expository)

Activities:

- Develop a CCLS writing continuum to enable teachers (and students) to clearly see the sequence of learning targets in text based informational writing, and argument writing
- Students will undertake a text based argument base, mid and end-line benchmark writing assessment
- Science and Social Studies teachers will meet in grade teams every Tuesday and every second Wednesday to improve instructional expertise in text based writing
- ELA, Science and Social Studies teachers will view student work using a structured protocol
- ELA, Science and Social Studies teachers will write exemplar essays and paragraphs as models for students
- ELA, Science and Social Studies teachers will share and review writing tasks and prompts with the grade level team
- ELA, Science and Social Studies teachers will use the same vocabulary (as per the CCLS aligned writing continua) for writing instruction in all classes
- ELA, Science and Social Studies teachers will use common rubrics based on the continua for all writing assessments across units and grades
- ELA, Science and Social Studies teachers will use common graphic organizers for essay organization across units and grades
- Provide explicit PD for teachers in CCLS language standard background knowledge
- Develop reference sheets to support students (and teachers) with common vocabulary and concepts in writing
- Develop an electronic student friendly goal tracking system for monitoring writing progress
- Mandated ELA after-school program
- Mandated Math after-school program

Key personnel

- The assistant principal will supervise the AUSSIE consultant and writing teacher leader in creating the writing continuum
- The Inquiry Management team will plan and monitor the inquiry meetings
- The AUSSIE consultant will review teacher exemplars and rubrics to ensure coherence and consistency
- Network Middle School Achievement Coach will participate in Inquiry meetings on a regular basis

Targets

Feb Benchmark:

- Students more than two years below grade level in their baseline assessment will improve by at least one grade level in at least two strands
- Students one year or less below grade level in their baseline assessment will improve one grade level in at least one strand
- Students on or above grade level will improve one grade level in at least two strands

June Benchmark:

- Students more than two years below grade level in their baseline assessment will improve by at least two grade levels in at least two strands
- Students one year or less below grade level in their baseline assessment will improve one grade level in at least two strands
- Students on or above grade level in their baseline assessment will improve one grade level in at least two strands

Timeline for implementation.

- Writing continua to be ready by Sept 2012
- Inquiry meetings to be ongoing Sept- June
- Teacher writing exemplars and common rubrics to be used at least once in each quarter
- Common vocabulary, graphic organizers to be used continuously throughout the year
- Feb – March Design Electronic Writing Tracker and student goal sheets
- Pilot Writing tracker in 4th quarter

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: Priority I Focus

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).

Description of Program: Mandated ELA and Math After-School Programs

Per-Session

12 teachers, one supervisor, school aide, and Para-professional

1 hour 15 minutes each session, approximately 3times per week

12 weeks

162 students

OTPS: Educational software - Ready New York CCLS Achievement Toolbox ELA Grade 8, I-Ready Diagnostic and Instruction Reading ELA Grades K-8, Ready New York CCLS Achievement Toolbox ELA Grade 6, Ready New York CCLS Achievement Toolbox ELA Grade 7 (This software is being used during the day by ELA teachers and by after-school teachers as well)

Researched Based Instructional Strategy Two

- Incorporate the Institute for Learning’s (IFL) ”Patterned Way of Reading, Writing and Talking” (aka ACT) as a central scaffolded learning strategy for reading and responding to complex texts in all ELA units of study.

Activity Two:

- Provide Professional Development for ELA teachers on the ACT process.
- Include the ACT process in curriculum units

Key personnel

- Assistant Principal and AUSSIE consultant will present PD for teachers
- ELA teacher leaders will support colleagues in modeling ACT process
- *ELA Curriculum Writing Team* will include the IFL process in all units of study

Targets:

- Feb 2013 :Student reading scores as measured by Fountas and Pinnell Reading Benchmark Assessments and DRP increase by at least .5 of one grade level
- June 2013: Student reading scores as measured by Fountas and Pinnell Reading Benchmark Assessments and DRP increase by at least one grade level

Time line:

- Explicit ACT PD has been delivered by October 15th
- Units completed with IFL process as per timeline in table above

Researched Based Instructional Strategy Three

- Include UDL strategies in all unit and lesson plans

Activity Two:

- Provide Professional Development for ELA teachers on Universal Design for Learning
- Design curriculum units around UDL principles

Key personnel

- *ELL and SWD Curriculum Team* will present PD to all teachers throughout the year ELA teacher leaders will support colleagues in modeling UDL practices
- *ELA Curriculum Writing Team* will use UDL principles in writing units
- *ELL and SWD Curriculum Team* will review units of study for UDL principles
- *Admin team* will look for UDL principles in classroom observations

Targets:

February: all units of study will include UDL strategies

June : All units will be revised to include further UDL strategies

Time line:

UDL PD Sept PD days , Election Day, January Retreat, March Retreat

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: Priority I Focus

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).

Description of Activity: Hold extended monthly ELA curriculum team meetings after school hours to support implementation and review effectiveness of units with all ELA staff

Training Rate

10 Teachers, one supervisors

Two hours each sessions

Five sessions

Per-Diem

24 Teachers

3 Times a week

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

The school leaders should provide PD opportunities for all teachers on a variety of effective strategies that support differentiation of instruction. Data should be used as a tool for differentiating planning and instruction for students in all subgroups. Through formal and informal observations, school leaders should monitor differentiation in the classrooms through teacher planning and instructional practice. As part of the post-observation process, school leaders should analyze student progress with the teachers to determine the effectiveness of their differentiation methods and adjust instruction as indicated. (State SQR Feb 2012 page 3)

Tenet #4 TEACHER 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.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, the average reading level of all students will have increased by at least 1.5 years as measured by the Fountas and Pinnell Benchmark Reading Assessment and DRP Assessment, as a result of their participation in mandated after-school programs.

Researched Based Instructional Strategy

- Use Guided Reading to improve reading levels of low achieving students

Activities

- Assess all students using the Fountas and Pinnell Benchmark Reading Assessments in September
- Undertake follow up assessments to determine other reading issues (phonics, fluency, sight words)
- Provide PD in Data Based Grouping Plans
- Use school-wide spreadsheet to track student reading levels by subgroups
- Make reading levels accessible to all teachers through Google Drive
- Create Grouping plans based on the following criteria
 - significantly below grade level (more than two years)
 - below grade level (one – two years below)
 - on grade level (on or one year above grade level)
 - Significantly above grade level
- Provide PD for all ELA teachers in guided reading
- Purchase texts for guided reading
- Mandated ELA Programs
- Mandated Math Programs

Key personnel:

AIS team to lead professional development in Guided Reading

SETTS teacher to undertake other assessments in phonics, fluency and sight words

Admin Team to monitor reading conference frequency and content

Aussie Consultant to provide PD in grouping plans

Targets:

February Mid line Reading Assessment:

- students significantly below grade level (more than two years) will show one F and P level 's growth from baseline
- students below grade level (one – two years below) will show one F and P level 's growth from baseline

April Running Record

- students significantly below grade level (more than two years) will show one F and P level 's growth from February midline
- students below grade level (one – two years below) will show one F and P level 's growth from February midline

June End line Assessment

- students significantly below grade level (more than two years) will show one F and P level 's growth from April Running Record
- students below grade level (one – two years below) will show one F and P level 's growth from April Running Record

Time line:

- The introduction of these activities will begin in January, in order to allow for the writing focus strategies to become consolidated.
- **January ELA Extended Meeting:** Guided Reading PD
- **January teacher work meeting:** Develop initial grouping plans grouping plans

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: Priority I Focus

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).

Description of Program: Mandated ELA and Math After-School Programs

Per-Session

12 teachers, one supervisor, school aide, and Para-professional

1 hour 15 minutes each session, approximately 3times per week

12 weeks

162 students

OTPS: Educational software - Ready New York CCLS Achievement Toolbox ELA Grade 8, I-Ready Diagnostic and Instruction Reading ELA Grades K-8, Ready New York CCLS Achievement Toolbox ELA Grade 6, Ready New York CCLS Achievement Toolbox ELA Grade 7 (This software is being used during the day by ELA teachers and by after-school teachers as well)

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

- There were no recommendations from either the State or City Quality Reviews in relation to student social or emotional developmental health. The Student NYCDOE Environmental Survey did not indicate any clear areas of focus, so our goal reflects two ongoing initiatives in this area.

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

X 5.4 Safety

___ 5.3 Vision for social and emotional developmental health

___ 5.5 Use of data and student needs

Annual Goal #4

- Our internal End of Year Student Survey data will demonstrate at least 90% of students feel both safe and supported in their social-emotional developmental health.

Instructional strategies/activities

- Using the Teach Like a Champion (TLAC) Text, by Doug Lemov as our guide, teachers and support staff will consolidate the implementation of key techniques, which will support not only social and emotional health, but academic achievement as well.
 - Teachers will investigate and build their emotional ‘Emotional Constancy’
 - Teachers will focus on ‘Positive Framing’ in the classroom

Key personnel and other resources

A teacher TLAC team will manage this initiative in collaboration with the administrative team

Identify targets

Dec: All staff will have received explicit training in TLAC

Feb: In 60 % of classrooms, teachers demonstrate evidence of Positive Framing and Emotional Constancy as measured by observational TLAC checklists

June: In 80 % of classrooms, teachers demonstrate evidence of Positive Framing and Emotional Constancy as measured by observational TLAC checklists

Timeline :

Yearlong: Teacher informal observations will include a checklist of TLAC elements

Instructional strategies/activities

- Ensure Universal Design (UDL) Principles are used throughout all instruction to ensure student access and to curriculum and learning

Key personnel and other resources

SWD, ELL Support Team

Identify targets

February: By February all units of study will include UDL strategies

June : All units will be revised to include further UDL principles

Timeline :

UDL PD Sept PD days , Election Day, January Retreat, March Retreat

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: Priority I Focus

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).

Description of Program: Mandated ELA and Math After-School Programs

Per-Session

12 teachers, one supervisor, school aide, and Para-professional

1 hour 15 minutes each session, approximately 3times per week

12 weeks

162 students

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

There were no recommendations in relation to this goal in either the State SQR of the City SQR. Over 95% of parents were satisfied with both the education received at our school in 2011-2012 and their opportunities to be involved in their child's education. Nevertheless, we have aimed this year to further meet the needs of our parents as expressed in a school-based parent survey at the end of last year.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- To increase the number of parents and family members attending parent workshops from last year's average of 13 to 18.

Strategies to increase parental involvement and engagement

Activities

- Survey parents regarding their needs
- Partner with EPIC and Morris Heights Clinic to tailor workshops to parent meet needs
- Communicate with parents through notices and advertising
- Parent Association will be spending the money on student incentives such as rewards for students' participation in mandated after-school programs, report card honor roll, and accolades for number of books read

Staff and other resources

- Parent coordinator will manage the process with support from EPIC, Morris Heights Clinic staff and the principal.
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Timeline:

June 2012 : Survey parents for needs

Oct – June :

Present regular workshops

June: Undertake review and reflection of workshops

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: Priority I Focus

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).

Description: To increase the number of parents attending parent workshops

OTPS: Surveys, STH, Incentives such as trips, pizza parties, and Barnes & Noble gift cards

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			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

**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.

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
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 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.

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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: CIS 303	DBN: 09X303
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: 26
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Direct Instruction Supplemental Program will target long-term ELLs who are struggling to achieve the proficiency level on the NYSESLAT. The program will use a research-based curriculum designed specifically for ELLs; Scholastic's English in 3-D. The curriculum will develop reading, writing, speaking and listening skills. The rationale is that these students need direct instruction in academic language so that they can achieve proficiency before they exit 303 so they can be successful in high school.

The program will target all long-term ELLs in grades 6-8. The program will take place afterschool on Wednesdays and Thursdays from 4:00-5:30pm. The tentative start date for this program is November 28, 2012.

The language of instruction will be English and instruction will be delivered by one certified ESL teacher and one ELA teacher. The teachers will co-plan and co-teach the program to ensure that all students receive language development from the ESL teacher.

The materials that will be used are the English in 3D workbook and the Issues text book, both from Scholastic and designed to be used together to develop language skills for long-term ELLs.

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: The professional development funds for the Title III program will be used to provide per session to the ESL and ELA teachers delivering instruction.

Professional development funds will also be used for the ESL teacher and two ELA teacher to co-plan instruction and for the ESL teacher to provide PD about ESL strategies. The ESL and ELA teachers will participate in an on-going study of two texts to support ELLs and improve ESL instruction: Reading, Writing and Learning in ESL, and Making Content Comprehensible for English Learners: The SIOP Model. Teachers will meet every other Monday from 4:00-5:30 to discuss how they will use what they learned from the texts to improve instruction for ELLs. Additionally, once a month teachers will discuss how to align their study with the instruction of the English in 3-D program and write lesson plans that incorporate these strategies.

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: Involving parents in the school plays an important role in achievement for ELLs. At CIS 303 we invite the parents to become involved in many ways.

Throughout the year, parents are invited to attend various workshops, information sessions, and training sessions. All of these sessions have translation services. Events scheduled for the 2012-2013 school year are Meet the Teacher Night, Curriculum Nights, Gang and Violence Prevention, High School Information Sessions, and computer training for our online grade book. All parents have access to our online grade book, Teacherease. Teacherease is a valuable tool that allows parents to see grades, progress reports, and communicate with teachers. Teacherease is available in both English and Spanish. In teacherease, teachers write comments that parents can respond to and maintains a record of parent/teacher communication.

At 303, teachers meet regularly with parents to discuss their students' academics on an individual level. This year, the focus for parent involvement to impact higher achievement for ELLs is reading. Teachers meeting with parents of ELLs to discuss how they can support their child's reading skills even if they do not speak or read in English. Parents of ELLs are shown how to have reading conferences at home in their native language. Teachers receive training from the ESL teacher about informing parents which strategies they should be using. Additionally, teachers communicate with parents via individual goal sheets. The goal sheets for our ELLs have specific learning targets for ELLs, and again, we meet with parents about the goals and how they can communicate with their child about the goals. All teacher/parent meetings are translated/interpreted by a member of the 303 community when required.

Parent Association meetings take place once a month and organized by the parent coordinator, Jacqueline Gonzalez. The meetings are translated into Spanish and all written communication is provided in English and Spanish. Parents are notified with flyers, monthly school calendars, and telephone outreach.

In addition to parent association meetings, there will be three workshops specifically for parents of English Language Learners. The meeting will take place in February, March and May. In February, there will be an information session for parents of ELLs about ESL classes for adults and earning a GED. In March the meeting will tell parents what they need to know about state tests (ELA, Math, Science and the NYSESLAT) and how parents can help their students feel prepared. In May, the meeting for parents of ELLs will focus on the transition to high school and how to support students through the transition, and how parents can stay informed of their student's ELL status.

Part D: Parental Engagement Activities

Tentative Meeting Dates:

- October 26, 2012
- November 30, 2012
- December 21, 2012
- January 18, 2013
- February 13, 2013
- March 15, 2013
- April 19, 2013
- May 17, 2013
- June 7, 2013

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X303 School Name: CIS 303

Cluster: 1 Network: HOT 104

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

Part A: Needs Assessment Findings

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

Written and oral translation needs are determined using ATS reports. Both the RHLA and RPOB determine the language that is necessary to communicate with parents. Additionally, we use internal surveys to determine what language is preferred for both oral and written communication. This information is kept on file so that teachers can easily determine the preferred language for each individual student.

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.

About 50% of our parents are Spanish speaking. 40% of those parents prefer to have written and oral communication translated into Spanish. This information was shared with our staff and the School Leadership Team. All correspondence sent to parents is translated into Spanish.

Part B: Strategies and Activities

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

All written correspondence is translated into Spanish. At all parent meetings and school events, translations are provided by school personnel.

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.

All oral communication is translated into Spanish. At all parent meetings and school events, a translator is provided. The translator is either a member of school personnel or a parent volunteer.

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>.

All parents are notified of translation and interpretation services. Signage is posted informing parents of the prominent covered languages indicating interpretation services. The administrative office is staffed by both English and Spanish speakers so that in case of emergency, parents are able to communicate with the school.

2012-13 Comprehensive Education Plan (CEP)

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Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		