



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** CATHERINE AND COUNT BASIE MS 72

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):  
28Q072

PRINCIPAL:                      EMAIL:

OMOTAYO CINEUS

SUPERINTENDENT:

BEVERLY FFOLKES BRYANT

## 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
Omotayo Cineus	*Principal or Designee	
Valerie Smith	*UFT Chapter Leader or Designee	
Mahalia Prescod-Onuzuruike	*PA/PTA President or Designated Co-President	
Christine Jordan	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dr. Sheila Tomlin	CBO Representative, if applicable	
Karl Augustin	Member/teacher	
Angela Malcolm	Member/teacher	
Ms. D. VanDuzen	Member/Title 1	
Ms. X Amedegnato	Member/Parent	
Ms. D. Harden	Member/Parent	
Mr Sahibdeen	Member/Parent	
Steeve Traversiere	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.

**Teachers teams will create, adopt, adapt, revise and implement Common core aligned units of study through the completion of a minimum of two performance based tasks in both literacy and Mathematics**

### **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 Citywide Instructional Expectations, we will examine the bottom 50% of students in ELA and Math based on their performance on the Interim Assessments Item Analysis for ongoing data collection to ensure student and college and career readiness.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A.

- *Departmental selection of performance tasks*
- *Professional development of “norming” for the development of a grade level rubric for mathematics and ELA*
- *Election Day workshop on Department of Education CCLS library and its selections*
- *In term two skills and tasks to the 2011-12 CCLS bundles will be aligned to Teacher College provided performance task*
- *Interdisciplinary support (Science, Social Studies, Language) in the development of grade level tasks and their expected completion*
- *Student led and developed component for each task*
- *“School leaders and faculty will align curricula to State standards, make purposeful decisions to emphasize key standards, integrate the CCLS unit of study, including the citywide instructional expectations instructional shifts, and align curricula across grades and subject areas to close the achievement gap and promote college and career readiness in all grades”*

B.

- *Teachers will demonstrate congruence with instructional goals, criteria and standards*
- *Inquiry team presentation of item analysis to develop need skill development with each task*

C.

- During departmental meeting teachers will continue to select topics, skills and assignments that support the interim assessment data item analysis
- Teachers will analyze the Teachers College curriculum to ensure alignment to CCLS and NYS Standards pacing

**D.**

- ELA Performance tasks are incorporated into the Teachers' College units of study. Units of study are 6 to 8 weeks. We are currently on our third task. By June 2013, all students will have completed at least 4 tasks.
- Math Performance Tasks are completely aligned with the CCLS bundles. Students are completing one task per unit. By June 2013, students will have completed at least 4 tasks.

**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.
- Related Parent Involvement Workshops – Our Parent Coordinator/administration will conduct 5 workshops:
- - Overview of Common Core – This guide provides an overview of the Common Core Learning standards and how they relate to students' education.
- - Common Core FAQs – These FAQs were collected in response to conversations with parents and Community Educational Councils across the city. This document will continue to be updated.
- - Guides to the Common Core – These guides provide information to help parents understand the Common Core standards and are available in English and Spanish.
- - Why Common Core? – This video describes how the Common Core Learning Standards can help prepare students for college and career readiness.
- - Roadmap – Supporting Your Child in English Language Arts/ Literacy and Math – These parent guides provide information about the Common Core Standards in ELA and Math, citing specific examples of what your child will learn and ways to support this learning at home.

**Budget and resources alignment**

- Indicate your school's Title I status: X  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.

  X   Tax Levy      X   Title I               Title IIA               Title III               Grants      X   Other

If other is selected describe here:

- Dedicated Funds for our Math Coach

**Service and program coordination**

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

- We will utilize per session funding to provide the necessary professional development and opportunities for team work
- We will include refreshments, handouts, booklets and common core field experts for parent workshops. We will utilize title one monies with the assistance of the parent body

## **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.

**Catherine and Count Basie will improve teacher effectiveness in the area of questioning and discussion by developing a shared understanding of instructional excellence**

### **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.
- Catherine and Count Basie made moderate gains in the 2011- 12 ELA and Math State Examinations. Last year, 4% in each subject area. This year, using the citywide Teacher Effectiveness Model, teacher's instructional practices will align with the Danielson model to achieve at least 8% in student gains in both measures.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A.

- *Assistant Principals, Teachers and will identify individual goals aligned to school goals in an effort to provide uniform instruction and expectations*
- *Administrative staff will focus on 1e, 3b or 3d as lenses for classroom walkthroughs.*

B.

- *Catherine and Count Basie will participate in the "Teacher Effectiveness Intensive" sponsored by the talent Management Office*
- *Administrators will ensure the "feedback to teachers accurately captures strengths, challenges and next steps using a research based, common-teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers."*
- *Outside Resources including superintendent, network, community members, parents, alumni and other valued school community members will be invited to lead feedback sessions monthly for progress.*
- *The administrative team will utilize uniform document for the observation cycle*
- *Catherine and Count Basie will receive continued support from the Network at least once a month in the areas of "norming" and "teacher effectiveness"*

- *Administrators will participate in the Network 406 series of workshops on “Teacher Effectiveness”*
- C.
- *Administrators will set up and follow a schedule for teacher observation and feedback using Danielson rubric*
  - *Teachers expectations will be categorized under the area of “highly effective” as per the Danielson Rubric*
  - *Teachers will be exposed and receive professional development on the language of each domain.*
- D.
- *Timelines included in the descriptions above*

**Strategies to increase parental involvement**

- School Leadership Team Involvement and workshops around teacher effectiveness
- Network 406 support for parents
- Parent newsletter addressing Danielson Rubric and teacher ratings

**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).
- We will utilize per session funding to provide the necessary professional development and opportunities for team work
- We will include refreshments, handouts, booklets and teacher effectiveness field experts for parent workshops. We will utilize title one monies with the assistance of the parent body

### **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.

**Catherine and Count Basie will improve the students school culture and environment through addressing areas of “safety and respect” as identified by the 2011-2012 learning environment survey. The expected impact will also reduce the school’s suspension rate by 3%.**

#### **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.

The Learning Environment survey revealed that the area of “Safety and Respect” is an area of concern for both students and parents, as indicated by the score of 6 out of 15. This year a comprehensive effort will be made to change the perception of the stakeholders at Catherine and Count Basie Middle School 72.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A.

- *“Safety and Respect” will be monitored and improved through the containing of each grade to a specific floor for instruction and selected stairwell for movement*
- *Continued use of “Basie Bucks” as a positive reinforcement system for young people*
- *Weekly recognition of “Star Students”*
- *Development of Student Government to address student needs and concerns*
- *Immediate and equitable consequences for student infractions as per the 2012-2013 New York City Discipline Code*
- *Create opportunities for students to be mentored, taught, and learn about Drug Program Intervention and the Dangers of Drugs, Gang Awareness, Violence Prevention, and Bullying and Character Development & Life Choices: these programs are based on targeted students who have been identified by teachers and support staff who require this type of support; additional programs are designed for small classes and entire grade assemblies to increase awareness and accountability for issues of safety and respect*
- *Work in conjunction with SBOs and Parent Coordinator to conduct parent workshops to bring parents to work collaboratively with the school to address targeted areas of safety and respect*

B.

- *From the assigning of staff to hallways, stairwells, lunchroom and line up adult presence will assist in the supervision of student movement in common spaces*

- *Teachers will create an environment of respect and rapport with their interaction with students*
- C.
- *Trips and incentive programs to provide young people identified by their teachers with increased motivation for achievement*
  - *We will examine the schools approach to “culture building, discipline and social emotional support as informed by a theory of action and results in a safe environment and inclusive culture that supports progress towards the school’s goals; the school meaningfully involves student voice and teacher’s voice in decision making to initiate, guide and lead school improvement efforts”*
  - *Meet weekly with the Dean’s to address issues of Safety and Respect*
- D.

**Strategies to increase parental involvement**

- Workshops on Safety, self esteem and attendance
- Extended Safety meeting including community safety officers, 113<sup>th</sup> police officers, school safety commanding officers
- Parental surveys to inform decisions.

**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   Grants      X   Other

If other is selected describe here: state funding (CBO)

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We will build our partnerships with the City Council to include additional violence reduction programs and support programs to improve the environment and culture of the students both in our building and the surrounding community. This partnership will impact our school community by decreasing our OORs incidents by 10%.
- We will utilize per session funding to provide the necessary professional development. We will include refreshments, handouts and booklets for parent workshops. We will utilize title one monies with the assistance of the parent body

## 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.

**Catherine and Count Basie's Special Education department will demonstrate student growth in instruction of English Language Arts by increasing student performance by 2%.**

### **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.

The special education department has an added value of 7 points for the 2011-2012 progress report but many of the students have not met standard. We will increase student growth and performance through differentiation of instruction to promote 3% of all special education students with standard promotional criteria.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A.

- *Students will incorporate the sustained reading of the 100 Book Challenge program into the TCRWP*
- *Teacher's lesson plans and execution will include grouping and differentiated instructional methods of instruction for each group.*
- *Through the departmentalization of special education, students will receive instruction from content specific teachers*

B.

- *Teachers will ensure "rigorous habits and higher order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELL's and students with disabilities must demonstrate their thinking" through the development of teacher questioning techniques, increased discussion for improved cognitive ability and peer planning through thematic units.*

C.

- *Item analysis will build teachers instructional planning on current data*
- *Department round up meetings will provide teachers with the needed support to apply the Citywide Instructional Initiatives*
- *Cluster meetings will provide teachers with a reflective look at student work and ability*
- *Teachers will demonstrate flexibility and responsiveness through lesson adjustment, response to students, persistence and observations*

D.

- *Through the monitoring of student performance School Generated Interim Assessments, performance on Acuity, and informal classroom assessment that are offered at least 4 times throughout the school year.*

- *The use of Acuity Predictive Examination in the spring of 2013 to assist in the identification of student challenge areas to be addressed through test sophistication and inform teacher instruction*

**Strategies to increase parental involvement**

- Workshops on IEP development and the referral process
- Intervention programs (Wilson) to provide additional support for students and parents
- The usage of Engrade and SEISS(progress reports) to keep parents informed of student progress or challenges

**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).
- We will utilize per session funding to provide the necessary professional development
- We will include refreshments, handouts, booklets and special education continuum experts for parent workshops. We will utilize title one monies with the assistance of the parent body

### **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.

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.
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#### **Strategies to increase parental involvement**

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#### **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).

**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	<p><b>ELA:</b> Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week as well as on Saturdays. Programs, strategies and methods utilized include the Wilson Reading Program ShowTime Reading, the “100 Book Challenge”, Levels Check, Running Records/ Funtas-Pinnell, and the Triumph Learning New York Coach Common Core ELA Program.</p> <p>The materials used for ELA AIS are: Trade Books Wilson Reading Program Show Time Finish Line Triumph Learning NY Coach Teacher-created materials</p>	<ul style="list-style-type: none"> <li>• differentiated instruction</li> <li>• one-on-one conferencing</li> <li>• small group push in and pull out during regular instructional day</li> <li>• smaller class sizes (up to 18 students) in Saturday Program</li> </ul>	<ul style="list-style-type: none"> <li>• during school day</li> <li>• after school day</li> <li>• Saturday Program</li> </ul>
Mathematics	<p><b>Math:</b> Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. The emphasis is on teaching the computation and problem solving skills that are particular to grade and strand-specific mathematics</p>	<ul style="list-style-type: none"> <li>• differentiated instruction</li> <li>• one-on-one conferencing</li> <li>• small group push in and pull out during regular</li> </ul>	<ul style="list-style-type: none"> <li>• during school day</li> <li>• after school day</li> <li>• Saturday Program</li> </ul>

	<p>standards. Student performance data from ARIS, Performance Series, Acuity and School Generated Interim Assessment are used to identify high frequency performance indicators that demonstrate where additional instruction is needed. The services concentrate on grade and strand-specific standards that commonly occur on the state exam. Additionally, focus is given to Math Practice 3, 4 and 5(Constructing Viable Arguments and Critiquing the Works of Others/ Using Mathematical Modeling) as well as focusing on the Instructional Shifts in Mathematics (Fluency, Deep Understanding, and Applications).</p> <p>The main program is complemented by The Finish Line and Showtime Series that are aligned with 2012-13 CCLS, teacher-created materials, as well different strategies which include flexible grouping, differentiated instruction, and one-on-one conferencing designed to increase students' mastery level in the following content strands:</p> <ul style="list-style-type: none"> <li>• Ration and Proportional Relationship for Grades 6 and 7</li> <li>• Equation and Expression for Grade 8.</li> </ul>	<p>instructional day</p> <ul style="list-style-type: none"> <li>• smaller class sizes (up to 18 students) in Saturday Program</li> </ul>	
Science	- Completion of the Exit Projects (which include the required performance tasks) and Regents Preparation		
Social Studies	- Completion of the Exit Projects (which include the required performance tasks)		
At-risk services (e.g. provided by the	Guidance counselors provide the following services		

<p>Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>to at risk students:</p> <ul style="list-style-type: none"> <li>• Individual Counseling – School counselors provide individual sessions to assist with a variety of educational and personal concerns. The primary purpose of these sessions is to help students explore their concerns, make appropriate plans of action and be successful in following through with their plans.</li> <li>• Group Counseling – In some instances, students help each other by working in groups with leadership from a counselor. Group counseling allows students to share ideas about specific issues such as problem solving, career and educational planning, organization and study skills and peer relationships, as well as helping them use these ideas to resolve their concerns. Group sessions usually involve small groups of students who are led by a counselor and meet once or twice a week for a specific number of sessions.</li> <li>• Classroom lessons – Counselors will often meet with classes of students the help them learn specific information about themselves and their development. Students will have these lessons in conjunction with their advisory program that is lead by a teacher. The guidance groups are instructional in nature and focus on topics such as self-esteem development, tolerance, respect, friendships, healthy habits and good</li> </ul>		
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	<p>citizenship.</p> <ul style="list-style-type: none"> <li>• Parent Conferences – Counselors help students, parents and teachers by gathering information about student abilities, behaviors and achievement so they can help make appropriate decisions about educational placement and instruction. Ultimately, counselors help parents learn about their child’s progress in school and what the next steps will be to further support success.</li> <li>• Referrals – Counselors also serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies outside the school</li> </ul> <p>As part of the PPT committee, the Social workers collaborate with parents, guardians, teachers, and other school officials to ensure that at risk students are identified and receive the following services:</p> <ul style="list-style-type: none"> <li>• Individual and group therapy.</li> <li>• Crisis intervention.</li> <li>• Teaching skills needed for everyday living.</li> <li>• Advise teachers on how to cope with difficult students.</li> <li>• Address misbehavior, truancy, teenage, and drug and alcohol problems.</li> <li>• Serve as case manager for PPT referrals</li> </ul> <p>Frequency of services depends on the severity of the case.</p>		
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### 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.

#### Recruitment:

Partner with local colleges and universities to identify teacher both (new and tenured).  
Citywide teacher's fairs

#### Retention:

Leadership teaching roles to exposed teachers to lead opportunities  
Preference for teacher role/position

#### Assignments:

Equal opportunities for all teacher new and seasoned

#### High Quality professional development:

In house professional development through grade and subject common planning time  
Outside consultants for subject, culture and instructional professional development

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

### **III. Student Responsibilities:**

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Catherine and Count Basie MS72	DBN: 28Q072
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
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: 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: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

By reviewing the data we can see that only ten percent of this year's ESL population achieved a 3 or above in this year's state math exam. The remaining ninety percent are equally divided between achieving a one and achieving a two. On reflection of the data available to the school we have come to the conclusion that we could help our ELL population achieve demonstrable gains in their math skills if we were to offer an after-school program that provided targeted instruction in a bilingual setting.

The additional support will be open to all sixth, seventh and eighth grade ELLs. The nature of Catherine and Count Basie's language demographics demonstrates that the majority of students will either have Spanish or Haitian Creole as their first language.

The after-school program will commence on the second week of January and will last for a minimum of 15 weeks. The classes will take place three times a week and each session will last 90 minutes. There will be a minimum of 45 sessions in the school year. The program will have two teachers. The first will be the school's ESL teacher and the second will be a certified math teacher. The teachers will team teach with the express aim of increasing the student's content knowledge. This will be done by integrating the students prior knowledge of math skills previously learned in their original country with grade appropriate math skills used in New York. In addition to this the program will focus on helping the students understand commonly used math vocabulary.

The language of instruction will be primarily English but there will be native language support provided by the bilingual math teacher and the ESL teacher. Additionally there will be native language support provided through the implementation of ALEKS Mathematics Computer Software (a fully bilingual program) as well as the active use of bilingual textbooks, dictionaries and glossaries.

The materials used will be a combination of textbooks and computer software. The textbooks will be bilingual versions of the books used in the regular classrooms. The software will be ALEKS, a program that offers comprehensive math support in both English and Spanish. Catherine and Count Basie's newest and lowest functioning ELL population are our Spanish students. The other students have been in the country longer and are higher functioning, which means that they can use the ALEKS program in English with any native language support being provided by the teachers in the room. Additional materials such as dictionaries and glossaries will be provided from the regular classroom and will not be part of the Title III funding.

### 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:

1) We will implement a professional development workshop that will immerse the teachers in differentiation strategies specific to teaching to students who do not have English as a first language. This workshop will be after school and two hours long. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

2) The second professional development workshop will be for all the math teachers in the building and will take place over two different sessions. The first part of the PD will involve highlighting the obstacles that ELL students encounter when studying math in a second language. The PD will then help the teachers create an action plan for addressing these issues with the ultimate goal of helping the student overcome them. The second part of this PD will look at how math solving strategies differ between countries and how the different strategies can be embraced and incorporated into the ELL's learning in the math classroom. The workshops will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

3) The final professional development workshop will be for all the ELA teachers in the building. It will concentrate on the use of folk tales in the ELA class in order to cross cultural divides and ultimately facilitate increased student learning. In particular the PD will illustrate that, because almost every culture has its own version of popular fairytales, the students are often already familiar with the plot, characters and themes. This prior familiarity often helps the students to feel more comfortable in answering questions about the text which ultimately increases the ELL students' motivation in the ELA classroom. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

### 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

**Part D: Parental Engagement Activities**

Begin description here:

- 1) The first parent workshop will be open to all Ells, former ELLs and their guardians. It will be a two hour informational workshop that will help the guardians understand the strategies that their children are learning in math class. To help further their understanding the workshop will involve the guardians teaming up with their children to collaboratively work through a variety of math problems. This workshop will be led by the ESL teacher and the math teacher and will take place after school hours on a weeknight.
  
- 2) The second parent workshop will be open to all guardians of our seventh and eighth grade ELLs. It will be designed to help inform the guardians on the necessary steps that need to be taken when their child transitions from middle school to high school. The parents will be given information that specifically addresses the promotion criteria and how it pertains to ELLs. The workshop will be led by the eighth grade guidance councilor and the ESL teacher and will take place after school hours on a weeknight.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**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.
Travel		
Other		
<b>TOTAL</b>		

## 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 or contact your ELL Compliance and Performance Specialist.

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Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
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)	

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Describe the direct instruction supplemental program here and include the

- rationale
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The additional support will be open to all sixth, seventh and eighth grade ELLs. The nature of Catherine and Count Basie's language demographics demonstrates that the majority of students will either have Spanish or Haitian Creole as their first language.

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- schedule and duration
- topics to be covered
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### 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
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**Part E: Budget**

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Allocation Amount: \$

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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.
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Other		
<b>TOTAL</b>		

## 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.
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  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
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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: 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: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

By reviewing the data we can see that only ten percent of this year's ESL population achieved a 3 or above in this year's state math exam. The remaining ninety percent are equally divided between achieving a one and achieving a two. On reflection of the data available to the school we have come to the conclusion that we could help our ELL population achieve demonstrable gains in their math skills if we were to offer an after-school program that provided targeted instruction in a bilingual setting.

The additional support will be open to all sixth, seventh and eighth grade ELLs. The nature of Catherine and Count Basie's language demographics demonstrates that the majority of students will either have Spanish or Haitian Creole as their first language.

The after-school program will commence on the second week of January and will last for a minimum of 15 weeks. The classes will take place three times a week and each session will last 90 minutes. There will be a minimum of 45 sessions in the school year. The program will have two teachers. The first will be the school's ESL teacher and the second will be a certified math teacher. The teachers will team teach with the express aim of increasing the student's content knowledge. This will be done by integrating the students prior knowledge of math skills previously learned in their original country with grade appropriate math skills used in New York. In addition to this the program will focus on helping the students understand commonly used math vocabulary.

The language of instruction will be primarily English but there will be native language support provided by the bilingual math teacher and the ESL teacher. Additionally there will be native language support provided through the implementation of ALEKS Mathematics Computer Software (a fully bilingual program) as well as the active use of bilingual textbooks, dictionaries and glossaries.

The materials used will be a combination of textbooks and computer software. The textbooks will be bilingual versions of the books used in the regular classrooms. The software will be ALEKS, a program that offers comprehensive math support in both English and Spanish. Catherine and Count Basie's newest and lowest functioning ELL population are our Spanish students. The other students have been in the country longer and are higher functioning, which means that they can use the ALEKS program in English with any native language support being provided by the teachers in the room. Additional materials such as dictionaries and glossaries will be provided from the regular classroom and will not be part of the Title III funding.

### 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:

1) We will implement a professional development workshop that will immerse the teachers in differentiation strategies specific to teaching to students who do not have English as a first language. This workshop will be after school and two hours long. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

2) The second professional development workshop will be for all the math teachers in the building and will take place over two different sessions. The first part of the PD will involve highlighting the obstacles that ELL students encounter when studying math in a second language. The PD will then help the teachers create an action plan for addressing these issues with the ultimate goal of helping the student overcome them. The second part of this PD will look at how math solving strategies differ between countries and how the different strategies can be embraced and incorporated into the ELL's learning in the math classroom. The workshops will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

3) The final professional development workshop will be for all the ELA teachers in the building. It will concentrate on the use of folk tales in the ELA class in order to cross cultural divides and ultimately facilitate increased student learning. In particular the PD will illustrate that, because almost every culture has its own version of popular fairytales, the students are often already familiar with the plot, characters and themes. This prior familiarity often helps the students to feel more comfortable in answering questions about the text which ultimately increases the ELL students' motivation in the ELA classroom. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

### 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

**Part D: Parental Engagement Activities**

Begin description here:

- 1) The first parent workshop will be open to all Ells, former ELLs and their guardians. It will be a two hour informational workshop that will help the guardians understand the strategies that their children are learning in math class. To help further their understanding the workshop will involve the guardians teaming up with their children to collaboratively work through a variety of math problems. This workshop will be led by the ESL teacher and the math teacher and will take place after school hours on a weeknight.
  
- 2) The second parent workshop will be open to all guardians of our seventh and eighth grade ELLs. It will be designed to help inform the guardians on the necessary steps that need to be taken when their child transitions from middle school to high school. The parents will be given information that specifically addresses the promotion criteria and how it pertains to ELLs. The workshop will be led by the eighth grade guidance councilor and the ESL teacher and will take place after school hours on a weeknight.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**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.
Travel		
Other		
<b>TOTAL</b>		