



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** THE LOUIS ARMSTRONG MIDDLE SCHOOL

**DBN:** 30Q227

**PRINCIPAL:** WILLIAM FAHEY

**EMAIL:** WFAHEY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. PHILIP A. COMPOSTO

**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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
William Fahey	*Principal or Designee	
Ann McIndoo	*UFT Chapter Leader or Designee	
Toni Diaz/Connie Giambrone	*PA/PTA President or Designated Co-President	
Jennifer Toro	DC 37 Representative	
	Student Representative	
Irene Filakouris	CSA Member	
Melina Elenis	UFT Member	
Michael Kane	UFT Member	
Anne Paskewitz	UFT Member	
Elsa Avalos	Parent Member	
Nora Cuellar	Parent Member	
Christine Infortunio	Parent Member	
Aoah Middleton	Parent Member	
Chevion Weaks-Lopez	Parent Member	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2013, we will increase the number of students meeting or exceeding ELA proficiency by 3% as demonstrated on periodic assessments, predictive assessments, NYS ELA examinations and/or student portfolios.

### **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.

<b>Grade Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b># Tested</b>
Grade 5	3	43	134	16	196
Grade 6	17	127	341	29	514
Grade 7	24	137	337	10	508
Grade 8	12	131	284	16	443
<b>Total</b>	<b>56</b>	<b>438</b>	<b>1096</b>	<b>71</b>	<b>1661</b>

Students with Disabilities	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	1	12	3	0	16
Gr. 6	13	34	18	1	66
Gr. 7	24	28	18	0	70
Gr. 8	14	33	16	0	63
English Language Learners	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	2	2	1	0	5
Gr. 6	10	14	1	0	25
Gr. 7	15	13	0	0	28
Gr. 8	5	11	1	0	17

Review of the 2012 NYS ELA item analysis and the benchmark assessments given in September indicate that our school community needs to work on strengthening reading and writing, specifically in increasing students' ability to read longer passages of text in different genres, make connections between those texts, cite evidence and details to support statements/claims.

#### 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) staff 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-. Strategies and activities that are incorporated:

- 1- Reinforce literacy skills and strategies in all content area classrooms--- incorporate ELL strategies (i.e. visuals for writing prompts, use of cognates, etc.). Introduce and explain academic vocabulary (in classroom and assessments use format and wording similar to NYS ELA and NYSLAT examinations)
- 2- Continue to use **Writing Matters** with the ISS population since it had proven gains with these students last year.
- 3- Strategically use Achieve 3000 with the ELL population

#### B- Staff and Resources used:

- 1- ELA teachers, all content area teachers, and teachers of students with disabilities and English Language Learners play a vital role in developing and reinforcing literacy skills in all subject areas. They work in teams to design classroom assessments to plan instruction of skills and strategies in reading and writing across the curriculum.
- 2- Teaching Matters provides staff development and materials to utilize in the **Writing Matters** program for our 7<sup>th</sup> grade ICT class and four general education classes.
- 3- Achieve 3000 provided staff with training in 2010 & 2011. Additional staff will be trained from staff trained last year and receive support from the vendor.

Teacher will use curriculum maps that were developed by their teams that align with NYS and have begun to align with the Common Core Learning Standards. The Principal, Assistant Principal, and coach provide professional development, direction and ongoing support to staff. Professional development books are also available to assist teachers and staff with modifying curriculum, instruction and assessments. Faculty members have available ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website available to use for reference. New books available: What's the Big Idea?, Framework For Teaching, Understanding By Design and Differentiated Instruction, Exemplars of Common Assessments.

C- Teachers expressed concerns about the usefulness of Acuity Assessments to guide and improve instruction. As a result, this year our school is part of the D.Y.O. (Design Your Own) assessments initiative. Staff develops norming for grading, examines student work and analyzes results. Triangulates this information with the item analysis from the NYS ELA assessments and/or classroom data. Following teachers modify curriculum, instruction, assessments and rubrics based on the information received from analysis of these results.

D- The timeline for this is the 2012-2013 School Year, with monitoring of progress during each marking period utilizing results from the Design Your Own Common Assessments. Formative common ELA assessments will be given at the end of January and March. A summative assessment will be given in June to measure and compare to the benchmark given in September/October.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent meetings and workshops are provided during the year: Family Curriculum Night, Monthly workshops facilitated by the parent coordinator and teachers. Common Core Learning Standards parent workshops facilitated by the teacher leaders, and the school's achievement coach. Special workshops for parents of students with disabilities and English Language Learners. Monthly PTA meetings include workshops and instructionally focused presentations.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.
  - The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Teachers work in Professional Learning Communities (PLC's) and have ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website available to use for professional learning.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - After-school and Saturday Academy for NCLB students, English Language Learners and Special Education students.
  - Professional development books as a reference for modifying curriculum, instruction and assessments. What's the Big Idea? Framework For Teaching, Understanding By Design and Differentiated Instruction, Exemplars of Common Assessments.
  - Faculty have available ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website available to use for reference.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - NCLB and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books
  - NYSTL Software Funding will be used to purchase Achieve 3000 Software access which will be used to support English Language Learners in all classrooms. NYSTL Software funds will be also used to purchase Writing Matters software that will be used for all Special Education Students.
  - TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.
  - OTPS – FSF TL funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

By June 2013, we will increase the number of students meeting or exceeding Math proficiency by 3% as demonstrated on periodic assessments, predictive assessments, NYS ELA examinations and/or student portfolios.

**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.

Grade Level	Level 1	Level 2	Level 3	Level 4	TOTAL # Students
Grade 5	1	30	56	110	197
Grade 6	7	66	213	229	515
Grade 7	25	94	188	201	508
Grade 8	10	75	158	204	447
Total:	43	265	615	744	1667

<b>Students with Disabilities</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b># tested</b>
<b>Gr. 5</b>	0	6	9	1	16
<b>Gr. 6</b>	1	35	21	4	61
<b>Gr. 7</b>	12	36	15	6	69
<b>Gr. 8</b>	7	19	26	11	63
<b>English Language Learners</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b># tested</b>
<b>Gr. 5</b>	2	4	0	0	6
<b>Gr. 6</b>	2	15	7	2	26
<b>Gr. 7</b>	7	11	9	1	28
<b>Gr. 8</b>	3	8	5	1	17

Using the NYS item analysis, results from benchmark assessments, there appears to be a general deficiency in number sense and operations across all grades, except grade 8. The teacher team in grade 8 identified that making connections for real word application in all mathematical strands needs to be strengthened.. After analyzing detailed information from these assessments and drilling down into specific questions, grade teas identified the following as specific areas of concern that need to be further developed.

Grade 5 – Understanding of number sense and operations for identification of patterns, trends and relationships.

Grade 6 – Number sense and understanding representation of numbers and relationships among and between numbers and number systems.

Grade 7 – In geometry, multi-step word problems that involve formulas and equations.

Grade 8 – Reading through longer word problems and making connections for real world (authentic) application.

#### **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) staff 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 - Teachers have selected supplemental materials to address the content and skill deficiencies identified through the needs analysis. In grade 5, a new series, Envision is being implemented. In grade 6, teachers will be using sections from the Impact Math Program, the Connected Mathematics Program and the Quick Review handbook. In grade 7, teachers will use Impact Mathematics, Connected Mathematics Program, a pre-algebra workbook and sections from the Quick Review handbook. In grade 8, teachers will use the Impact Mathematics, Connected Mathematics Program, a pre-algebra workbook and sections from the Quick Review handbook.

-Teacher teams will use curriculum maps that align with the Common Core Learning Standards and pacing calendar from our Network's Project Paced PD.

B- Staff Development is provided through the Assistant Principal, Achievement Coach, mentor teachers and book vendors. Faculty members have available ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website available to use for reference.

C- Teachers expressed concerns about the usefulness of Acuity Assessments to guide and improve instruction. As a result, this year our school is part of the D.Y.O. (Design Your Own) assessments initiative. Staff develops norms, scores exams, examines student work, and analyze results. Compares data to NYS Mathematics assessments and or other current data available from the classroom (quizzes, tests and projects). Following teachers modify curriculum, instruction, assessments and rubrics based on the information received from the analysis of these results.

D- The timeline for this is the 2012-2013 School Year, with monitoring of progress during each marking period utilizing results from the Design Your Own Common Assessments. Formative common mathematics assessments will be given at the end of January and March. A summative assessment will be given in June to measure and compare to the benchmark given in September/October.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent meetings and workshops are provided during the year: Family Curriculum Night, Monthly workshops facilitated by the parent coordinator and teachers. Common Core Learning Standards parent workshops facilitated by the teacher leaders, and the school's achievement coach. Special workshops for parents of students with disabilities and English Language Learners. Monthly PTA meetings include workshops and instructionally focused presentations.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.
  - The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - After-school and Saturday Academy for NCLB students, English Language Learners and Special Education students.
  - Professional development books as a reference for modifying curriculum, instruction and assessments.
  - Faculty have available for reference ---ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- NCLB and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books
- NYSTL Software Funding will be used to purchase Achieve 3000 Software for Mathematics language support for our English Language Learners.
- TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.
- OTPS – FSF TL funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2013, a committee of teachers and parents will identify and establish communication structures (means, mode and type) that will result in an increase of 3% in the number of positive responses on the questions contained in the communication section of the Learning Environment Survey (LES) when comparing the 2010-2011 and 2011-2012 LES with the 2012-2013.

#### **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.
  - Communication has consistently scored the lowest of all categories on the Learning Environment Survey. 2008-2009 Communication Scored 6.2, 2009-2010 Communication Scored 6.9, 2010 – 2011 Communication Scored 7.0
  - Teachers and Students rated Communication at 6.7 out of 10.0
  - 48% of teachers reported to send written information on they are teaching and what students are expected to learn less than 3 to 4 times a year to this statement.
  - 44% of teachers reported to send home information on services to help students or parents such as: tutoring, after-school programs, or workshops adults can attend to help their children in school less than 3 to 4 times a year to this statement.
  - 61% of teachers stated they communicate with parents 3 – 4 times a year

Parents reported:

- 40% of parents reported to receive information less than once a month about what their child is studying in school.
- 53% of parents reported receiving information less than once a month about services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child.

- 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) Staff will continue to meet during their weekly team meetings to address the needs of their students and discuss ways to increase parent involvement and increase communication.
  - b) Staff will utilize their weekly meetings to achieve this goal.
  - c) Grade level teacher teams will assign roles and responsibilities within each team.

- d) By the end of December, each grade level teacher team will use a template to collect e mail addresses from parents. By the end of January, each grade level teacher team will establish email groups with parents via the DOE email system or an alternative method. By the end of February, each grade level teacher team will use the email group to send bi-weekly updates informing parents of important dates, trips, what their students are studying in class, and other school news. Each teacher team will receive assistance on setting up email groups during their weekly team meetings.
- e) Use of the School Phone Messenger System to communicate reminders to parents about meetings and workshops.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Non Title schools not required to complete a PIP
  - Parents will receive a contact form that requests an e mail address.
  - Parents will continue to receive monthly calendars and weekly notices in English and Spanish informing them of school activities.
  - Parents will be able to communicate with other parents via the e mail group established by each grade level team.
  - Parents will be provided materials and training to help their children improve their achievement level.
  - Staff will receive professional development opportunities to assist them with strategies and build skills for increasing outreach to families.
  - Parents will be asked to complete an on-line survey (using Survey Monkey) to monitor progress of this goal three times throughout the school year.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.
  - The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Provide Monthly Curriculum based workshops for parents about curriculum, instruction and changes for the common core learning standards.
  - Used federal and state monies for translation devices and staff to translate in the six top languages spoken by families in the school at workshops/meetings.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Title III Translation funds to cover per-session expenses for translators.
  - Through the use of RESO-A Funding each grade level complex is equipped with computers to provide accessibility to teachers to help increase communication.
  - Teachers voluntarily donate their time to meet parents at Meet the Teacher Night. In addition, there are two scheduled Parent-Teacher Conferences, and the school invites parents to student led activities to celebrate student work—Concerts, Plays, Art Show, Multi-Cultural Show and Talent Show.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2013, 80% of teachers will demonstrate improved classroom practice as measured by a research-based rubric (Danielson) that articulates clear expectations for teachers. Ultimately, this will provide an upward trajectory in student achievement.

### **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.

In meeting the citywide instructional expectations of strengthening teacher practice, administrative team will observe teachers using a research based rubric and provide teachers with low inference actionable feedback. This effort is to improve student outcomes in response to student performance results on the most recent NYS assessments.

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

#### Professional Development for Supervisory Staff:

- Network-level professional development on Charlotte Danielson's Framework on Teaching for Principal and Assistant Principals to provide an overview of the 4 domains, research-based rubric and how to apply them to teacher practice; Network sponsored PD will provide support for Principal and Assistant Principals on the utilization and implementation of the 4 domains as written by Charlotte Danielson. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning.

#### Professional Development for Teachers:

- PD on Charlotte Danielson's Framework on Teaching for staff/teachers to provide an overview of the domains, research-based rubric, build common language and how to apply them to teacher practice and calibration. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning.

#### Implementation:

- Administrative Team will document mini-observations, and formal observations with strategic performance based outcomes and next steps. The recommendations will be followed up and documented during subsequent visits which will impact teacher performance and student achievement.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.
  - The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Teachers work in Professional Learning Communities (PLC's) and have ARIS My Community, the Common Core Library and The Teacher Resource page on the DOE website available to use for professional learning.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - After-school and Saturday Academy for NCLB students, English Language Learners and Special Education students.
  - Professional development books as a reference for modifying curriculum, instruction and assessments.  
What's the Big Idea? Framework For Teaching, Understanding By Design and Differentiated Instruction, Exemplars of Common Assessments
  - Faculty has available ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website available to use for reference.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - NCLB and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books
  - NYSTL Software Funding will be used to purchase Achieve 3000 Software access which will be used to support English Language Learners in all classrooms. NYSTL Software funds will be also used to purchase Writing Matters software that will be used for all Special Education Students.
  - TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.
  - OTPS – FSF TL funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>	28	6	<b>18</b>	<b>13</b>	4	0	0	2
<b>6</b>	146	90	16	36	14	0	0	8
<b>7</b>	151	61	28	26	15	0	0	8
<b>8</b>	182	81	13	17	16	0	0	9
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>After-School and Saturday Academy to provide targeted, small group instruction.</b></p> <p><b>Achieve 3000 is a computer based program that is utilized in our ELL classroom and all classrooms where ELL students take courses.</b></p> <p><b>Small Group Instruction is provided to students by student teachers from partnership with Queens College and Columbia University’s Teachers’ College. In addition, related service providers and/or mobility or health/mobility paraprofessionals will assist students in classrooms as they are working with their assigned students.</b></p>
Mathematics	<p><b>Small group instruction is provided to students by student teachers from partnership with Queens College and Columbia University’s Teachers’ College during school hours and lunch periods. In addition, related service providers and/or mobility or health/mobility paraprofessionals will assist students in classrooms as they are working with their assigned students.</b></p>
Science	<p><b>Small group instruction is provided by teachers, college interns and school staff during school hours, and if necessary, before or after school hours to meet students’ academic needs.</b></p>
Social Studies	<p><b>Small group instruction is provided by teachers, college interns and school staff during school hours, and if necessary, before or after school hours to meet students’ academic needs.</b></p>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>One to one and small group counseling are provided so students can set attainable academic, behavioral, social and emotional goals that are written in the form of action plans. Counseling is usually provided during the school day for both mandated and non-mandated students. When necessary, crisis counseling is offered whenever needed. Students considered at-risk with alcohol and/or drug related concerns—whether student, friends or family--- meet with the school’s Substance Abuse Prevention &amp; Intervention Specialist, as needed. Prevention and Intervention is also incorporated into Health/Science classes.</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>Conferences are held with parents and students before, during and after school hours.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>One to one and small group counseling are provided to students and their families as family situations and/or circumstances change affecting students. These services are generally provided on a short-term basis and require referrals to other outside providers and/or agencies.</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>The Nurse and health aide provide students with emergency care and when necessary, will coordination with the school’s Substance Abuse and Prevention Specialist, Psychologist, Social Worker and/or the student’s Guidance Counselor.</b></p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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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***

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: Louis Armstrong Middle School	DBN: 30Q227
Cluster Leader:	Network Leader: Ellen Pavda
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
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 checked="" 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: 6
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 4

## 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 ELL Enrichment Academy is designed to provide instruction to students in an after school small group setting. After reviewing data from the 2012 NYSESLAT scores, students made progress overall, however reading and writing skills remain the most difficult modalities for them to master. To address these needs, ELLs will be invited to attend the afterschool program.

### Afterschool Program

The program will take place for a total of 24 hours over a period of 15 weeks. Students will meet on Tuesdays and Thursdays for one hour each session, from 3:15- 4:15p.m. Group size will be maintained at 10 students. A weekend academy will take place as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction.

Two (2) certified ESL teachers will work collaboratively with (4) general education language arts teachers to provide supplemental instruction to the ELL students in the afterschool program. Instruction is aligned with the ESL State Standards and the Common Core Learning Standards. To ensure that these teachers are using ESL strategies the ESL certified teacher pushes in the classroom and provides immediate intervention for students and staff.

The focus of the program is to increase comprehension across the content areas with an emphasis on inference and vocabulary development skills. Strategies such as using context clues, pre-teaching vocabulary, scaffolding prior knowledge and breaking up tasks into smaller "chunks" are just some of the methods incorporated into our ELL Enrichment Academy. One Assistant Principal will be available to supervise teachers and all ELL students attending the afterschool Enrichment Academy and ELL weekend academy.

Teachers use articles from the Writing Matters Program and articles from Achieve 3000 as a resource for reading and writing activities. Articles are scaffolded to match the students' lexile reading levels and graphic organizers are provided for each writing activity. The program incorporates the four modalities of language acquisition. Students can read and listen to the contents of the articles. Vocabulary is reinforced in all activities. The program is aligned to the common core learning standards.

A weekend academy will be offered to the students as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction. Students are given consumable materials such as pencils, notebooks and folders.

## Part B: Direct Instruction Supplemental Program Information

ELL Afterschool Enrichment Academy-

(Teachers)\*(sessions)\*(hours)\*(rate)

$$(6)*(24)*(1)*(50.19) = \$7,227.36$$

ELL Enrichment Academy- Total: \$7,227.36

ELL Weekend Academy

(Teachers)\*(sessions)\*(hours)\*(rate)

$$(3) * (2) * (4) * (50.19) = \$1,204.56$$

(Supervisor)\*(sessions)\*(hours)\*(rate)

$$(1) * (2) * (4) * (\$52.52) = \$420.16$$

Total: \$1,624.72

## 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 focus of the Title III Professional Development program will be to provide teachers with instructional strategies to scaffold, modify, and differentiate instruction and assessments. Teachers will work together to develop lessons that focus on Higher Order Thinking Skills including inference, predicting, interpreting and evaluating information. Teachers will focus on preparing ELL students to meet and exceed NYC and NYState Common Core learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions: A total of ( 8 ) teachers currently teaching ELLs, in the content areas will participate in a series of staff development sessions, 7.5 hours of staff development for general education teachers and 10 hours for I.S.S. teachers. These sessions will take place throughout the school year and will be offered by a certified ESL teacher, Assistant Principal and use support from the CFN as needed.

### Part C: Professional Development

\*Identification of ELLs- Who they are in our school? What services are they entitled to, and what can we do as a school community to support their needs?

\*Comparison of ELA and NYSESLAT results to inform instruction

\*Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language

\*Vocabulary Development for ELLs ,Using graphic organizers to scaffold reading and writing using Achieve 3000

Teacher training

A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development (6) (7.5) ( 22.86) = \$1,028.70

A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development

(2) (10) ( 22.86) = \$457.20

Sessions offered by the ESL certified teacher and assistant principal

Total \$1,485.90

18.84% fringe benefits has been included in the above teacher and supervisor salaries.

### 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:

#### Parent Involvement

Our funding will be used to provide our parents and guardians an opportunity to attend several parent workshops throughout the school year. Parent workshops will be both informational and educational. A series of four (4) two-hour workshops will take place before the PTA meeting on select dates. Workshops will address the following topics: How to access ARIS, How to support your child before and after state exams, What are the new CCLS standards? What is the NYSESLAT exam and its components.

Parent workshops will be facilitated by the Assistant Principal, ESL teacher and Instructional Coach.

The Parent Coordinator and PTA parent volunteers will be responsible for reaching out to parents. ESL teacher will send home flyers notifying parents. PTA meetings are posted on the parent calendar that was sent home with the students. Translated notices are also available.

**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.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$10,337.98</p>	<p>ELL enrichment Academy</p> <p><math>(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(6) * (24) * (1) * (50.19) =</math></p> <p>Total: \$7,227.36</p> <p>ELL Weekend Academy</p> <p><math>(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(3) * (2) * (4) * (50.19)</math></p> <p>Total: \$1,204.56</p> <p><math>(\text{Supervisor}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(1) * (2) * (4) * (52.52) = \\$420.16</math></p> <p>Teacher Training</p> <p>A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development <math>(6) (7.5) (22.86) = \\$1,028.70</math></p> <p>A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development</p> <p><math>(2) (10) (22.86) = \\$457.20</math></p> <p>Sessions offered by the ESL certified teacher and assistant principal</p> <p>Total \$1,485.90</p> <p>18.84% fringe benefits has been included in the above teacher and</p>

**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.
		supervisor salaries.
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>	662.02	Bilingual Dictionaries, Harcourt content area materials. General instructional supplies.
Educational Software (Object Code 199)		
Travel		
Other	200.00	Breakfast and supplies for parents
<b>TOTAL</b>	<b>11,200</b>	<b>11,200</b>

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 30      School Name: 227**

**Cluster: 5      Network: 535**

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

**Part A: Needs Assessment Findings**

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

To assess our school's written and oral translation services data is compiled from ATS reports, information found on students' emergency home contact cards and cumulative student records. Written and oral translation of documents is provided based in the predominant languages present in the school. In addition, translation of documents is provided by the Region and the Chancellor's Regulations A-663.

The predominant languages spoken in our school are Spanish, Chinese, Bengali and Urdu and Arabic. The Parent Coordinator works closely with the Administration, Teachers, Parent Volunteers, and ESL Coordinator to ensure that translation services are provided as needed. Information is disseminated during monthly P.T.A. meetings, through letters and fliers sent home, school mailings, via the internet and the Schools' website and through the automated messenger service.

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.

A home language survey will be provided during the Parent – Teacher conferences to ensure that parents are receiving written and oral correspondence from the school in the language of choice. We run and analyze the Home Language Aggregation report in ATS from September through October to make sure all languages are addressed.

## Part B: Strategies and Activities

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

Translation services for written documents are done in-house. The diversity of our staff enables our school to utilize the services of Bilingual Administrators, Teachers, Paraprofessionals, and Parent Volunteers for translation. Documents are printed in English and the native languages of the parents. Documents are distributed in classes where they are needed. Teachers and staff members are also encouraged to use the DOE's translation as needed.

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.

Oral interpretation services are done in-house. Our culturally diverse staff is called upon when oral interpretation is needed. Bilingual Administrators, Teachers, Paraprofessionals, Office Staff, and Parent Volunteers provide oral interpretation when parents' requests are made. Teachers are encouraged to use the DOE's Interpretation and translation services during parent-teacher conferences. Call (718) 752-7373, ext. 4 to access these services

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

To make sure our school is in compliance with Section VII Chancellor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school will be shared with teachers, the Parent Coordinator, PTA, ESL Department, and the Faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences, Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

## 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: Louis Armstrong Middle School	DBN: 30Q227
Cluster Leader: 5	Network Leader: Ellen Pavda
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
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 checked="" 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: 6
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 4

## 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 ELL Enrichment Academy is designed to provide instruction to students in an after school small group setting. After reviewing data from the 2012 NYSESLAT scores, students made progress overall, however reading and writing skills remain the most difficult modalities for them to master. To address these needs, ELLs will be invited to attend the afterschool program.

### Afterschool Program

The program will take place for a total of 24 hours over a period of 15 weeks. Students will meet on Tuesdays and Thursdays for one hour each session, from 3:15- 4:15p.m. Group size will be maintained at 10 students. A weekend academy will take place as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction.

Two (2) certified ESL teachers will work collaboratively with (4) general education language arts teachers to provide supplemental instruction to the ELL students in the afterschool program. Instruction is aligned with the ESL State Standards and the Common Core Learning Standards. To ensure that these teachers are using ESL strategies the ESL certified teacher pushes in the classroom and provides immediate intervention for students and staff.

The focus of the program is to increase comprehension across the content areas with an emphasis on inference and vocabulary development skills. Strategies such as using context clues, pre-teaching vocabulary, scaffolding prior knowledge and breaking up tasks into smaller “chunks” are just some of the methods incorporated into our ELL Enrichment Academy. One Assistant Principal will be available to supervise teachers and all ELL students attending the afterschool Enrichment Academy and ELL weekend academy.

Teachers use articles from the Writing Matters Program and articles from Achieve 3000 as a resource for reading and writing activities. Articles are scaffolded to match the students' lexile reading levels and graphic organizers are provided for each writing activity. The program incorporates the four modalities of language acquisition. Students can read and listen to the contents of the articles. Vocabulary is reinforced in all activities. The program is aligned to the common core learning standards.

A weekend academy will be offered to the students as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction. Students are given consumable materials such as pencils, notebooks and folders.

## Part B: Direct Instruction Supplemental Program Information

ELL Afterschool Enrichment Academy-

(Teachers)\*(sessions)\*(hours)\*(rate)

$$(6)*(24)*(1)*(50.19) = \$7,227.36$$

ELL Enrichment Academy- Total: \$7,227.36

ELL Weekend Academy

(Teachers)\*(sessions)\*(hours)\*(rate)

$$(3) * (2) * (4) * (50.19) = \$1,204.56$$

(Supervisor)\*(sessions)\*(hours)\*(rate)

$$(1) * (2) * (4) (\$52.52) = \$420.16$$

Total: \$1,624.72

## 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 focus of the Title III Professional Development program will be to provide teachers with instructional strategies to scaffold, modify, and differentiate instruction and assessments. Teachers will work together to develop lessons that focus on Higher Order Thinking Skills including inference, predicting, interpreting and evaluating information. Teachers will focus on preparing ELL students to meet and exceed NYC and NYState Common Core learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions: A total of ( 8 ) teachers currently teaching ELLs, in the content areas will participate in a series of staff development sessions, 7.5 hours of staff development for general education teachers and 10 hours for I.S.S. teachers. These sessions will take place throughout the school year and will be offered by a certified ESL teacher, Assistant Principal and use support from the CFN as needed.

### Part C: Professional Development

\*Identification of ELLs- Who they are in our school? What services are they entitled to, and what can we do as a school community to support their needs?

\*Comparison of ELA and NYSESLAT results to inform instruction

\*Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language

\*Vocabulary Development for ELLs ,Using graphic organizers to scaffold reading and writing using Achieve 3000

Teacher training

A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development (6) (7.5) ( 22.86) = \$1,028.70

A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development

(2) (10) ( 22.86) = \$457.20

Sessions offered by the ESL certified teacher and assistant principal

Total \$1,485.90

18.84% fringe benefits has been included in the above teacher and supervisor salaries.

### 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:

#### Parent Involvement

Our funding will be used to provide our parents and guardians an opportunity to attend several parent workshops throughout the school year. Parent workshops will be both informational and educational. A series of four (4) two-hour workshops will take place before the PTA meeting on select dates. Workshops will address the following topics: How to access ARIS, How to support your child before and after state exams, What are the new CCLS standards? What is the NYSESLAT exam and its components.

Parent workshops will be facilitated by the Assistant Principal, ESL teacher and Instructional Coach.

The Parent Coordinator and PTA parent volunteers will be responsible for reaching out to parents. ESL teacher will send home flyers notifying parents. PTA meetings are posted on the parent calendar that was sent home with the students. Translated notices are also available.

**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.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$10,337.98</p>	<p>ELL enrichment Academy</p> <p><math>(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(6) * (24) * (1) * (50.19) =</math></p> <p>Total: \$7,227.36</p> <p>ELL Weekend Academy</p> <p><math>(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(3) * (2) * (4) * (50.19)</math></p> <p>Total: \$1,204.56</p> <p><math>(\text{Supervisor}) * (\text{sessions}) * (\text{hours}) * (\text{rate})</math></p> <p><math>(1) * (2) * (4) * (52.52) = \\$420.16</math></p> <p>Teacher Training</p> <p>A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development <math>(6) (7.5) (22.86) = \\$1,028.70</math></p> <p>A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development</p> <p><math>(2) (10) (22.86) = \\$457.20</math></p> <p>Sessions offered by the ESL certified teacher and assistant principal</p> <p>Total \$1,485.90</p> <p>18.84% fringe benefits has been included in the above teacher and</p>

**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.
		supervisor salaries.
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>	662.02	Bilingual Dictionaries, Harcourt content area materials. General instructional supplies.
Educational Software (Object Code 199)		
Travel		
Other	200.00	Breakfast and supplies for parents
<b>TOTAL</b>	<b>11,200</b>	<b>11,200</b>