



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** MOSHOLU PARKWAY MIDDLE SCHOOL

DBN (DISTRICT 10/ BOROUGH X/ NUMBER I.E. 10X080): 10x80

PRINCIPAL: EMMANUEL POLANCO EMAIL: [EPOLANCO2@SCHOOLS.NYC.GOV](mailto:EPOLANCO2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MELODIE MASHEL

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Emmanuel Polanco	*Principal or Designee	
Beth Esmaelzada	*UFT Chapter Leader or Designee	
Luis Sanchez	*PA/PTA President or Designated Co-President	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Rodrigue	Member/ SLT Facilitator	
Wendy Fields-Henry	Member/	
Amy Kapadia	SLT Secretary	
Gracita Pozo	Parent Member/	
Talia Vasquez	Parent Member/	

Yesenia Santiago	Parent Member/	
Cecilia Donovan	Parent Member/	
Lillian Vazquez	Parent Member/	

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

## Major Recommendation

### Quality Review October 2011- Page 5.

Strengthen the alignment between academic tasks and curriculum so that lessons emphasize rigorous habits and higher order thinking skills to  
Positively impact student performance.

## Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

2.2 School leader's vision

2.2 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

## Annual Goal #1

Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

## Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Principal and Asst. Principal Study Groups (September-June, ongoing)

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

- Teacher-teams looking at student work using the "Inquiry Process"
  - Teachers are grouped in vertical teams and review/analyze student data (performance tasks, running records, Assessment data, monthly math assessments, end-of-unit writing publishings)
  - Teachers are grouped in grade specific & vertical teams and review/analyze student data (performance tasks, running records, Assessment data, monthly math assessments, end-of-unit writing publishings, Acuity Assessment data, Benchmark Assessment data, ELA & Math Simulation data)
- Development of Math Curriculum Maps which include multiple entry points
- RTI Study Groups

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum  
-Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

- Abyssinian Development Corporation After School Program
- Envision Math Professional Development Sessions
- Literacy Consultant
- Network Support
- After School Program
- After School Tutorial Program
- Technology planning which includes the purchase of Laptops for the AIS I-Ready Program/Write to Learn/Achieve 3000

-Transparency; sharing information, problem solving, celebrations that include all stakeholders

-Principal and Asst. Principal and Extended Cabinet weekly meetings

-Monthly School Leadership Meetings (SLT)

-Monthly Grade Newsletters for staff members and parents, monthly student & parent calendars , distribution and displays of data (monthly, ongoing)

-Fall and Spring calendars for staff

-Staff Handbook, , Dates to Remember, Weekly Bulletin

-Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student community meetings with school leadership

-Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

August thru June :

-Purposeful evaluation of use of resources by the principal and school leaders

-Coordination of resources and support from community stakeholders, external providers (Astor & Urban Health) , and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialists, guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year assessments, TC & Math benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: Instructional walk throughs performed by school administrators and grade liaisons as well as Network members, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, and inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

### **Budget and resources alignment**

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

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds.

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

## **Major Recommendation**

### **Quality Review October 2011 Page 5**

Improve teacher pedagogy to increase the level of differentiation so all learners benefit from rigorous and challenging tasks resulting in increased student progress. (1.2)

- The school expects teachers to use data to plan and provide differentiated instruction. A common planning template is used which asks teachers to indicate how they are differentiating for the variety of learners in their classrooms. However, across several classrooms differentiation of instruction, questioning or tasks are not consistently implemented. Therefore, not all students are provided with challenging tasks or scaffolds to support their learning.
- Students in some classes benefit from working in cooperative groups and questioning strategies that foster accountable talk. However, across classrooms there is uneven level of consistency of effective grouping and structures for student participation. As a result, not all students are engaging in high level conversations or producing meaningful work products because lessons and activities do not sufficiently engage and motivate students at all levels of achievement. Strengthen the alignment between academic tasks and curriculum so that lessons emphasize rigorous habits and higher order thinking skills to positively impact student performance. (1.1)
- The school developed units of study using the Common Core Learning Standards as their guide. Literacy teachers are all following a unit of study focused on characterization. However, all teachers are not yet sufficiently skilled in implementing differentiated and rigorous learning opportunities for all students resulting in lessons that do not consistently challenge higher performing students or appropriately scaffolded to support struggling students.
- During the summer, a team worked together to develop units of study aligned to the Common Core Standards with academic tasks designed to engage a variety of learners. A common planning template was developed to support teacher instructional practice. However, not all teacher teams have begun to use student work to inform refinement of the unit and learning tasks to ensure that there is a clear understanding of where students are and what they need so that all students are aptly engaged. Strengthen the alignment between academic tasks and curriculum so that lessons emphasize rigorous habits and higher order thinking skills to positively impact student performance. (1.1)
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### Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- 3.2 Enacted curriculum                       3.4 Teacher collaboration  
 3.3 Units and lesson plans                       3.5 Use of data and action planning

#### Annual Goal #2

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

#### Instructional Strategies/activities

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and curriculum maps which include multiple entry points
- A systemic approach of refining units of study
- Embedded formative and summative common assessments
- Development of at least 2 ELA & 2 Math CCLS based Performance Tasks
- Use of DOK in the planning of lessons & curriculum
- Collaboration of the Enrichment Team Members (art, drama, science, library & music) and classroom teachers to help develop engaging tasks and instruction
- implementation of the Envision Math Program which promotes the use of technology and manipulatives within everyday instruction
- implementation of the “Estrellita” bilingual program which uses manipulatives, games, and play to foster L1 instruction

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allows teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, and grade liaisons. External support staff includes the Network personnel and external

providers such as Pearson, TC, etc.

Targets to evaluate our progress, effectiveness, and impact will include:

-Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study

-beginning August thru June Monthly Professional Development (including Saturday offerings)

-Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)

By January, 2013 our Network will complete a full day instructional walk with the school leaders

-By January, 2013 completion of 3 mini-observation cycles, By June 2013 completion of 6 mini observations will be completed

-By January 2013 1 formal observations per probationary teacher and by June 2013 a minimum of 2 formal observations

-By June 2013 2 formal observation per teacher

-Completion of at least 4 Performance Tasks

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team

-Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other

### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

-NYSTL/School Library allocation/Software

-Students in Temporary Housing (STH)

-SAPIS worker allocation

-Supplies/Materials to support instruction

## Major Recommendation

### October 2011 Quality Review-Page 5

Improve teacher pedagogy to increase the level of differentiation so all learners benefit from rigorous and challenging tasks resulting in increased student progress. (1.2)

- The school expects teachers to use data to plan and provide differentiated instruction. A common planning template is used which asks teachers to indicate how they are differentiating for the variety of learners in their classrooms. However, across several classrooms differentiation of instruction, questioning or tasks are not consistently implemented. Therefore, not all students are provided with challenging tasks or scaffolds to support their learning.
- Students in some classes benefit from working in cooperative groups and questioning strategies that foster accountable talk. However, across classrooms there is uneven level of consistency of effective grouping and structures for student participation. As a result, not all students are engaging in high level conversations or producing meaningful work products because lessons and activities do not sufficiently engage and motivate students at all levels of achievement.

## Tenet 4 TEACHER PRACTICES AND DECISIONS

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

### Annual Goal #3

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams

### Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLCs around the framework which includes norming, professional reading/resources both internal and external, etc.  
-A tiered professional development plan that provides for whole school and individual teacher support

- One-to-one Conversations to develop Professional Goals
- Cycles of Danielson Informal Observations/Visits

-Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher, January check-in for progress evaluation, June assessment, reflection survey and next steps).

- Ongoing Data Dialogues

- Professional Development Workshops and Lunch & Learns
- Cycles of Danielson Informal Observations/Visits with a focus on Danielson Framework 3d.
- Cycles of Data Binder Reviews and Discussions

-Preparing teaching in CCLS's and Instructional Expectations (ongoing)

-Preparing teachers in the use of RBI's

-Formal and informal observations using a feedback and tracking progress

(September through June, 4 to 6 week cycles)

-Identification of grade liaisons, instructional leads, coaches and opportunities for their support

- Assistant Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate our progress, effectiveness, and impact will include:

-By January, 2013 our Network will complete a full day instructional walk with the school leaders

-By January, 2013 completion of 3 mini-observation cycles, By June 2013 completion of 6 mini observations will be completed

-By January 2013 1 formal observations per probationary teacher and by June 2013 a minimum of 2 formal observations

-Teacher baseline, mid-year, end-year evaluations and self-evaluation

- Teacher feedback sessions

- Looking at Student Work protocol implementation

-January (analysis of mid-year student periodic assessment data)

-June through September: Analysis of state assessment data

### **Budget resources and alignment**

- Indicate your school's Title I status:  School Wide Program  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other

### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

## Major Recommendation

### October 2011 Quality Review – Page 6

The principal has worked diligently to get more youth development and guidance support for the students. However, attendance continues to decline and a high level of mutual trust and respect is not yet fully realized. Build on the supports and collaboration with families and community based organizations to ensure a consistently safe and orderly building resulting in increased outcomes for children. (1.4)

○ A general tone of respect permeates the school. The principal took into account the Learning Environment survey where teachers and students indicate a lack of safety and order and has reorganized the school into two learning academies with additional support personnel to positively impact student behavior. However, transitions continue to be a challenge and students cite incidents of fighting and bullying during lunch and in the school yard.

×○ The principal has worked diligently to get more youth development and guidance support for the students. However, attendance continues to decline and a high level of mutual trust and respect is not yet fully realized.

## Tenet 5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

    x     5.2 Systems and partnerships

    5.4 Safety

    5.3 Vision for social and emotional health

    5.5 Uses of data and student needs

### Annual Goal #4

By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

### Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and Supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school social worker to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence and lateness
- The dean will provide training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle school and college and career readiness)
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities

- Attendance plan and weekly attendance meetings
- Crisis intervention plan
- Establishment of student personal goals and future plans
- Monthly Parent Workshops:
  - ELA & Math Common Core Workshop Series with the Principal, Parent Coordinator, Family Worker and the Math Coach
  - Envision Math Workshops with the Math Coach
  - Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator, the Dean and Classroom Teachers
  - NYC Parent Academy
  - Fire Safety & Health Related Parent Training and Workshops
- Student recognition events and celebrations
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)
 

Key personnel and other resources will include school leadership, teachers, social worker, paraprofessional, attendance team, network support, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate our progress, effectiveness, and impact will include:
- Increase in student attendance (daily monitoring, monthly, mid-year, final attendance rate)
- Decrease in student lateness
- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement
- Increase in parent involvement

**Budget resources and alignment**

- Indicate your school's Title I status:  School Wide Program     Targeted Assistance Program (TAP)     Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other

**Service and program coordination**

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- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation

-Supplies/Materials to support instruction

### **Major Recommendation**

Quality Review: Build on the supports and collaboration with families and community based organizations to ensure a consistently safe and orderly building resulting in increased outcomes for children. (1.4)

### **Tenet 6 FAMILY AND COMMUNITY ENGAGEMENT**

\_\_\_\_ 6.2 Welcoming environment      \_\_\_\_ 6.4 Partnerships and responsibility  
\_\_\_\_ x 6.3 Reciprocal communication      \_\_\_\_ 6.5 Use of data and families

### **Annual Goal #5**

By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

### **Instructional strategies/activities**

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a family outreach plan
  - Progress Reports, Monthly Calendars, Newsletters, Phone Calls, Classroom Websites, and Facebook Fan Page
- 
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations)
- Monthly Parent Workshops:
  - ELA & Math Common Core Workshop Series with the Principal, Parent Coordinator, Family Worker and the Math Coach
  - Math Workshops with the Math Coach
  - Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator, the Dean and Classroom Teachers
  - NYC Parent Academy
  - Fire Safety & Health Related Parent Training and Workshops
- Student recognition events
  - Honor's Assemblies
  - Perfect Attendance Assemblies

- Monthly Character Development Assemblies
- Curriculum Developed School Plays & Performances
- Museum Night
- Young Author's Night
- Science Fair

Key staff that will support this work includes school leadership, parent coordinator, secretary, data specialists, social worker, school dean, community supports and our network support.

**Budget resources and alignment**

- Indicate your school's Title I status:  School Wide Program  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other Priority/Focus

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

### 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	English remediation Homework Help Tutoring Write to Learn Anchor Comprehension Achieve 3000	Tutoring, small group  1:15	Extended day, Saturdays
Mathematics	Math Remediation ALEX MATH  Homework Help Tutoring	Tutoring, small group  1:15	Extended day, Saturdays
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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

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

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

#### Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

#### Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plants that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

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

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

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

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**10X080 MOSHOLU PARKWAY PARENT INVOLVEMENT POLICY (PIP)**

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**  
**10X080 MOSHOLU PARKWAY SCHOOL**

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;

## **• 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.**

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### 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: Isobel Rooney Middle School 80	DBN: 10X080
Cluster Leader: Corinne Rello Anselmi	Network Leader: Bob Cohen
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 175 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: 8 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 6

### 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:

We are proposing to create an extensive intensified mandatory Saturday Tutorial program for all students grades 6-8 ( Including all ELLs including long term ELLs) to prepare our students for the state ELA and math exams. The Saturday Tutorial Institute will cover 16 weeks . It will begin in December 3, 2011 and end in April 21, 2012. The sessions will take place from 9:00 a.m. - 11:30 a.m. The students are tutored in ELA and Math. Some of the ELL students will also be tutored for the upcoming NYSEAT. During the Saturday Tutorial we are using the team teaching model which includes one of the teachers being either licensed in ESL/Bilingual teamed with a content area teacher. In the Saturday tutorial students will be taught in small group instruction with a ratio of two teachers to 10-12 students. Lessons are infused with ESL strategies to ensure that the students become more proficient readers and mathematicians. For example students will also learn successful test taking strategies that they will be able to replicate during testing conditions. They will learn how to listen to passages and take detailed notes that will be used to write more well developed essays. In addition, students will practice their speaking and listening skills to ensure that each student is moving to a higher proficiency level in English.

Materials being used during the Saturday Tutorial Institute includes:

In Math we are using the Finish Line Series in Spanish and Kaplan in English

In ELA, we are using the Buckle Down Series and later the NYSEAT Test Prep Series.

### 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:

Professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO literacy and math coaches. The professional development sessions may take place during the common planning periods or before and after school. Our coaches:

- model lessons

## Part C: Professional Development

- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

In addition to the in-house professional development we have diverse support from other sources as well. We receive professional development support in the area of bilingual and ESL education from the following:

- CFN 104 ,DOE Q-Tel workshops and EPO consultants
- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. Teachers again will be provided with professional development to deepen their understanding in the topics listed below.

- Running Records September-October 2011
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA) September 2011 & January 2012
- Acuity November 2011 & March 2012
- Teacher Developed Exams September 2011- Ongoing
- Checklists October 2011-Ongoing
- Student Work January 2012 -Ongoing
- Teacher Observation September 2011 - Ongoing
- Achieve 3000 Assessments October 2011, January 2012, March 2012, May 2012

### Part C: Professional Development

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

In addition teachers will receive training twice a month after the Saturday Tutorial program to deepen their understanding of using strategies to support ELLs in learning how to read and write in English. These training are conducted by certified ESL teachers/coaches from our CFN and EPO.

### 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: We are proposing to implement a parent book club in which the parent coordinator and licensed ESL teachers will act as facilitators. The parents will read the book entitled *The House on Mango Street* and will learn reading strategies that they can model for their children. As an end product the parents will create a story quilt that will encompass their journey to America. The book club will begin in March 2012 and end June 2012.

Through the 21st century grant, M.S. 80 has partnered with the Leadership Project to provide parents with a variety of workshops. Through the title III grant, we will have notices translated into the different languages represented in the school to ensure that parents are aware of all events. The events are scheduled to take place on Saturdays from 9:00 a.m. - 11:00 a.m.. They are as follows:

?

- \*Bullying -- January 7, 2012
- \*Gang Awareness - January 21, 2012
- \* Healthy living-- February 18, 2012
- \* Yoga -- March 10, 2012??
- \* Zumba-- March 3rd and March 17th 2012
- \* Jewelry Making -- March 24, 2012
- \* TBA-- April 21, 2012 until May 19, 2012
- \* Parent Recognition Day -- May 24th 2012

### 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)		
Travel		
Other		
<b>TOTAL</b>		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X080      **School Name:** Isobel Rooney Middle School 80

**Cluster:** 01      **Network:** 104

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

**Part A: Needs Assessment Findings**

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

- The following set of data were utilized to determine parents' preferred language of communication:
  - o Home language survey
  - o School report card data
  - o Parent surveys
  - o Oral translation requests for parent association meetings and parent teacher conferences

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.

- The local community's makeup is multi-lingual and multi-cultural. We are a local zone, neighborhood school, which serves this community. As a result, all communication with parents and community residents, notices, memorandums and other parent information are provided in Spanish, Bangladesh, French and Albanian as well as English. Again this year we would like to hire parents to translate our letters into Arabic and the DOE translation unit assists us in finding translators to meet our oral itnerpretation needs.
- These findings were reported to the school community via the following:
  - o School leadership team meetings
  - o Monthly calendar
  - o Parent coordinator workshops or meetings

- o Parents Association meetings
- o Parent memos
  
- An oral translator is provided at all of the above-mentioned meetings.

## **Part B: Strategies and Activities**

---

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

- Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Albanian and Bangladesh.
- Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (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 interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration. If the school does not have a staff member who speaks the language we contact the DOE translation unit and are given agencies to contract interpreters.

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>.

- Designated teachers of other languages will be targeted for translation and program tracked for availability when necessary.
- Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.
- Parent will be informed that they may use a friend or relative for language and interpretation services if they opt to.
- The Translation and Interpretation Agency will be use as needed.
- Translation services will be provided for all parental communication including the following:
  - Monthly Calendar
  - Parent Surveys
  - Parent Memorandums including Parents Bills of Rights, Safety Plan procedure, etc.
  - Parent Letters
  - Phone Calls
  - Parent Newsletters

## 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: : Isobel Rooney MS 80	DBN: 10X080
Cluster Leader: Debora Maldonado	Network Leader: Gerard Beirne
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 217
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: 12
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 7

## 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:

We are proposing to create an extensive intensified mandatory Saturday Tutorial program for all students grades 6-8 ( Including all ELLs including long term ELLs) and most staff to prepare our students for the state ELA and math exams. This extended school day schedule will facilitate increased job embedded tutorial service (including the 37.5 minutes each day as well as a richer set of instructional offerings for students).

Over 90% of our students are ELLs or former ELLs. In Mathematics 33% (221) of students have a performance level below 2. In ELA 39% (259) of our students have a performance level below 2. In addition, based on grades analysis for the first marking period, 55% of our students obtained a grade of 65 or below in Math while 50% of your students got a grade of 65 or below in ELA. These figures indicate that there insstruactional supplemental programs are highly needed in order to support our student's academic achievement.

The instructional focus of our instructional supplemental programs will be strictly building academic skills based on Common Core Learning Standars. The instructional supplemental programs will be aligned to Common Core standards appropriate to the grade level and subject area for ELA and Math. The programs will support students skills development paying emphasis to core subject skills where students have shown weaknesses, based on ongoing assessments and aligned to the day school program curriculum, allowing them to progress toward mastery of grade level standards and prepare them to succeed in the NY State Exams.

The Saturday institute will cover 16 weeks and 2 days in April. It will begin in December and end in April. The students are tutored in ELA and Math. Some of the ELL students will also be tutored for the 2012-2013 NYSESLAT exam.

For language development, the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). Teachers of this program will be ELA and ESL certified teachers. Students will be led in a Reading/Writing-centered curriculum. This English program will enhance their English acquisition and focus specifically on Wagner's goal of improving ELLs/Formers ELLs academic language acquisition.

Teachers receive training twice a month after the Saturday Tutorial program to deepen their understanding of using strategies to support ELLs in learning how to read and write in English. These training are conducted by certified ESL teachers/coaches from our CFN and EPO.

### Part B: Direct Instruction Supplemental Program Information

In Math we are using the Finish Line Series in Spanish and Kaplan in English

In ELA, we are using the Buckle Down Series and later the NYSEAT Test Prep Series.

### 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:

Professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO Literacy and Math Lead Teachers. Our Lead Teachers:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

In addition to the in-house professional development, every Wednesday, we have diverse support from other sources aswell. We receive professional development support in the area of bilingual and ESL education from the following:

- SIOP Model - CFN 536 (Instructional Coaches)- November 6, 2012
- Behavior Support and Classroom Management Skills - RAMAPO (Private Consultant)- November 6, 2012
- Reading Program - Achieve 3000 (Private Vendor) - January 16, 2013
- Reading Failure Free (Private Vendor) - January 23, 2013
- Write 2 Learn (Private Vendor) – February 13, 2013

### Part C: Professional Development

- Instructional Strategies for the ELL Content Area Classroom – CFN536 (Instructional Coaches) – March 6, 2013

- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 3000 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

### 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:

MS 80 will provide a variety of translated surveys, informational documents, and notifications to parents, curriculum, study guides, and reference materials of ELLs during the identification and placement process as well as throughout the year starting in September 2012 through June of 2013.

The Parent Coordinator office sends newsletters to parents on a monthly basis informing them of the different workshops and activities available for parents' participation.

## Part D: Parental Engagement Activities

In September, we have Parent Orientation Night to inform parents about the different language programs offered, Transitional Bilingual (Spanish) and Free Standing ESL, information about the path to monolingual ELA classes, and a parent orientation video for families of ELLs. Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.

Parents are invited to participate in the boroughwide parent institutes offered by the Office of English Language Learners such as "Everything You Want to Know in One Evening: Information Session for Parents of ELLs" – Theodore Roosevelt Educational Campus - on September 25, 2012.

Also in September, we have "Curriculum Night" offering parents an opportunity to learn about the school's ELL curriculum and how it is aligned to the core curriculum as outlined in Children's First reform and the new Common Core State Standards. ELL teachers, Lead teachers, administrators, the parent coordinator, and community associates participate in this activity.

We have also scheduled throughout the year (October 2012, and February 2013) , "ARIS Workshop for Parents of ELLs" to assist parents in tracking their students academic progress. The workshop is given by the Parent Coordinator and Community Associate.

Also, we encourage parents of our ELLs to participate in adult literacy programs offered by the New York City Office of Adult and Continuing Education (OACE). Classes are offered in classes in Adult Basic Education, High School Equivalency (GED), English for Speakers of Other Languages (ESOL) and Career and Technical Education (CTE).

## Part E: Budget

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

Allocation Amount: \$0

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</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		