



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: **DBN 11X089**

PRINCIPAL: **RALPH MARTINEZ**

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SUPERINTENDENT: **ELIZABETH WHITE**

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
Ralph Martinez	*Principal or Designee	
Robert Breitenbach	*UFT Chapter Leader or Designee	
Annette Alvarado	*PA/PTA President or Designated Co-President	
Valerie Rizzo	DC 37 Representative, if applicable	
	Student Representative	
	CBO Representative, if applicable	
Eva Ortiz	Member/Parent	
Donna Stuart	Member/Parent	
Tanikya Feemster	Member/Parent	
Carrie Meacham	Member/Parent	
Caridad Nieves-LoPresti	Member/Parent	
Jennifer Fowler	Member/UFT	
Dominique Ferro	Member/UFT	
Jessica Lawston	Member/UFT	
Dara Narciso	Member/UFT	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Offer professional development to all teachers on differentiated instruction strategies, including the following:

- Using data and assessments to measure student proficiency
- Differentiating product, process, and content based on student readiness, learning profile, and interest
- Effectively implementing differentiated instructional strategies, such as compacting, tiered assignments, and contracts
- Monitoring student progress and adjusting instruction based on student performance

ESCA August 2011, p. 7

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

<u> </u> 2.2 School leader's vision	<u> </u> 2.4 School leader's use of resources
<u> X </u> 2.3 Systems and structures for school development	<u> </u> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, the principal and assistant principals will conduct a minimum of four formative and 2 formal classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across the Danielson framework.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
1. School leadership has selected the competencies, based on the Danielson Framework, relevant to teachers' developmental needs and that most support implementation of the Common Core standards:
 - Designing coherent instruction (1e);
 - Using questioning and discussion techniques (3b);
 - Using assessment in instruction (3d)
 2. Supervisors and three newly hired instructional coaches, in collaboration with teachers, will develop individual professional development plan for each teacher. Using informal observation tools based on each of Danielson competencies supervisors and teachers will develop a plan enhance teacher ability in each area.
 3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2012) Professional development activities will
 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. (Fall 2012)
 5. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
 6. Samples of supervisory observations and lesson plans will provide evidence of staff progress
 7. Administrators will track dates of formative feedback as well as formal observations (October 2012 to June 2013)

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus

Service and program coordination

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

X089 will enhance the instructional program by aligning funds so that the needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff.

Items to achieve Annual Goal 1:

- Teacher/Supervisor per session for professional development
- Supplies/Materials to support professional development
- Staff developers to support professional development

Curriculum and staff development vendors to support professional development

1. Nicodemus Ford (Authentic Education)_ Understanding by Design – Curriculum Development
 - 9 (2 day sessions) @ \$5,000 per session = \$45,000
2. Reading Reform (Spalding) - PD for four teachers - Two sessions per week for 35 weeks
 - \$12,000 – October - June
3. Project Leap – Arts Integration Collaboration and PD
 - \$3,750 – November – June
4. Pearson Teacher Compass
 - Teacher Evaluation - September – June - \$11,600
5. Reinventing Schools Coalition – Curriculum Development - September – June – 4 full-day sessions - \$10,000

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. Most interviewed teachers expressed a need for more professional development related to instruction of SWDs and ELLs. Most surveyed teachers reported professional development related to the instruction of SWDs and ELLs to be only moderately helpful to them in improving their instruction. There were also positive findings about professional development related to the instruction of SWDs and ELLs. However, Critical Key Finding 3 demonstrates a need for additional professional development in these areas.
ESCA August 2011, p. 3

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

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, 3% of all students, including ELLs and SWDs, will gain at least one year of progress in ELA and mathematics as measured by a pre-post comparison of proficiency rating scores on the spring 2012 and 2013 ELA and math NY State assessments

Instructional strategies/activities

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

To improve and enrich student achievement in ELA and mathematics, the following extended-day programs will be offered for grades K – 8:

1. Saturday Literacy/Math Academy (Grades 3 – 8) 8:30 a.m. – 12:00 p.m.
2. Math/Literacy Strategy –based After School Program – Tuesday/Thursday 3:15 p.m.- 5:45 p.m. (Grades 3 – 8)
3. Spalding Reading Program (Grades K – 2) – Tuesday - Thursday 3:15 p.m. – 4:15 p.m.

To improve achievement in ELA and math for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math:

1. Rosa Delgado, consultant, will facilitate workshops with the ELL team grades K-8 to provide teachers with the skills and strategies necessary to deliver the ELA and math grade level curriculum to ELLs
2. Nicodemus Ford, Authentic Education consultant, will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.
3. Nicole Hill, ELL coordinator, will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
4. Wendy Driesman, Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum

5. Sue Hakimi, Special Education staff developer, will facilitate workshops on the development and interpretation of IEPs. She will assist teacher teams as they develop strategies for delivering grade level curriculum to SWDs.
6. Copper Stoll, IZONE consultant, will coach teachers as they create learner-centered ELA and math classrooms where there is a shared vision, code of conduct and a process for monitoring progress.
7. Supervisors and administrators will facilitate weekly New Teacher Workshops to improve teacher effectiveness. Topics will include differentiating instruction, classroom management, the Danielson Framework and the evaluation system.

Middle School ELA teacher programs include 3-6 periods per week of common planning time. In grade teams, teachers analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning occurs weekly from September to June to ensure that all curricula are informed by current data.

Budget and resource alignment

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

Service and program coordination

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

From September 2012 to June 2013, X089 will enhance the instructional program by aligning funds so that the needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff.

Items to achieve Annual Goal 2:

- Teacher per diem for professional development workshops and inter-visitations
Per diem teachers – 298 total days – September - June
4 Sub teachers x 74 days x 156 = \$46,176 (plus fringe)
- Supplies/Materials to support professional development
- Materials for Extended-day Programs (iReady Site License)
- Extended-day Programs
 1. Math/Literacy Strategy-based Learning After School Program
15 Teachers x 5 Hours per Week x 15 Weeks x \$41.98 = \$47,227.50 (plus fringe)
1 Supervisor x 6 Hours per Week x 15 Weeks x 43.94 = \$4,218.25 (plus fringe)
 2. Spalding Afterschool Reading Program
6 Teachers x 3 hours per week x 18 Weeks x \$41.98 = \$13,601.52 (plus fringe)
1 Supervisor x 4 hours per week x 18 weeks x \$43.94 = \$3,163.68 (plus fringe)

3. New Teacher Workshops

1 Supervisor (facilitator) x 3 hours per week x 40 weeks x 43.94 = \$5,272.80 (plus fringe)

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Approximately half of general education teachers reported that they differentiate instruction for ELLs and/or SWDs on a daily basis.

ESCA August 2011, p. 3

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 all K-8 teacher teams will design and implement curriculum units in math, ELA, social studies and science, ensuring entry points of all learners, including ELLs and SWDs which include rigorous tasks engaging students and in alignment with CCLS as measured by supervisory teacher observations and review of unit/lesson plans and results of common assessments. Utilizing principles of UDL and UBD, curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional strategies/activities

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

To build staff capacity, Pre K-8, coaches will assist teachers to utilize UBD format and UDL principals to design and implement ELA and math curriculum units aligned to the CCLS and ensuring entry points for all learners with a focus on ELLS and SWDs.

Three in-house coaches, two for ELA and one for math, were hired to support teachers as they design and implement units of study aligned to the CCLS

(September 2012 to June 2013):

- Three in house coaches, two for ELA and 1 for math, were hired to support teachers pre-k to 8 as they design and implement UBD units in alignment with the CCLS
- The Data Specialist, in collaboration with ELA and math coaches, will provide teachers with school-wide as well as individual student data in the areas of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
- Consultants and in house staff will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
- In collaboration with consultant from CEI-PEA, Middle school teams will meet weekly during the Monday 37.5 minute block and during common planning time to plan and align curriculum
- Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.

- Teachers have opportunities after school and on Saturday to earn per session for curriculum planning and task design.
20 Teachers x 22 hours x \$19.12 = \$8,412.80 (plus fringe)
2 Supervisors x 24 hours x \$43.94 = \$2,109.12 (plus fringe)
- New teachers meet weekly on Wednesday with the principal to discuss challenges and success as they work to align units of study

Budget and resource alignment

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

Service and program coordination

3. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
X089 will enhance the instructional program by aligning funds so that the needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff.

Items to achieve Annual Goal 3:

1. Teacher per diem/per session for professional development workshops and inter-visitation
2. Summer Institute (July 29 – August 2) for UBD/CCLS Curriculum Design
 - 64 Teachers x 25 hours x \$19.12 = \$31,815.68 (plus fringe)
 - 2 Supervisors x 30 hours x \$43.94 = \$2,636.40 (plus fringe)
3. Funding of coach positions
4. Supplies/Materials to support professional development
5. Curriculum and staff development vendors to support professional development
6. Nicodemus Ford (Authentic Education) – Understanding by Design PD

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Note SED intervention did not address Social emotional developmental Health

In the NYCDOE, the School Environment survey (2011-2012) x089 received a “C” which measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all activities (1-11) detailed below will provide all students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in school and college.

Instructional strategies/activities

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

Our research based instructional strategies will integrate the *American School Counselor (ASCA, 2011)* Student Standards. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

(September 2012 to June 2013)

1. 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
2. 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
3. Effective use of school counselor to address absence and lateness
4. Opportunity for student voice and student choice
5. Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
6. Partnership with Doctors for a Healthier Bronx

7. Open house for middle school choice
8. Middle School Advisories in partnership with “Big Picture”
9. Fifth Grade exploratory—exposure to academies
10. 21st Century afterschool program
11. Cham Jam partnership with Montefiore Hospital for fitness and health awareness in the primary grades
12. CookShop partnership with the Food Bank of New York
13. Golden Ticket—Student Reward Program for middle school
14. “Caught Doing Good” Movie tickets as a student incentive program

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus

Service and program coordination

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

X089 will enhance the social and emotional supports by aligning funds so that the needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Items to achieve Annual Goal 4:

1. Funding of additional non-mandated guidance counselors
2. Per session for counseling
3. Programming and funding of Advisories
4. Positive Behavior Management Program
 - Per session for after school enrichment activities (Basketball, baseball, track)
 - Student Incentives (Movie /Theatre Tickets)

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Note SED intervention did not address Social emotional developmental Health

In the NYCDOE School Survey 2011-2012 Report, only 35% of parents responded; city-wide the response rate was 53%.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By May 2013 there will be a 10% increase (from 35% to 45%) in the number of parents responding to the NYC School Survey as measured by a pre- post comparison of parent responses in 2012 and 2013.

Strategies to increase parental involvement and engagement

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

- Describe the research-based 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.

The staff of 11x089 supports 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 and analyze needs of individual students and their parents/guardians
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Family Orientation for incoming students and families
- 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) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus

Service and program coordination

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

X089 will expand and enhance family engagement by allocating funding so that the needs of our families are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Items to achieve Annual Goal 5:

1. Funding for parent workshops
 Food, paper goods, copy paper, pens, coffee pot
2. Funding for New Family Orientation – Food, supplies
3. Funding for Student recognition events
 Student trips, movie tickets, supplies, food/snacks
4. Furnishing of Parent Resource Room –
 Desk, chairs, table, books/materials, desktop computer, grill

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>iReady program –This computer program provides diagnostic information in literacy for each student. Students are assigned lessons based on needs and periodically reassessed.</p> <p>Students work in small groups to develop literacy strategies.</p>	<p>Students work independently using the iReady program as they develop strategies based on personal needs. Teachers work one-on one and with small groups students to develop specific reading/writing strategies</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8 • Spalding After School Program – Grades K – 2 • Math/Literacy After School Program – Grades 3 -8 • 21st Century Saturday Academy – Grades 3 - 8
Mathematics	<p>iReady program –This computer program provides diagnostic information in literacy for each student. Students are assigned lessons based on needs and periodically reassessed.</p>	<p>Students work independently using the iReady program as they develop strategies based on personal needs. Teachers work one-on one and with small groups students to develop specific reading/writing strategies</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8 • Math/Literacy After School Program – Grades 3 -8 • 21st Century Saturday Academy – Grades 3 - 8
Science	<p>Students are introduced to project-based learning as they investigate topics of interest. Students engage in hands-on science investigations, read non-fiction science text and formulate</p>	<p>Students work in small groups and independently with the teacher as a facilitator.</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K – 8 • STEM Science Club Grades 6-8

	written responses to questions based on informational text.		
Social Studies	Students are introduced to project-based learning as they investigate topics of interest.	Students work in small groups and independently with the teacher as a facilitator.	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students learn problem-solving strategies and ways of coping with stress	Counselors work with students one – on-one and in small groups	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8

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.

The P.S. 89 Administrative Team has put several strategies and activities in place to support staff and ensure that our teachers are highly qualified.

Activity/Strategy	Purpose	Participants	Facilitator/Partner CBO	Timeline
Assignment of Instructional Leaders/Coaches	To provide teachers with strategies to improve instruction in literacy and mathematics	Teachers Pre—K - 8	Ciffone, Shkreli, Miles, Hill- Lead Instructional Coaches	Sept. 2012- June 2013
New Teacher Workshops	Provides teachers new to the profession and or new to PS. 89 with a forum through which they can discuss issues and strategies to enhance their craft	New Teachers	Principal Martinez Lead Instructional Coaches	Wednesdays 3:00 - 4:30 p.m. Sept. 2012- June 2013
Middle School Advisory Workshops	To provide middle school staff with strategies to implement effective advisories	Middle School Teachers	IZone/Big Picture - Consultants	Bi-monthly - Nov. 2012- June 2013
Smartboard Training	Provides teachers with strategies on using interactive technology aligned with curriculum units	Teachers Pre- K - 8	Lead Teachers	Jan. 2013- June 2013
Curriculum Design through Understanding by Design	To provide teachers with an understand of the UBD process as teacher teams create units of study in alignment with the CCLS.	Vertical Team Leaders K - 8	Nicodemus Ford- Consultant- Authentic Education CEI-PEA - Consultants	Sept. 2012- June 2013
CCLS and Curriculum Alignment	To provide Teacher Teams with strategies to align UBD units with the CCLS	Teachers Pre-K - 8	Ciffone, Shkreli, Miles, Hill- Lead Instructional Coaches	Sept. 2012- June 2013
Differentiating Instruction for ELLs	Bi-weekly workshops provides teachers of ELLs with strategies for differentiating instruction for students	ELL Teachers k - 8	Luis Quan – CEI-PEA Hill – Instructional Lead	Sept. 2012- June 2013
Differentiating Instruction for SWD	Provides strategies for differentiating units of student for students with disabilities	All SPED Teachers	Melanie Blasucci – CEI-PEA Consultant	Monthly - Sept. 2012 - June 2013
Summer Leadership Institute	Provides staff with the opportunity to develop units of study aligned with the CCLS Participants attend workshops on DI, strategies for ELLs, using data to drive instruction and Understanding By Design (UBD)	Teacher Leaders & Vertical Team	Authentic Education CEI-PEA	5 days – Aug. 2013

Activity/Strategy	Purpose	Participants	Facilitator/Partner CBO	Timeline
Data Meetings	To engage teachers in discussions regarding student data and the implications for planning, and teaching	All teachers K - 8	Michael Baker – Consultant – CEI-PEA Supervisory Staff	Sept. 2012 – June 2013
Fountas and Pinnell Baseline Assessment Training	To familiarize teachers with the F & P Baseline Assessment tool and the implications for personalizing instruction for students	All ELA teachers Pre – K - 8	Mary Croft - Consultant - CEIPEA	August/September 2012
Balanced Literacy Workshops	To provide teachers across disciplines with the skills to develop and implement balanced literacy lessons	All teacher K - 8	Ciffone – Instructional Lead Mary Croft – CEI-PEA Consultant	Biweekly - January 2013 – June 2013
Best Practices for ICT Teachers	To familiarized special education and general education teachers with the best practices used by ICT teacher teams	ICT Teacher Teams K - 8	Melanie Blasucci – CEI-PEA Consultant	Monthly – October 2012 – June 2013
Workshops For Teachers of Students with Disabilities	Provide training for teachers in the use SESIS, developing comprehensive IEPs and differentiating instruction for SWDs	All teachers of SWD K - 8	Hakimi – Instructional Lead	Sept. 2012 – June 2013
Formal/Informal Observations	To improve instruction by providing teachers with ongoing feedback regarding teaching practices.	All teachers K-8	Administrative Staff	October 2012 – June 2013

**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.

**P.S. 89 – WILLIAMSBRIDGE SCHOOL
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, P.S. 89, 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;

P.S. 89'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, Elsie Encarnacion, 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. Ms. Encarnacion 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. The following workshops and activities will be facilitated by the Parent Coordinator, PTA and school staff:
 1. SES Provider Fair – October 2012
 2. PTA Meetings – Monthly
 3. Technology- ARIS- Jupiter Grades – November/December 2012

The following parent workshops will be facilitated by the Leadership Program throughout the year:

1. Successful Communication – Family Talk
 2. Coping With Change
 3. Responding to Challenging Behaviors
 4. Keeping it Cool – Managing Conflict and Anger
 5. High School/College Search
 6. SMART Goal Setting – Prioritizing and Organizing Life
 7. Time Track – Techniques for Managing Time at Home & Work
 8. Common Cents – Financial Management
 9. Safe Streets Drug/Gang Awareness
 10. Empowerment and Motivation
- 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 20th 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

P.S. 89 – Williamsbridge 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 20th 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 89	DBN: 11X089
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 89 will implement an after-school program which will combine academic interventions in both ELA and Math for our current ELL students, as well as our former ELLs who are entitled to the two year transitional extension of time services. Staffing for this program will consist of four certified Bilingual or ESL teachers and one content area teacher. It will serve approximately 75 ELLs, which includes SIFE students, as well as Transitional Students from grades 3-8. This program will run for approximately 24 weeks, meeting twice a week on Tuesdays and Thursdays beginning on November 27, 2012. Our instructional time will be devoted to instruction in the core curriculum areas. Our instructional model will be conducted in English and will consist of small group instruction, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies and ELA. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move forward attaining English language proficiency according to state standards. Students will be selected based on data from the AMAO Report. Targeted groups of students will include: Long-term ELLs, ELLs who scored at or below 25th growth percentile at Level 1 or 2 in ELA and Math, SIFE students, ELLs with an at-risk level 3 or greater and Transitional students.

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:

Public School 89 will continue to provide ongoing professional development for teachers. These PD opportunities will be open to ESL teachers and supervisors and will be open to content area teachers in an effort to improve teacher effectiveness in ELL instruction. Professional Development will include workshops from NYSABE, NYTESOL, ELL support workshops offered by the Office of English Language Learners, and ELL support from our network, CFN 532/CEI-PEA. These workshops will keep staff informed of current policies, ESL instructional models and activities that will help improve teaching practices for our ELL population. All professional development sessions will take place monthly on

Part C: Professional Development

Monday mornings during 37.5 planning sessions from 7:50 a.m. to 8:37 a.m. Workshops will be conducted by the ELL lead teacher with support of external consultants such as National Geographic and Luis Quan/ELL Achievement Coach. Additional in-house professional development will focus on the LAP(Language Allocation Policy), using data from the Periodic Assessments to drive our instruction and modeling best practices.

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:

Public School 89’s Title III Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops and meetings that will focus on providing them with strategies to enhance their child’s linguistic and academic development. These workshops will be provided by a certified ESL or bilingual teacher along with the parent coordinator, during the course of the Title III after-school program. The workshops will be given three times during the duration of the Title III program. Each workshop will run for approximately one hour each. Some of the topics to be addressed include: Meeting the Academic Needs of your Child, Test Taking Strategies for ELLs and Classes on how to use Jupiter Grades, our school’s online grading system, i-ready and ARIS. Parents will be notified of the workshops offered by a letter sent home in various languages.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	\$63.60	The following educational software will be purchased to support the instructional needs of our ELL students: NYSESLAT Audio CDs for Grades 3-8 from Continental Press
Travel	0	No monies will be devoted for travel
Other	0	
TOTAL	31,732	

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X089 School Name: P.S. 89 The Williamsbridge School

Cluster: 5 Network: CEI PEA 532

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

Part A: Needs Assessment Findings

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

At Public School 89X, 17.80% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into the dominant language in our school, which is Spanish. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish, Albanian, Arabic, Chinese, French and Italian.

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.

Of over the twenty languages spoken at Public School 89X, our dominant languages are Spanish, Arabic, Bengali and Albanian. Oral translation are made available in Spanish, Arabic and Albanian through our multi-lingual staff members, which include the ESL Coordinator, Parent Coordinator, Administrator, Assistant Principal, teachers, para-professionals and school aids on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed. Our findings indicate that 52% of our ELL student population indicate that Spanish is their home language. The school regularly translates all home letters into Spanish.

Part B: Strategies and Activities

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

As indicated in Part A, at Public School 89, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by our multi-lingual school personnel. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when 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.

As indicated in Part A, at Public School 89, non-English speaking parents are provided oral interpretation services through translations by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success. P.S. 89 also employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis
- o The use of the DOE's Translation Unit whenever required
- o The school's phone system is equipped with a Spanish language option

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>.

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 89	DBN: 11X089
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 89 will implement an after-school program which will combine academic interventions in both ELA and Math for our current ELL students, as well as our former ELLs who are entitled to the two year transitional extension of time services. Staffing for this program will consist of four certified Bilingual or ESL teachers and one content area teacher. It will serve approximately 75 ELLs, which includes SIFE students, as well as Transitional Students from grades 3-8. This program will run for approximately 24 weeks, meeting twice a week on Tuesdays and Thursdays beginning on November 27, 2012. Our instructional time will be devoted to instruction in the core curriculum areas. Our instructional model will be conducted in English and will consist of small group instruction, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies and ELA. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move forward attaining English language proficiency according to state standards. Students will be selected based on data from the AMAO Report. Targeted groups of students will include: Long-term ELLs, ELLs who scored at or below 25th growth percentile at Level 1 or 2 in ELA and Math, SIFE students, ELLs with an at-risk level 3 or greater and Transitional students.

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:

Public School 89 will continue to provide ongoing professional development for teachers. These PD opportunities will be open to ESL teachers and supervisors and will be open to content area teachers in an effort to improve teacher effectiveness in ELL instruction. Professional Development will include workshops from NYSABE, NYTESOL, ELL support workshops offered by the Office of English Language Learners, and ELL support from our network, CFN 532/CEI-PEA. These workshops will keep staff informed of current policies, ESL instructional models and activities that will help improve teaching practices for our ELL population. All professional development sessions will take place montly on

Part C: Professional Development

Monday mornings during 37.5 planning sessions from 7:50 a.m. to 8:37 a.m. Workshops will be conducted by the ELL lead teacher with support of external consultants such as National Geographic and Luis Quan/ELL Achievement Coach. Additional in-house professional development will focus on the LAP(Language Allocation Policy), using data from the Periodic Assessments to drive our instruction and modeling best practices.

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:

Public School 89’s Title III Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops and meetings that will focus on providing them with strategies to enhance their child’s linguistic and academic development. These workshops will be provided by a certified ESL or bilingual teacher along with the parent coordinator, during the course of the Title III after-school program. The workshops will be given three times during the duration of the Title III program. Each workshop will run for approximately one hour each. Some of the topics to be addressed include: Meeting the Academic Needs of your Child, Test Taking Strategies for ELLs and Classes on how to use Jupiter Grades, our school’s online grading system, i-ready and ARIS. Parents will be notified of the workshops offered by a letter sent home in various languages.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	\$63.60	The following educational software will be purchased to support the instructional needs of our ELL students: NYSESLAT Audio CDs for Grades 3-8 from Continental Press
Travel	0	No monies will be devoted for travel
Other	0	
TOTAL	31,732	