



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: ARTURO TOSCANINI MIDDLE SCHOOL X145**

09X145

PRINCIPAL: ROBERT HANNIBAL

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SUPERINTENDENT: DOLORES ESPOSITO



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Robert Hannibal	*Principal or Designee	
Natalie Ramsey Dexter	*UFT Chapter Leader or Designee	
Vita Haskins	*PA/PTA President or Designated Co-President	
Antoinette Abel	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Annagine Lewis	Member/Parent	
Diana Chuva	Member/Parent	
Kyetha McKune	Member/Parent	
Margaret Gantt	Member/Parent	
Maria Knezevich	Member/Parent	
Irma Vasquez Beltre	Member/ESL Teacher	
Craig Moss	Member/ELA Teacher, Data Specialist	
Jude Julian	Member/Science Teacher	

Debra Christian	Member/ELA Teacher	
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\*\* 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.

“School leaders should ensure the alignment of teacher planning and instruction with results of student assessments to determine the effectiveness of differentiation strategies. The PD program should include the training of teachers to implement a variety of instructional strategies, including modeling, bridging, schema building, contextualization, text representation and metacognition activities. School leaders should ensure that these elements are included in lesson planning, and formal observations should reflect evidence of these strategies.” (p3-March 2011)

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### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- 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, 18 teachers will be observed up to four times including formal and informal observations using a research based rubric such as the Danielson Framework. Frequent monitoring of instructional practices will result in teacher effectiveness and improved student performance. This monitoring system as well as the P12 Framework and portal will promote clear teacher and student expectations. Teachers will know what to teach, how to teach what is being taught and students will be exposed to effective teaching practices which will result in improved academic skills in ELA & Math for all.

### **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.

Strategy: School leaders will schedule teacher observation including Pre and Post conferences to ensure timely feedback. A research-based rubric will be used in order to promote clear expectations of our teaching staff. Observations will include at least 4-6 informal and formal observations with feedback that will guide the delivery of instruction over a period of one school year.

Activities: Teachers participate in a series of professional development around creating learning environments that focus on instruction to improve student outcomes and hone teachers teaching skills. Activities will include strategies that develop best practices such as developing lessons/instruction that incorporates

differentiating content, process and or product for the purpose of meeting the needs of the individual students and increase student achievement. A research based rubric such as the Danielson Framework will help focus the work and teach teacher's how to self-assessment their teaching. The rubric will help teachers to understand the evaluation process and hone their teaching skills. Scheduled Observations will be set up, along with a pre & post conference with an administrator and the research based rubric will guide the conversation.

Educational partnership (fall 2012) with Legacy Pathways, an educational consultant group specializing in providing professional development training and learning opportunities for schools including the P12 School Improvement Framework and Portal, a technological resource that creates a complete calendar of planning and professional development opportunities. Data excel spreadsheets, unit assessments, and core subject curriculum can also be uploaded onto the P12 portal. Use of laptops is key for success of program. The use of this program will allow teachers to have at their fingertips, a schedule of conferences that will provide them with professional development activities and interactive conferences to add to their best practices and hone their teaching skills.

Key Personnel/Resources: Teacher teams, Principal, APs, Coaches, Legacy Pathways consultants, PD Committee

Targets to evaluate the progress, effectiveness and impact of the strategies and activities include:

Individual PD plans with delineated steps for progress and movement to the next level within the continuum of the research-based rubric will be used as an evaluation of the effectiveness of the strategies and activities.

Teacher observations—Written Feedback/Observation Reports—formal and informal

Teacher self-assessments on selected components of the rubric

NYC School Survey results: 80% of teachers agree that school leaders give them regular feedback about their teaching (up 5 percent from last year). An analysis of percentage points will be used as an evaluation of the effectiveness of the strategies and activities.

Timeline: At the beginning of the spring semester, teachers will re-visit and re-evaluate their self assessments. At the end of the school year, teachers will again re-visit and re-evaluate their status and fill in the School Survey to determine growth from the last survey.

#### **Budget and resource alignment**

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

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

x

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-Title I – Priority/Focus Funds

#### **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).

Educational partnership (fall 2012) with Legacy Pathways, an educational consultant group specializing in providing professional development training and learning opportunities for schools including the P12 School Improvement Framework and Portal, a technological resource that creates a complete calendar of planning and professional development opportunities. Data excel spreadsheets, unit assessments, and core subject curriculum can also be uploaded onto the P12 portal. This is in alignment with Tenet 2.3 and Tenet 2.4. Title I monies will be used. Priority supply money will be used to purchase 15 laptops to assist teachers in this endeavor.

## **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.

“School leaders should create a PD plan based on the needs of teachers and students in order to improve pedagogy and accelerate student achievement. This plan should address the deficiencies identified on the State’s accountability report.

The school schedule should be revised to provide a weekly common planning time for the teachers so that they can plan collaboratively, address common student learning problems, create common assessments, analyze student data and share effective practices.” (P9-March 2011)

### **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**

- 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.

PD will be provided through teacher work around designing a rigorous standards-based writing curriculum that aligns to the Core Curriculum Learning Standards (CCLS) and builds student stamina to be able to ground reading and writing and discussion in evidence from text. By June 2013, in addition to the ELA units focusing on literacy, teachers will develop 2 units each in Social studies and science with a focus on literacy.

### **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.

Strategy: Develop collaborative strategic reading and writing practices that enable students’ reading and writing across the content areas that align to the Core Curriculum Learning Standards. To this end, teachers across the subjects will infuse opportunities to read and respond to a combination of literary and informational texts, and teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to allow students to ground reading and writing and discussion in evidence from text.

Activities: Teacher leaders will participate in professional development provided by our network to delve into the Core Curriculum Standards and work on curricular alignment.

By the first week of each marking period cycle, content teams will have identified measurement topics for one unit around informational text to promote consistency and ensure alignment to the CCLS / NYCDOE Instructional Expectations. Throughout the year, teams will refine curriculum maps to reflect alignment to the CCLS.

Teachers will be trained in DRP and Running Record administration and implementation. Grade 6 students will participate in (MSQI) DRP and Running Records to target specific reading problems for individualization in instruction.

Educational partnership (fall 2012) with Legacy Pathways, an educational consultant group specializing in providing professional development training and learning opportunities for schools including the P12 School Improvement Framework and Portal, a technological resource that creates a complete calendar of planning and professional development opportunities. Data excel spreadsheets, unit assessments, and core subject curriculum can also be uploaded onto the P12 portal. The use of this program will allow teachers to have at their fingertips, a schedule of conferences that will provide them with professional development activities and interactive conferences to add to their best practices and hone their teaching skills.

To further address the goal of building in student stamina to be able to ground reading and writing and discussion in evidence from text, a Partnership with Fordham University (NYS/NYC Regional Bilingual/ESL Resource Network) will develop short term goals leading to end-of-year goals based on the NYSESLAT and grade level ELA common core standards. Additionally, an After School Program for all students will be offered two afternoons per week to address reading and writing skills

Key Personnel: Teacher teams, Literacy Coach, AP's, CCLS Point Person, Fordham University consultant, MSQI consultant, Data Specialist

The targets to evaluate the progress, effectiveness and impact of the strategies and activities will include:

NYS ELA Exam results

NYSESLAT results

NYC Progress Report Metrics

Curriculum Maps / Unit Plans / Assessments / Rubrics

Minutes from professional development sessions and team workgroups.

Timeline: During each marking period students will be periodically assessed using end of unit assessments, performance tasks, Running Records, proficiency on short term goals based on CCLS.

#### **Budget and resource alignment**

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

x Tax Levy     Title IA     Title IIA    x Title III    x Set Aside    x Grants     Other-Title I priority/focus funds

**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). To support our goal and Tenets 3.3 and 3.5, the MSQI Expansion Grant, includes monies for supplies (DRPs, Running Records), transportation for staff for program conference-related expenses, and per-session for 90 hours (5 teachers x 2 hrs/week for 9 days.) 6<sup>th</sup> grade population, including ELLs and SWD is the target population. Additionally, Set Aside for Children's Network Support for PD, Title I Legacy Pathways, ARRA Data Specialist monies will also be utilized to meet our goal. Priority/Focus funds will be used to fund 20 teachers and 1 supervisor 4 hrs/week for 20 weeks for our Afternoon program to develop reading/writing skills. Two hundred students will be targeted for reading and math.

### **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.

“The school should develop a written mathematics curriculum that includes the scope and sequence documents provided by the publisher of the programs used in the school. The school’s curriculum should then be aligned with standard expectations and incorporate differentiated instructional strategies to ensure that the needs of all student subgroups are appropriately planned and met”. (p 2 March 2011)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

  x   4.5 Use of data, instructional practices and student learning

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

- 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.

Improve student achievement in mathematics through the refinement and revision of a math curriculum. By the end of the school year, 30% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in the spring 2013.

#### **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

Strategy: Develop a pacing calendar, curriculum maps with units of study collection and performance tasks which address the key skills identified through strategic data collection and aligned with the CCLS and specifically target the priority standards. School leadership will follow guidance from the DOE/Region to review Scope and Sequence and reassess math content to teach fewer topics and allow for more time to focus on the major work of the grade. They will facilitate collaboration of math teachers in planning and implementing instructional strategies

#### Activities:

Educational partnership (fall 2012) with Legacy Pathways, an educational consultant group specializing in providing professional development training and learning opportunities for schools including the P12 School Improvement Framework and Portal, a technological resource that creates a complete calendar of planning and professional development opportunities. Data excel spreadsheets, unit assessments,

and core subject curriculum can also be uploaded onto the P12 portal. This will allow for easy access to conferences, professional development sessions and core subject curricula.

Participations in programs as, the Partnership with Fordham University (NYS/NYC Regional Bilingual/ESL Resource Network) to develop short term goals leading to end-of-year goals based on the NYSESLAT and grade level common core standards. Grade 6 students will participate in (MSQI) DRP and Running Records to target specific reading problems for individualization in instruction. Although a literacy based intervention, students will benefit with the understanding of the language of word problems and decoding key words in math problems.

Teachers, with data specialist, will utilize Acuity assessments and ARIS to target skill acquisition needs of individual students and underperforming student groups. Teachers will then structure math groupings to provide enhanced opportunities for acceleration to all students. APs will also provide professional development in differentiation strategies to assist teachers in grouping students according to need.

For our ELLs, targeted instruction through content-classes will be provided, and English Language Learners will receive additional academic support from ESL-certified teacher supported by the network specialist and by reducing class and group size as much as possible. Technology to enhance instruction will be used (laptops).

Saturday Academy and After School Academy will be offered to all students and will be modified regularly to target as many students as possible. Technology (laptops) will be used to enhance instruction.

Key Personnel: Teacher Teams, AP's, Principal, Data Specialist, Math teachers, Math Lead Teacher, Representatives from Fordham University, Legacy, MSQI, ESL Specialist

The targets to evaluate the progress, effectiveness and impact of the strategies and activities will include:

Acuity Assessments

NYS Math results

Teacher team artifacts – minutes, data analysis.

Lesson plans / Curriculum maps/ Teacher created Common Core-aligned tasks and samples of student work.

Minutes from professional development sessions and team workgroups

Attendance records for Saturday Academy

Attendance sheets and artifacts from professional development on teaching strategies for the ELL student in all content areas and LAP as it relates to overall student performance

Timeline: During each marking period, students will be periodically assessed using end of unit assessments, performance tasks, Acuity, proficiency on short term goals.

**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.

x

Tax Levy       Title IA       Title IIA      x Title III      x Set Aside      x Grants       Other-Title I priority/focus funds

**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).

To meet our goal and Tenet 4.5, Title I Digital Age Learning money will be used to train an assistant principal and 2 teachers through conferences to enhance educational practices/knowledge. The Saturday Academy will use both Title III and SWP monies for 12 teachers at 3 hours per Saturday for 20 sessions, totaling 720 hours. The population, including Ells and SWD, is 120 students. Priority/Focus funds will be used to fund 20 teachers and 1 supervisor 4 hrs/week for 20 weeks for our Afternoon program to develop math skills. Two hundred students will be targeted for reading and math. Additionally, Title I Legacy Pathways money, ARRA Data Specialist money and Grant money for MSQI Expansion are included. Priority Supply Money is utilized to purchase laptops to enhance Saturday instruction and after school instruction.



skills, and self-esteem. Poetry Slam events include all subgroups and fosters positive self-esteem, character building, confidence in self, public speaking skills and creativity. Manhattan Theater Club for ELLs fosters motivation, character building, confidence, self-esteem, love of language, creativity and public speaking skills. The Fieldston Program provides acceleration for advanced students.

Guidance Counselors work with parents and students on postsecondary options and help to create the best fit for secondary education and the individual student. Guidance Counselors and School Based Support Team provide necessary assistance to individual students who are in need of services. One on one Student-Teacher Mentor Program allows for social and emotional developmental health. Career Day includes positive role models as 145 graduates and community leaders interact with students.

Students in Temporary Housing are provided with Metro cards, clothing and tutoring where necessary to support their emotional developmental health.

Key Personnel: Teacher Teams, Guidance Counselors, SBST

The targets to evaluate the progress, effectiveness and impact of the strategies and activities will include:

Attendance sheets from Saturday Academy

Results of interim assessments and NYS examinations

Records of guidance and SBST interventions

Timeline: During each marking period targeted students will be assessed on their progress in their particular areas of need.

#### **Budget and resource alignment**

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

x  Tax Levy       Title IA       Title IIA      x  Title III      x  Set Aside       Grants       Other-Title I

#### **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). To meet our goal and Tenets 5.3 and 5.5 Title I SWP funds will support Literature through the Arts that includes Pickney Productions that enhance students' cultural awareness through theatrical performances and cultural events, Early Stages that provides musical productions, Community Works and Arts Connection that provide experience of live theater, Greenyard Drama Project that enables students to perform and compete in Poetry Slam, Career Day that provides students with a look toward the future via role models in various aspects of the work experience, Urban Wall Street Project that provides experience in communication through tv production, and Chess in the Schools that provides students to partake in the world of chess. Title III money provides parents the opportunity to better help themselves and their children through GED and ESL classes. STH support through NCLB program provides funding for transportation, academics and personal needs.

## **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.
  
- Teachers work closely with counselors and school support staff to provide students and families with guidance on postsecondary readiness. The school's attention to parent needs and interests has resulted in positive feedback shared at parent leadership meetings and surveys. Consequently, parents feel respected and welcome, and have a voice in making key decisions in the school. "School leaders should discuss the referral form with teachers at a staff conference in order to clarify which member of the support team they should speak with when an academic, behavioral or social/emotional problem arises". (P 7- March 2011)

### **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.
- |  |  |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment               | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 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.
- Improve school-wide communications and community engagement. By June 2013, 100% of all teachers and at least 70% of all parents/caregivers will respond to the School Survey.

### **Strategies to increase parental involvement and engagement**

- 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.

Strategy: Provide a secure, open and welcoming environment to allow for maximum school-wide communication and community engagement.

#### Activities:

The PTA will formally nominate Communications Sub-committee who will collaborate with the principal on school-wide communications to parents. The committee's work will include: Monthly "backpack newsletters" that will also be posted on the school website, Monthly SLT meetings, Monthly parent workshops that will include training parents to be the at home teacher for their children, training by Data Specialist in Enhanced Engrade, Reading Tracker and the creation of Student-Parent-School Contract to clearly define uniform policy, lateness, behavior and academic expectations.

Activities to allow for school-wide communication and community engagement include Curriculum Night, parent teacher conferences, parents being a part of school

events as National Honor Society, graduation planning and Awards Night and a School-wide Field Day to build a sense of community among students, staff and parents

Key Personnel: Principal, office personnel, Parent Association and SLT members, Parent Advocate, AP's, teachers, school security, Data Specialist

The targets to evaluate the progress, effectiveness and impact of the strategies and activities will include:

School Survey metrics

Agendas / Sign-ins from parent events, SLT meetings, etc.

Archived copies of Backpack News

Screen shots from school website

Copy of Contract

Timeline: Over the course of the school year parent and committee sign in sheets will be assessed to determine percentage of parental engagement in various activities.

#### **Budget and resource alignment**

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

x Tax Levy     Title IA     Title IIA    x Title III     Set Aside     Grants     Other-Title I

#### **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). Title III for parent education, Parent Engagement Funds for babysitting, workshops to engage parents in children's education, high school preparation, after school activities. Focus Schools Set Aside and 1% SWP Set Aside for contributions towards Awards for Award Night, graduation and opportunities to motivate parents to become more involved in the school community. To this end, babysitting and Metro cards are provided for parents in attendance.. ARRA Data Specialist funding for workshops for parents.

**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.).
<i>ELA</i>	<ul style="list-style-type: none"> <li>• Differentiation of instruction within the ELA 90 minute blocks</li> <li>• Skills, strategies and comprehension work during Saturday Academy sessions</li> <li>• Rosetta Stone, Playwriting, Dreamyards,</li> <li>• MSQI-Grade 6</li> <li>• 45-90 minute periods per week as per ESL regulations—pull out program</li> <li>• Differentiation of instruction in ELA classes based upon the data. Scaffolding of instruction for ELLs</li> <li>• Small group instruction on test taking skills during Saturday Academy</li> <li>• Co-teaching with BL and general education teachers by certified</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group/one on one</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Saturdays</li> <li>• During the school day, after school and Saturday Academy</li> <li>• During the school day,</li> <li>• During the school day</li> <li>• During the school day</li> <li>• Saturday Academy</li> <li>• During the school day</li> </ul>

	ESL/ELA Lead Teacher		
Mathematics	<ul style="list-style-type: none"> <li>• Differentiate instruction based on data</li> <li>• Use of manipulatives and hands-on instruction</li> <li>• Skills and strategies for test taking</li> <li>• Math Revolution K-12 Program for ELLs, Students with Disabilities, SIFE students.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day/ after school/Saturday Academy</li> <li>• During the school day/ after school/Saturday Academy</li> <li>• Saturday Academy</li> <li>• Saturday Academy</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Research assistance by teacher for inquiry based projects</li> <li>• Reteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/one on one</li> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day/after school</li> <li>• During the school day/after school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Social Studies teacher in collaboration with ELA teacher work to increase vocabulary and comprehension in the content area.</li> <li>• Intervention for projects</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class/small group</li> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day/after school</li> <li>• During the school day, after school</li> </ul>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselors work with all subgroups, including Students with Disabilities, Black, Hispanic, LEP and Economically Disadvantaged during the school day, on an as needs basis in small group or one on one sessions. Services offered in English and Spanish. Students are taught how to deal with personal issues including school, family, bullying. Family outreach, peer counseling, peer mediation also available.</p>	<ul style="list-style-type: none"> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
	<p>The School Psychologist will test at-risk students to identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services as student counseling, family counseling and medical outreach. Agency referrals, educational, social and personal services during the school day are provided to all subgroups in grades 6-8 on an as needs basis. The services are offered in English and Spanish.</p>	<ul style="list-style-type: none"> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
	<p>Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and</p>	<ul style="list-style-type: none"> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

	<p>Economically Disadvantaged subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>		
	<p>The Speech professional utilizes the curriculum maps that the students' teachers utilize in the ELA classes, including ELLs and students with disabilities. Language and auditory processing activities are based upon curriculum. Speech teachers also utilize the present levels of performance to determine the best objectives and strategies to access curriculum. Consultation with classroom teachers is ongoing and thus speech is not an entity unto itself, but a part of the whole education of the children involved, including those in general, special and BL education.</p>	<ul style="list-style-type: none"> <li>• Small group/one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

**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.

All teachers are Highly Qualified

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

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

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

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**MS 145 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;

### **MS 145 SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #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: MS 145X Arturo Toscanini	DBN: 09X145
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### 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: A Saturday morning technology infused math program is in place to assist the ELL population on all grade levels to increase English language and math skills as per our goals: By the end of the school year, 20% of our English Language Learners will demonstrate academic progress as measured by the their raw scores on the NYSESLAT Exam, and, by the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in spring 2013. The program is intended to run from September 2012 through May 2013, on Saturdays from 8 AM to 12 PM. Three hours of ELA/Math instruction is provided followed by one hour of soccer. Two certified Bilingual teachers and two content will co-plan and co-teach and the language of instruction is English. The supplemental program used is Revolution Math K-12 to increase proficiency in that area. A soccer component is incorporated into this program to allow our ELL population to maintain a component of their culture and to provide for the whole child. This program is aligned to ESL standard 5: Students will demonstrate cross-cultural knowledge and understanding. Furthermore, students will maintain a writing journal and enhance their listening skills in English through direct instruction and interactions. Research has shown that students should be considered as whole persons within their family context. Factors such as strong parental support and involvement, as well as school based programs focusing on children's physical, social, emotional, and intellectual development is important in order to improve academic performance. Hodgkinson (2003). In addition teachers are being challenged to broaden their repertoire of teaching strategies to meet the needs and strenghts of students from diverse demographic backgrounds. the ways in which we teach thses students have a great impact in their linguistic, social, cognitive, and general education development. Thus, the Saturday Soccer Progam offers another venue for ELLs to achieve both academic success and built interpersonal skills.

### 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: In In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on each professional development day to ensure that ELL strategies are shared with all teachers. As per an SBO vote, every Thursday afternoon, PD is geared towards our subgroups: ELLs and SWD. All sessions are provided for all staff. In addition to the topics below, Deputy Network Leader, JoAnn Benoit will provide 2 weekly sessions on ELL Strategies ( December, 2012.) PD sessions will include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices, Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, and cultural

**Part C: Professional Development**

sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Literacy Lead Teacher/Certified ESL teacher, Ms. Ramirez, will further address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transfer information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the Ell students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become more familiar with the needs of the ELL population. Our new collaboration with Fordham University, NYS/NYC Regional Bilingual/ESL Resource Network provides teachers in depth and intensive pd on interpretation and analysis of our NYSESLAT scores with short and long term goals, support strategies and instructional planning for our target students. Our new Grade 6 District Plan, MSQI, will be discussed and the implementation and analysis of running records and DRPs will be presented in professional development for the whole school community.

**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: Saturday morning ESL classes are provided for parents to increase their communication skills in English. Three hour sessions run from 9 am - 12 pm each Saturday. Certified teachers, Ms. E. Cruz and Ms. T. Clarke provide the services. Classes are provided to both Spanish (Ms. Cruz) and African caregivers/parents (Ms. Clarke). All teachers are fully certified and tenured, and have taken courses in ESL methodologies. Ms. N. Gonzalez, Assistant Prinicipal, and Ms. A. Ramirez, State Certified ESL teacher rotate among parent groups to infuse ESL methodologies and provide resources for teachers. Topics include real life experiences in English language, basic vocabulary and vocabulary that allows parents to communicate with children in English about school experiences and homework. Parents are notified via backpack letters and phone calls in English and Spanish. Rosetta Stone is used as well as direct instruction. The parental engagement allocation does not exceed 10% of that allocation.

**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.

**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:** 09X145      **School Name:** Arturo Toscanini JHS 145X

**Cluster:** 1      **Network:** HOT104

**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.

Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. From this ongoing process all teachers are aware of necessary translation requirements for their parents in advance of meeting with them. Specific ATS forms used include RHLA: Home Language Report and RPOB: POB/Lang/GeoReport. These reports assure that Interpretation and Translations services are available to all parents who are in need of them, not just parents of ELL students.

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 main language translation services needed is for the Spanish language (244 according to the RHLA), followed by 10 Bengali, 3 Akan, 4 French, 7 Mandinko, 4 Twi, 6 Soninke, 2 Niger Congo and 1 each of Afrikaans, Ethiopian, Ga. Sukima and south Arabic. Staff fluent in the language, including principal and assistant principal, counselors, teachers and office aides are numerous (Spanish, French) and available at all times for translation. The school community is advised of these translators at faculty conferences at the beginning of the school year and can call upon them when needed.

## Part B: Strategies and Activities

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

The school offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. School leaders insure that the services provided are at a written or oral level that represents a level of language that is objective and accurate.

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.

Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French and Bengali speaking new arrivals. .

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>.

The Office of English Language Learners has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator has all letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America. At MS 145, ELL students come primarily from the Dominican Republic, Mexico, Africa and Bangladesh, although other countries are represented. Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. The school, offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French and Bengali

speaking new arrivals. Thus, specified standardized exams in content areas (i.e., math) were translated into French for two English Language Learners in previous years.

## 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: MS 145X Arturo Toscanini	DBN: 09X145
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

### 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: A Saturday morning technology infused math program is in place to assist the ELL population on all grade levels to increase English language and math skills as per our goals: By the end of the school year, 20% of our English Language Learners will demonstrate academic progress as measured by the their raw scores on the NYSESLAT Exam, and, by the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in spring 2013. The program is intended to run from September 2012 through May 2013, on Saturdays from 8 AM to 12 PM. Three hours of ELA/Math instruction is provided followed by one hour of soccer. A certified Bilingual teacher is employed and the language of instruction is English. The supplemental program used is Destination Math to increase proficiency in that area. A soccer component is incorporated into this program to allow our ELL population to maintain a component of their culture and to provide for the whole child. This program is aligned to ESL standard 5: Students will demonstrate cross-cultural knowledge and understanding. Furthermore, students will maintain a writing journal and enhance their listening skills in English through direct instruction and interactions. Research has shown that students should be considered as whole persons within their family context. Factors such as strong parental support and involvement, as well as school based programs focusing on children's physical, social, emotional, and intellectual development is important in order to improve academic performance. Hodgkinson (2003). In addition teachers are being challenged to broaden their repertoire of teaching strategies to meet the needs and strenghts of students from diverse demographic backgrounds. the ways in which we teach thses students have a great impact in their linguistic, social, cognitive, and general education development. Thus, the Saturday Soccer Progam offers another venue for ELLs to achieve both academic success and built interpersonal skills.

### 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: In In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on each professional development day to ensure that ELL strategies are shared with all teachers. As per an SBO vote, every Thursday afternoon, PD is geared towards our subgroups: ELLs and SWD. All sessions are provided for all staff. In addition to the topics below, Deputy Network Leader, JoAnn Benoit will provide 2 weekly sessions on ELL Strategies ( December, 2012.) PD sessions will include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices, Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, and cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the

**Part C: Professional Development**

NYSESLAT to differentiate instruction and academic rigor will be stressed. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Literacy Lead Teacher/Certified ESL teacher, Ms. Ramirez, will further address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transfer information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the ELL students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become more familiar with the needs of the ELL population. Our new Grade 6 District Plan, MSQI, will be discussed and running records and DRPs will be discussed and analyzed in professional development for the whole school community.

**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: Saturday morning ESL classes are provided for parents to increase their communication skills in English. Three hour sessions run from 9 am - 12 pm each Saturday. Certified teachers, Ms. E. Cruz, Ms. B. Keith and Ms. T. Clarke provide the services. Classes are provided to both Spanish (Ms. Cruz) and African caregivers/parents (Ms. Keith and Ms. Clarke). All teachers are fully certified and tenured, and have taken courses in ESL methodologies. Ms. N. Gonzalez, Assistant Principial, and Ms. A. Ramirez, State Certified ESL teacher rotate among parent groups to infuse ESL methodologies and provide resources for teachers. Topics include real life experiences in English language, basic vocabulary and vocabulary that allows parents to communicate with children in English about school experiences and homework. Rosetta Stone is used as well as direct instruction. Parents are notified via backpack letters and phone calls in English and Spanish.

**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>		

**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.
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>		