



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** ARTURO TOSCANINI MIDDLE SCHOOL X145

**DBN (i.e. 01M001):** 09X145

**Principal:** DAVID MCINTOSH

**Principal Email:** DMCINTO5@SCHOOLS.NYC.GOV

**Superintendent:** DOLORES ESPOSITO

**Network Leader:** LYNETTE GUASTAFERRO

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David McIntosh	*Principal or Designee	
Natalie Ramsey Dexter	*UFT Chapter Leader or Designee	
Vita Haskins	*PA/PTA President or Designated Co-President	
Antwanette 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	
Jude Julien	Member/ Science Teacher	
Tanneka Clark	Member/ Social Studies Teacher	
Brenda Preisner	Member/ English Language Arts Teacher	
B. Wilson-Sampson	Member/ Math Teacher	
Hellenna Williams	Member/ Parent	
Margaret Gantt	Member/ Parent	
Annagine Lewis	Member/ Parent	
Kyetha McKune	Member/ Parent	
Herminia Reyes	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
<b>X</b>	1. A major recommendation with HEDI rating
<b>X</b>	2. Statement Of Practice (SOP) selected aligned to the goal
<b>X</b>	3. A goal aligned to the major recommendation
<b>X</b>	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
<b>X</b>	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 09X145

School Configuration (2013-14)					
Grade Configuration	05,06,07,08	Total Enrollment	418	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.2%	% Attendance Rate			91.3%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	35.0%	% Students with Disabilities			18.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			32.6%
% Hispanic or Latino	64.5%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	11.18	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			15.3%
% Teaching with Fewer Than 3 Years of Experience	7.7%	Average Teacher Absences			6.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4			3.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			22.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Our school environment is a nurturing and collaborative place. This type of environment supports the social, academic, and emotional development of our students. To this end the school has budgeted for such extra-curricular programs as <b>Ironwillkids Power up!</b> This is a wellness program where students learn about different types of food and how these foods affect their health and well-being, <b>Project AIM</b> , which is sponsored by the Claremont Community Center, is a group-level youth development intervention designed to reduce HIV risk behaviors among middle school youth, <b>Global Writes</b> , a nonprofit organization whose mission is to promote literacy, communication and collaboration among young people across the U.S., through the integration of arts and technology, <b>Thurgood Marshall Mock Trial Program</b> , which supports students in developing legal minds and building self-esteem, and <b>Young Producers</b> , which is a 10-week video production in which students learn the fundamentals involved with producing their own videos.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Elevating teacher practice through developing their understanding of the components of the Danielson Framework. Consistent, targeted feedback for next steps needs to be provided to teachers in support of them implementing our school's instructional focus of multiple entry points and productive struggle. Students in all subgroups need to improve academic performance, as well as performance on the NYS Common Core ELA and math assessments. The 2012 – 13 Progress Report for our school indicates that the grade for student performance is C (10.2 out of 25).			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
With the new initiatives of Advance and Core Curriculum, additional training in learning these initiatives deeply will require more time and staff development for both teachers and administrators. This learning will require more structured organizational programming.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Well developed and implemented Afterschool and Saturday Academy programs, an SBO vote that led to teacher-led planning meetings, AIS 6 <sup>th</sup> grade pull-out for math, and much improved student progress moving up from a C(29 out of 60) as indicated on the 2011-12 Progress Report to an A(46.7 out of 60) as indicated on the 2012-13 Progress Report.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/>
<b>If all the goals were not accomplished, provide an explanation.</b>	Student scores on the NYS Common Core assessments plummeted in both ELA and math. In 2013 the state assessments were changed to reflect alignment to the Common Core standards. Therefore, these assessments became more challenging for our students. Shifts in scale scores produced more level 1 scores than in the recent past. For ELA, we had 8.2% of students performing at levels 3 and 4. In math we had 3.6% performing at levels 3 and 4.		
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	<input type="checkbox"/>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Inadequate amount of time, organizational structure and programming.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Approximately 33% of the students who took the 2013 NYS Common Core ELA exam were English Language Learners (Ells) who scored below proficiency at level 1 or 2. Approximately 25% of the students who took the 2013 NYS Common Core ELA exam were Students With Disabilities (SWDs) who scored below proficiency at level 1 or 2. Therefore, part of the goal is to move all Ells currently with a level 1 to a level 2, and those currently at level2 to a level 3. For math, 36% of the Ells scored below proficiency, while 4.4% of the SWDs scored below proficiency at level 1 or 2. Therefore, part of the goal is to move all Ells currently with a level 1 to a level 2, and those currently at level 2 to a level 3. Students in any subgroup at or above proficiency will be supported in sustaining performance levels of 3 or 4.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			

Communication will take place through the consultation committee, faculty conferences, school professional development days, p12 school improvement portal, school leadership team, parent teacher conferences, parent coordinator school messenger, and Saturday bilingual classes for parents.

**Describe your theory of action at the core of your school's SCEP.**

A well designed and implemented organizational structure can support elevated teacher practices. Elevated teacher practices can support improved academic outcomes.

**Describe the strategy for executing your theory of action in your school's SCEP.**

Provide Professional Development opportunities for understanding the new curriculums for ELA and math, the common core standards, and the Danielson Framework components. Also provide Professional Development opportunities on the use of technology in the learning environments.

**List the key elements and other unique characteristics of your school's SCEP.**

High percentage population of English Language learners. Extra-curricular programs in our school.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Principal, AP, ELA coach, Math lead teacher, curriculum point persons, budget and resource alignment.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

According to the Quality Review Report 2011-2012 (January 11-12, 2012), the school was found to need improvement in providing teachers with strategic feedback and comprehensive professional development opportunities to improve student outcomes in the school. (4.1) Even though the staff has been exposed to the Danielson Framework; teacher feedback does not provide consistent targeted feedback that aligns to the school’s goals for differentiation. Currently, it lacks the rigor and specificity based on student data and work samples. During classroom visits, most of the students were engaged in whole class lessons with minimal opportunities for differentiation of skills and strategies. Hence, expectations for teacher practice does not consistently align to the school’s goals and is not always clear to staff, therefore limiting opportunities to improve student outcomes. (page 6) The school’s overall score for the Quality Review was 62 out of 100 and is Developing. According to the NYC Progress Report 2012-2013, the school received an A in Student Progress (46.7 out of 60) indicating how much individual students improved on state tests in Math and English between 2012 and 2013, compared to other students who started at the same level. The school also received a C in Student Performance (10.2 out of 25) on the 2013 state tests in English and Math. Additional credit was given (6.7 out of 17) for Closing the Achievement Gap whereby schools receive additional credit for exceptional gains by students with disabilities, English Language Learners and students starting with the lowest proficiency citywide. In ELA, 61.2% of All Students performed at Level 1, 30.8% at Level 2, 6.7% at Level 3, 1.5% at Level 4 and 8.2% at Levels 3 and 4. 88.4% of ELLs performed at Level 1, 10.1% at Level 2, 0.7% at Level 3, 0.7% at Level 4 and 1.4 % at Levels 3 and 4. 45.9% of SWD performed at Level 1, 50% at Level 2, 4.1% at Level 3, 0% at Level 4 and 4.1% at Levels 3 and 4. In Math, 70.5% of All Students performed at Level 1, 25.9% at Level 2, 3.6% at Level 3, 0% at Level 4 and 3.6% at Levels 3 and 4. 85.4% of ELLs performed at Level 1, 13.9% at Level 2, 0.6% at Level 3, 0% at Level 4 and 0.6% at Levels 3 and 4. 84.7% of SWD performed at Level 1, 9.7% at Level 2, 5.6% at Level 3, 0% at Level 4 and 5.6% at Levels 3 and 4.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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### Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

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

### Annual Goal #1

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

**To improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric Principal and assistant principal will provide meaningful feedback to teachers using the components of a research-based rubric—*Danielson’s Framework for Teaching*; with emphasis on one or two components that address their identified areas for growth.**

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

**Strategy:** School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 4-6 informal and formal observations over the school year with appropriate and meaningful individual feedback.

**Activities:** Teachers engage in a self-assessment on selected components of a research-based rubric, *Danielson’s Framework*, and identify at least one area for growth.

Professional development committee develops and implements a coherent and differentiated teacher support plan that integrates the selected components of the

research-based rubric. The end result of this plan is for teachers to have professional support to refine curriculum units and plan their lessons to maximize student outcomes.

Scheduling for pre and post observation conferences, common conference time for discussions on Danielson's Framework

Educational partnership (fall 2013) 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.

**▪ Key personnel and other resources used to implement each strategy/activity**

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

**▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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. There will be on-going PD on the Danielson Framework provided by the network.

Teacher observations—written reports—formal and informal

Teacher self-assessments on the 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 for implementation and completion including start and end dates**

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, during end-of-year conferences, teachers will again re-visit and re-evaluate their status and fill in the School Survey to determine growth from the last survey.

**▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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 laptops to assist teachers in this endeavor

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the January 2012 Quality Review, the school needs improvement in ensuring that curricula and academic tasks consistently emphasize rigorous habits and skills across grade levels. (1.1) Even though the school aligns the curriculum to state standards as they incorporate the Common Core tasks, the school is still in the beginning stages of this process. During summer training, staff attended professional learning sessions to learn about the CCLS as part of their curriculum plan. Administration plans with teacher leaders to incorporate these standards across units in English language arts and math to emphasize writing skills. Teachers have developed their curriculum units in English language arts collaboratively but still have not yet refined the units for the rest of the year. As a result, there is a lack of clarity in terms of the content and skills that need to be taught in each unit of study across the grades. Staff members express the need to have more time to plan their lessons so that they can target student needs effectively. Consequently, learning tasks do not yet consistently emphasize rigorous habits and higher order thinking skills for all students as evident in student work across classrooms. (p. 5) The school's overall score for the Quality Review was 62 out of 100 and is Developing. According to the NYC Progress Report 2012-2013, the school received an A in Student Progress (46.7 out of 60) indicating how much individual students improved on state tests in Math and English between 2012 and 2013, compared to other students who started at the same level. The school also received a C in Student Performance (10.2 out of 25) on the 2013 state tests in English and Math. Additional credit was given (6.7 out of 17) for Closing the Achievement Gap whereby schools receive additional credit for exceptional gains by students with disabilities, English Language Learners and students starting with the lowest proficiency citywide. The percentage of All Students reading at Levels 3 and 4 was 8.2%, 1.4% ELLs, and 4.1% SWD as indicated on the NYS ELA Exam 2013.

<b>Review Type:</b> Quality Review	<b>Year:</b> 2011-2012	<b>Page Number:</b> 5	<b>HEDI Rating:</b> Developing
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## Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

## Annual Goal #2

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

**Improve reading and writing instruction by designing a rigorous standards-based writing curriculum that aligns to the Core Curriculum Learning Standards (CCLS) building in student stamina to be able to ground reading, writing and discussion in evidence from text. The percentage of students performing at levels 3 and 4 will increase by 15 percent on the ELA State Exam in 2014.**

## Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### A. Strategies/activities that encompass the needs of identified subgroups

**Strategy:** Develop strategic reading and writing practices that enable students' reading and writing across the content areas that align to the Core Curriculum Learning Standards.

**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 have identified measurement topics for one unit around informational text to promote consistency and ensure alignment to the CCLS / NYCDOE Instructional Expectations.

Teachers across the subjects will infuse opportunities to read and respond to a combination of literary and informational texts.

Throughout the year, teams refine curriculum maps to reflect alignment to the CCLS.

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.

Grade 6 students will participate in (MSQI) DRP and Running Records to target specific reading problems for individualization in instruction

Teachers will be trained in DRP and Running Record administration and implementation

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.

Partnership with CUNY NYSIEB to develop short term goals leading to end-of-year goals based on the NYSESLAT and grade level ELA common core standards.

After School Program for all students will be offered two afternoons per week to address reading and writing skills.

**B. Key personnel and other resources used to implement each strategy/activity**

Key Personnel: Teacher teams, Literacy Coach, AP, CCLS Point Person, CUNY NYSIEB consultant, MSQI consultant, Data Specialist

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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.

**D. Timeline for implementation and completion including start and end dates**

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.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

To support our goal and Tenets 3.2, 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> and 7<sup>th</sup> grade populations, including Ells and SWD are the target populations. 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 15 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. For our parent engagement the following services are provided, babysitting during our title III bilingual program for parents, career-day which is sponsored in May, peace-builders, National Junior Honor Society, food for parent workshops, breakfast for 'Mother's Day', and other end of year parent activities.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
<p>According to the January 2012 Quality Review, the school needs to incorporate differentiated teaching strategies that promote student thinking for all students and subgroups. (1.2) The school's focus for professional development in the summer began with differentiation to support the English language learners and student with disabilities. The Danielson training has also been introduced to the staff in support of the CCLS. Even though some teachers ask good questions that promote critical thinking skills and academic language, evident during a math lesson on expressions, it is not yet a consistent practice for students with disabilities across classrooms. As a result, most students are engaged in whole class lessons that do not provide additional scaffolds to support and extend learning for the varying levels of students. Teachers are able to capture students' interests, but are not able to consistently provide opportunities for students to engage in high leverage tasks. Consequently, there are missed opportunities to deepen student levels of understanding of concepts. (p.5) The school's overall score for the Quality Review was 62 out of 100 and is Developing. According to the NYC Progress Report 2012-2013, the school received an A in Student Progress (46.7 out of 60) indicating how much individual students improved on state tests in Math and English between 2012 and 2013, compared to other students who started at the same level. The school also received a C in Student Performance (10.2 out of 25) on the 2013 state tests in English and Math. Additional credit was given (6.7 out of 17) for Closing the Achievement Gap whereby schools receive additional credit for exceptional gains by students with disabilities, English Language Learners and students starting with the lowest proficiency citywide. According to the results of the 2013 NYS Common Core Math exam, 70.5% of All Students performed at Level 1, 25.9% at Level 2, 3.6% at Level 3, 0% at Level 4 and 3.6% at Levels 3 and 4. 85.4% of ELLs performed at Level 1, 13.9% at Level 2, 0.6% at Level 3, 0% at Level 4 and 0.6% at Levels 3 and 4. 84.7% of SWD performed at Level 1, 9.7% at Level 2, 5.6% at Level 3, 0% at Level 4 and 5.6% at Levels 3 and 4.</p>			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-2012
<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.			
<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<b>Improve student achievement in mathematics. By the end of the school year, 15 percent 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 2014.</b>	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<b>Strategy:</b> 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 **CMP3 Core Curriculum** specifically target the priority standards.

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.

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.

Structure math groupings to provide enhanced opportunities for acceleration to all students.

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.

School leaders will facilitate collaboration of math teachers in planning and implementing instructional strategies

Teachers with data specialist will utilize Acuity assessments to target skill acquisition needs of individual students and underperforming student groups

Test administrator, data specialist and APs will assist teachers in the administration and evaluation of Acuity math assessments to provide specific and meaningful data targeted to instruction occurring in leveled math groups

School Leadership for ELLs

Digital Learning training and practice

Enhanced Engrade for creating lessons, providing WIKI space, and turn-in's for immediate feedback, differentiation and trend towards going green

Data Specialist will provide training for such resources as ARIS, necessary to facilitate data collection and analysis

APs will provide professional development in differentiation strategies in the mathematics, ELLs and SWD classrooms

Provide PD that helps teachers utilize inter-visitation and school leaders to use teacher observation strategies that focus on promoting skills acquisition among students

All ELLs will receive targeted instruction through content-classes.

All students, including ELLs and SWD will take interim and predictive assessments in math.

Grades 6 and 7 ELLs will participate in (MSQI) DRP and Running Records to target specific reading problems for individualization in instruction. Grade 6 students will participate in (MSQI) DRP and Running Records to target specific reading problems for individualization in instruction. Although literacy based intervention, students will benefit with the understanding of the language of word problems and decoding key words in math problems.

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).

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

Diverse strategies and materials will be used to address student needs, as, School Leadership for Ells, Revolution k – 12.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

\_Teacher Teams, AP, Principal, Data Specialist, Math teachers, Math Lead Teacher, Representatives from CUNY NYSIEB, Legacy Pathways, MSQI, ESL Specialist, k – 12 Revolution consultant.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

NYS Math results

Programming artifacts to illustrate grouping / acceleration structures

Teacher team artifacts – minutes, data analysis.

Lesson plans / Curriculum maps that reflect the principles of UDL.

Teacher created Common Core-aligned tasks and samples of student work.

Curriculum Maps / Unit Plans / Assessments / Rubrics that reflect UDL

Minutes from professional development sessions and team workgroup

Attendance records for the Afterschool Program

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

**D. Timeline for implementation and completion including start and end dates**

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

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

To meet our goal and Tenet 4.5, Title I Digital Age Learning money will be used to train an assistant principal and 2 teacher through conferences to enhance educational practices/knowledge. Priority/Focus funds will be used to fund 15 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.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	Title IA	Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the September 2012 Quality Review, the school leaders and faculty are deeply committed to the social, emotional and academic development of all students and this has led to a nurturing collaborative school environment. (1.4) Students statements like, "The principal is like my father in school" exemplifies the nurturing climate that has been cultivated in this school. Every teacher is given a student to mentor and follow throughout the year to support his or her social emotional learning goals. Many students share that staff "really cares" and push them to do their best in their academics. For example, students have the opportunity to participate in a Saturday program at the Fieldstone School that prepares them to enter specialized or private high schools. Graduates the school, as well as Lehigh and Princeton University alumni participate in career day and mentor many of the students in the school. Select groups of students visit Yale University and others to promote college readiness. Many students indicate that their teachers promote a love of writing that they did not have in the elementary grades and were proud to share their writing samples during classroom visits. Hence, students are better able to focus on their academic learning goals including college and career readiness, resulting in positive growth of their academic achievement as evidenced by the informational writing that was displayed in classrooms and teacher data sheets that were shared during meetings. (pp 3-4) The overall score for the Quality Review was 62 out of 100 categorizing us as Developing. According to the Progress Report 2011-2012, we received an A (11.6 out of 15) for School Environment. This category measures student attendance rate (92.8), academic expectations (8.4), communication (8.3), engagement (8.1) and safety and respect (8.1). These results are based on attendance and results of the NYC School Survey on which parents and teachers rate the school on the above mentioned categories.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-2012	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	Well Developed
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#### Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

#### Annual Goal #4

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

**To continue to be a nurturing collaborative school environment committed to the social, emotional and academic development of all students, whether intervention or acceleration.**

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Strategy:** The school will provide all necessary services to students and families to allow for maximum student academic potential and social and emotional developmental health.

#### Activities:

Saturday Academy for parents featuring English as a Second Language, GED classes and technology instruction

Claremont Community Center AIM Program

Students in all subgroups participate in the Thurgood Marshall Mock Trials on a yearly basis. Partnership is with Bronx County lawyers and judges and fosters academic engagement, creativity, development of critical thinking 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

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

Career Day that includes positive role models as 145 graduates and community leaders

Trips for students from all subgroups to universities, colleges

Iron Will Kids

Young Producers

Double Dutch Program

Students in Temporary Housing are provided with Metro cards, clothing and tutoring where necessary.

Substance Abuse Prevention and Intervention Specialist (SAPIS)-provides a mandated program in conjunction with the Office of Safety and Youth Development, that offers guidance through prevention and intervention services to students and families, helping our school to create and maintain a safe, orderly and supportive environment.

**B. Key personnel and other resources used to implement each strategy/activity**

Teacher Teams, Guidance Counselors, SBST, SAPIS

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Attendance sheets from the Afterschool Program

Results of interim assessments and NYS examinations

Records of guidance and SBST interventions

**D. Timeline for implementation and completion including start and end dates**

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

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

To meet our goal and Tenets 5.2, 5.3 and 5.5 Title I Priority/Focus SWP funds will support Literature through the Arts that enhance students’ cultural awareness through theatrical performances and cultural events, 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 television production, and the Iron Will Kids program. 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. The positive behavior management program has set aside \$6.212.90 in per-session for secretarial services. Supplies are also set aside as resources to support the above mentioned activities.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

According to the January 2012 Quality Review, the school cultivates partnerships to effectively engage parents and foster student growth. (2.1) The school makes good use of their resources to engage parents through adult programs such as English as a second language, GED classes and technology instruction through the Saturday Academy. Communication between staff and parents increases through these opportunities and, thus, they help to bridge the gap between home and school. There is a literacy-through-the-arts program for English language learners to support language development. The school also partners with lawyers and judges to study cases and participate in the Thurgood Marshall Mock Trial program that fosters academic engagement, creativity and allows students to develop critical thinking skills. As a result, parents are very excited to participate in the various school events, leading to high parent attendance, as evidenced on sign in sheets, agendas and parent feedback. 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, as shared by many parent leaders and school leadership team members. In addition, parent comments in the School

Survey and in parent meetings express that they feel encouraged to see the school's progress in the recent interim assessments, student's artwork and performances, all of which fosters student growth. (pp 4-5) The overall score for the Quality Review was 62 out of 100 categorizing us as Developing. According to the Progress Report 2011-2012, we received an A (11.6 out of 15) for School Environment. This category measures student attendance rate (92.8), academic expectations (8.4), communication (8.3), engagement (8.1) and safety and respect (8.1). These results are based on attendance and results of the NYC School Survey on which parents and teachers rate the school on the above mentioned categories.

<b>Review Type:</b> Quality Review	<b>Year:</b> 2011-2012	<b>Page Number:</b> 4	<b>HEDI Rating:</b> Proficient
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

**Improve school-wide communications and community engagement. 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**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

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

Training by Data Specialist in Enhanced Engrade, Reading Tracker

Workshops to train parents to be the at home teacher for their children

Curriculum Night, parent teacher conferences

School-wide Field Day to build a sense of community among students, staff and parents

Creation of Student-Parent-School Contract to clearly define uniform policy, lateness, behavior and academic expectations

Parents being a part of school events as Marking Period Award Ceremonies, National Honor Society, graduation planning and Awards Night

**B. Key personnel and other resources used to implement each strategy/activity**

Principal, office personnel, Parent Association and SLT members, Parent Advocate, AP, teachers, school security, and Data Specialist

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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

**D. Timeline for implementation and completion including start and end dates**

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.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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 Jr. Honor Society ceremony, Awards for Award Night, Marking Period Award Ceremonies, graduation and opportunities to motivate parents to become more involved in the school community. To this end, luncheons, holiday programs, babysitting and Metro cards are provided for parents in attendance. ARRA Data Specialist funding for workshops for parents.

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Differentiation of instruction within the ELA 90 minute blocks</li> <li>• Skills, strategies and comprehension work during the Afterschool Program</li> <li>• Playwriting, Dreamyards,</li> <li>• MSQI-Grades 6 and 7</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 ESL/ELA Lead Teacher</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>   <li>• Small group</li>   <li>• Small group</li>   <li>• Small group</li> </ul>	<p>During the school day</p> <ul style="list-style-type: none"> <li>• During the school day and after school</li> <li>• During the school day,</li> <li>• During the school day</li> <li>• During the school day</li> <li>• During the school day</li> </ul>

<p><b>Mathematics</b></p>	<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 and after school</li> <li>• During the school day and after school</li> </ul>
<p><b>Science</b></p>	<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>
<p><b>Social Studies</b></p>	<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,</li> </ul>

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></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> <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. Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and 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. 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</p>	<ul style="list-style-type: none"> <li>• Small group/one on one</li>   <li>• Small group/one on one</li>   <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</li>   <li>• During the school day</li>   <li>• During the school day</li>   <li>• During the school day</li> </ul>
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	<p>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> <p>The SAPIS will provide classroom presentations, counseling services, assembly programs, peer leadership and mentoring, positive alternatives, and public and cultural awareness to help students develop stronger problem solving, decision making, social and communication skills, and cultural respect. The SAPIS will also provide parent/community counseling services, workshops and referrals.</p>		
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**Title I Information Page (TIP)  
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Refer to page 7 of this document

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Refer to pages 9 and 10 of this document

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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 laptops to assist teachers in this endeavor.

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> and 7<sup>th</sup> grade populations, including ELLs and SWD are the target populations. 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 15 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.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Cycles of inquiry  
Data Action Process

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>145</b>
School Name <b>Arturo Toscanini</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>David McIntosh</b>	Assistant Principal <b>Nelida Gonzalez</b>
Coach <b>Azure Bostick</b>	Coach <b>type here</b>
ESL Teacher <b>Ana Ramirez</b>	Guidance Counselor <b>Mr. King</b>
Teacher/Subject Area <b>Irma Vasquez-Beltre</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Craig Moss</b>	Parent Coordinator <b>Abigail Freedland</b>
Related Service Provider <b>Sharon Leonce</b>	Other
Network Leader(Only if working with the LAP team) <b>Lynette Guastafarro</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>418</b>	Total number of ELLs	<b>164</b>	ELLs as share of total student population (%)	<b>39.23%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE							1	1	1					3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	25
SIFE	22	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>TBE</b>	24	8	0	6	2	0	0	0	0	30
<b>Dual Language</b>										0
<b>ESL</b>	17	5	1	29	5	9	14	2	5	60
<b>Total</b>	<b>41</b>	<b>13</b>	<b>1</b>	<b>35</b>	<b>7</b>	<b>9</b>	<b>14</b>	<b>2</b>	<b>5</b>	<b>90</b>

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	40	31					94
Arabic							1							1
Bengali							3							3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>40</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>98</b>

\*EP=English proficient student

<b>Dual Language (ELLs/EPs*)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	17	16					50
Chinese														0
Russian														0
Bengali							3	0	0					3
Urdu														0
Arabic							1	0	0					1
Haitian														0
French							2	2	2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	23	19	18	0	0	0	0	60

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	15	15					32

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	5	8					17
Advanced (A)							19	17	8					44
Total	0	0	0	0	0	0	25	37	31	0	0	0	0	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5	5	10				
	I							13	19	20				
	A							6	16	0				
	P													
READING/ WRITING	B							7	12	11				
	I							12	28	22				
	A							19	17	8				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	84	38	4	2	128
7	92	49	14	0	155
8	74	39	10	4	127
NYSAA Bilingual (SWD)	45	49	4	0	98

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	87		41		6		0		134
7	131		33		2		0		166
8	87		40		8		0		135
NYSAA Bilingual (SWD)	61		7		4		0		72

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15		25		23		2		65
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

1. At MS145X, the assessments tools utilized to assess the early literacy skills of our ELLs encompass Running records to measure reading comprehension, word analysis, summarization, and synthesis in reading both fiction and nonfiction texts, aligned to the Common Core Standards. Baseline, midline, Endline, and writing assessments are also administered throughout the year. Benchmark assessments for ELLs also include reading comprehension, word analysis, writing content, and writing mechanics. ELLs also take the Periodic ELL Assessments, and the Bilingual students take the Spanish Reading Test (ELE). The NYSESLAT is also utilized to assess language proficiency levels in reading, writing, listening, and speaking.

2. The data concerning our ELLs are as follows: The majority of the ELLs in all grade levels (6-8th) need to enhance their cognitive skills in reading and writing, as their forte is in the area of listening and speaking.

3. The instructional plan will be to focus on writing across the curriculum in an interdisciplinary manner. Research writing will also be included and paraphrasing strategies will be taught and reviewed. Scaffolding for ELLs will include using graphic organizers, writing prompts for journal entries and sentence starters. In terms of reading comprehension strategies, there will be a focus on text-to-text, text-to-self, and text-to-world connections. Additional PD will be provided for General Education teachers who teach ELLs, and additional workshop aligning the ESL Standards to the Common Core will be provided. Student writing samples will be examined during grade meetings using specified writing rubrics. In our school's instructional plan, we will include specific accommodations for ELLs in terms of assessments, Common Core Standards, and curriculum maps across the content areas. Content area teachers will collaborate and introduce ESL strategies in an interdisciplinary manner. Our instructional plan will entail writing across the content areas, reading nonfiction and informational text, and vocabulary development aligned to the Common Core Standards. The quantitative data indicates that ELLs are at the Beginners' level in reading and writing on the Sp' 2013 NYSESLAT. At MS 145X we analyze the impact of the NYSESLAT result on our school's AMAO (Annual Measurable Achievement Objective) by striving to increase ELLs proficiency levels. The data reveals that more newcomers need to obtain an intermediate level, and the Advanced long-term ELLs need to become proficient and/or show a 43% improvement on their raw scores.

4. The data patterns across proficiency levels (on the LAB-R and NYSESLAT) indicate that the ELLs in MS145X (grades 6-8th) have

developed their Basic Interpersonal Skills as evidenced by the fact that 90% scored advanced on the listening and speaking section of the NYESLAT (2013) and less than 50% advanced in the reading and writing on the NYESLAT. There were 29 new arrivals, who were not able to complete any of the questions on the LAB-R. Patterns across NYESLAT modalities- reading/writing and listening/ speaking will affect instructional decisions since more scaffolding has to be implemented during the reading and writing components of the ESL lessons, which will include using more graphic organizers, visuals, vocabulary development, note-taking skills, and response to literature activities. Reading strategies for nonfiction texts will focus on academic rigor focusing on analysis and synthesis of text. In the TBE and ESL programs, diverse ESL strategies are infused including read aloud, think aloud, dramatization, public speaking and digital learning.

a. Across all grades and proficiency levels, ELLs at MS145X have done well on the listening/speaking component on the NYESLAT (2011) yet have not tested proficient on the reading/writing sections. On the ELA (2011) ELLs across grade levels did not test proficient on the reading and essay writing component, but performed better during the Read-Aloud and note-taking/short constructed responses sections. Bilingual students tend to do better on the Spanish Reading Test (ELE), which does not include a writing component.

b. The school leadership and teachers at MS145X are using the results of the ELL Periodic Assessments by focusing on the reading strategies for decontextualized texts, which include main idea, sequence of events, cause and effect, drawing conclusions, and predicting outcomes. The focus will be on developing inference skills so that students can enhance their reading comprehension. The Native Language (Spanish) is used as a support to enhance ELLs comprehension and academic performance.

c. At MS145X, we have learned that our ELLs include SIFE students, who are not proficient in their first language and need differentiated instruction using cooperative learning techniques. In addition, the ELLs need to enhance their cognitive skills both in their first language, as well as in English. Native language support is provided in the TBE Program, according to the language proficiency levels of the students. ESL methodology is also used in the ESL Pull-out Program.

5. Does not apply since at MS 145X we only have grades 6<sup>th</sup> -8<sup>th</sup>.

6. At MS145X, we ensure that the ELL's second language development is considered in instructional decisions by informing the staff of the importance addressing the needs of our ELL population across all grades. There are PDs given on utilizing ESL strategies in the content areas, language acquisition theories, and the importance of collaborative teaching in an interdisciplinary manner whereby language objectives are to be included in lesson planning. Both the principal, Mr. McIntosh and the Assistant Principal, Ms. Gonzalez encourage the staff to attend professional development workshops related to the needs of English Language Learners.

7. Does not apply.

8. At MS 145X we evaluate the success of both our TBE and ESL programs for ELLs by analyzing the RLAT which shows the NYESLAT result history for three consecutive years. Therefore, we observe if an ELL has made progress by doing a comparative study in modalities of Listening/Speaking and Reading/Writing. In addition, we study the AYP to observe if the ELLs, as a subgroup, are meeting the AYP. O

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. A Language Allocation Policy (LAP) is a systematic plan for language development that guides programmatic and curricular decisions for English Language Learners until they test Proficient on the New York State ESL Achievement Test (NYSESLAT). Our goal at MS145X is for ELLs to develop their Cognitive Academic Language Proficiency and metalinguistic skills. At MS 145X, ELLs are identified based on the language other than English indicated on the Home Language Survey administered by a pedagogue. In addition, a LAB history is conducted for those students already in the system to ensure that they are eligible to take the NYSESLAT. Oral interviews with parents are conducted by an ESL/Bilingual pedagogical staff member and translator at the time of registration, whereby parents are given a choice to opt for the Transitional Bilingual Education (TBE) Model or the the free-standing ESL program and Dual language program. Parental choice letters will then be kept on file. During Curriculum night in September, parents are also invited to learn more about the services that we provide for ELLs at our school. ESL/Bilingual programs whereby parents are presented with a Parent Choice video as well. In addition, the ELPC screen related to parental choice included. Writing samples as exemplars can also be administered at the time of arrival. Lab-Rs are to be administered within ten days of arrival for students who are new to the system. Spanish-speaking new arrivals will also take the short form of the Spanish Lab-R. The NYSESLAT is administered annually and students must test Proficient, as this exam is the exit criteria under CR Part 154.

2. At MS145X, oral interviews are conducted during registration, whereby parents are informed of the TBE, Dual Language, and Free-standing ESL Program offered at the school. Interviewa are conducted by the pedagogical Bilingual/ESL staff. In addition to the on-going oriation for parents we provide throughout the year, Parents are shown the Parental Choice video and are assessed of the differences in the Program models. The parent coordinator also communicates with the parents, through verbal and written modalities. and have parents who serve as translators in an outreach program for the parents.

3. AT MS145X entitlement letters are translated into Spanish, French, Bengali, and Urdu to ensure that the diverse linguistic needs of ELLS' parents are met. These letters are provided during registration in September. They are kept on file and parents who do not sign or return letters in a timely manner receive follow-up phone calls. The ESL Coordinator is responsible for monitoring the timely distribution of the entitlement letters.

4. The criteria for identifying ELL students in a TBE or Free-standing ESL Program and Dual language are as follows: First, the Home Language Survey is assessed for ELL eligibility . Parents are also given the option to decide on the Transitional Bilingual Education Program Model, whereby standards-based literacy instruction is provided in the first language and in English. Free-standing ESL provides all instruction in English using ESL methodologies aligned to ESL and Common Core Standards. We communicate this information to parents in their native language.

5. The steps taken to administer all section of the NYSESLAT to ELLs each year is as follows: Firstly, the Speaking part is administered individually and teachers can not test their own students. In May the Listening, Reading and Writing sections are administered using the appropriate testing protocol. After the test is administered to all ELLs, a team of teachers will review the rubric for the writing section to be graded. Teachers can not grade their own students. In addition the ESL/Bilingual teacher will attend the NYSESLAT training which is provided by the network.

6. After reviewing the Parent Survey and Parent Selection forms, the trend at MS145X in program choices is that parents have selected the TBE Program for new arrivals from the Dominican Republic. Therefore, a new fifth grade Bilingual class comprised of 32 ELLs has been added. The new arrivals from Africa, Bangladesh, and Pakistan are placed in a free-standing ESL Pull-out Program taught by a State Certified ESL teacher

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

content areas and accelerate English language development?

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

1. The organizational models at MS145X include both self-contained classes for the Bilingual students in the Transitional Bilingual Education Program Model, as well as a Pull-out ESL Program for students in grades 6-8th. There are three self-contained Bilingual classes in grades 6-8. There is also direct collaboration with the Bilingual teachers. The ESL Pull-out Program is Heterogeneous, and the Bilingual classes are Heterogeneous and include a mix proficiency levels. Teachers travel to the Bilingual Classrooms, and students travel as a class (Block) to the ESL classroom.

2. The organization of the staff at MS145X ensures that the mandated number of instructional minutes is provided according to the proficiency levels of each program model. ESL instruction for all ELLs as required under CR Part 154 is as follows: 180 minutes per week

for advanced ELLs, and 360 minutes per week for beginners and intermediate ELLs. For the TBE Program, there are 45 minutes per day of Native Language Arts for advanced ELLs, 45-60 minutes per day for intermediate ELLs, and 60-90 minutes per day for beginners.

3. In the Free-standing ESL Program at 145X, content areas such as ELA, Math, Science, and Social Studies are taught in an interdisciplinary modality using ESL methodologies and differentiated instruction. Student data both formative and summative are used to plan groupings and ESL lessons. Literary responses are implemented with scaffolding in both reading and writing, using visuals, graphic organizers, technology for research, audio books and Read-Alouds to address the auditory learners. The TBE Program at MS145X utilizes the Additive Approach, whereby the ELLs' first language (Spanish) is developed so they can transfer concepts more readily in their second language or English. ESL Periodic Assessments, The ELE Reading Assessment for Bilingual Students, as well as Baseline Writing Assessments are utilized to differentiate instruction. NYSESLAT proficiency levels are also included.

4. If a Spanish-speaking new arrival enters the system, the short form of the Lab-R is administered in Spanish. In addition, the ELE Spanish Reading Test is used a midline assessment for Bilingual students. Within the TBE Program, ELLs are assessed in their first language in the content areas depending on their level of proficiency in English. When students are new arrivals, they are also given a baseline writing assessment in their first language to assess their cognitive skills. Additionally the Home language survey, administered by an edigogue determines Lab-R eligibility for new arrival. All parental choice letter are translated in an effort to provide effective communication with parents of ELLs.

5. At MS 145X there are on-going PDs given to all staff which includes not only instructional support but diverse assessments for ELLs. The unit test will be aligned to the NYSESLAT by including all four modalities of English acquisition; Speaking, Listening, Reading, and Writing.

6. At MS145X, the 29 SIFE students who have had interrupted formal schooling in their country of origin also receive Academic Intervention Services through extended day literacy/math programs, as well as the Saturday Academy. The Academic Advantage Program will focus on ESL strategies and will enhance the SIFE's cognitive skills through differentiated small-group instruction and ongoing assessments both formal and informal. Additionally, the school provides after school programs geared to small group instruction in Literacy and Math for the academic school year. Translated letters in Spanish, French and Bengali are sent to the parents of ELLs to notify them of these additional services. During school, we provide small group instruction, leveled classroom libraries of high interest geared specifically to the needs of SIFE students. For instance, scaffolding using visual, read aloud, manipulatives, and cooperative learning activities will be encompassed to meet the needs of the diverse learning styles of SIFE. For auditory learner read aloud will be conducted during and portfolio assessment will also included another assessment criteria. Moreover, Bilingual dictionaries will be provided during class and classroom library will include high interest multilevel books which will engage the SIFE more effectively. The plan for ELLs at MS145X, who have been in school less than three years (newcomers) includes differentiated small-group instruction with scaffolding and vocabulary development. Research-based software is also utilized on an individual bases to promote comprehension skills in reading. Newcomers are also paired so that they can work collaboratively with their peers.

7. The instructional strategies and grade-level materials that teachers of ELLs-SWDs use that both provide access to academic content areas and accelerate English language development are as follows: Read alouds, to promote listening and note taking skills, use of graphic organizers to assist ELLs in organizing ideas during The Writing Process, focusing on diverse metacognitive reading strategies such as questioning, visualization, and summarization metacognitive skills. Voices in Literature which is a grade level text and has culturally diverse fiction and non-fiction materials. Auditory learners use audio books and visual learners can benefit from lessons utilizing interactive whiteboards and other technological tools.

8. MS 145X uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELLs and SWDs within the least restrictive environment by providing two CTT classes in which ELLs with IEPs are integrated with general education students to promote their

academic development. The literacy lead teacher also collaborates with teachers of ELLs-SWDs by providing team teaching activities using scaffolding and ESL methodologies.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

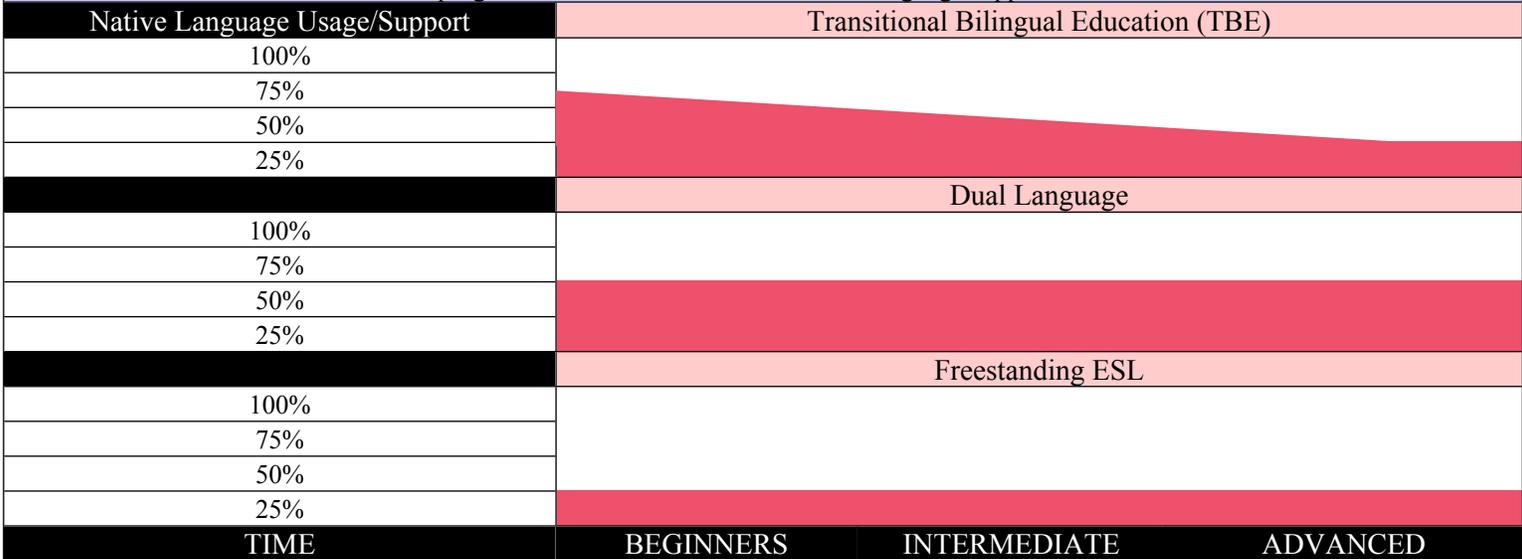
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

9. Our targeted intervention programs for ELLs in ELA, math, and other content areas include Math and ELA Academic Intervention services for math once a week during extended day. In addition, Beginning ELLs also meet with the ESL teacher during extended day for additional linguistic support. The Saturday Academy at MS145X also provides provides test sophistication strategies in ELA, math, science, and social studies. There is also an Academic Intervention Program, which will meet three times a week for the duration of the Academic School Year, which will focus on small group instruction for ELLs. English is the targeted language, although there can be native language support.

10. The plan for continuing transitional support (2 yrs.) for ELLs reaching proficiency on the NYSESLAT include testing accommodations for extended time for the ELA, math, and content area tests. Moreover, students will continue to work with the ESL teacher during small group instruction and team teaching activities. Both the TBE and ESL programs are meeting the needs of our ELLs in both content and language development through collaborate teaching, common planning and infusing ESL methodologies in an interdisciplinary manner in all content areas.

11. New programs and improvements for the upcoming school year at MS145X are as follows: Firstly, The research-based Saturday Academy Program will focus on ELLs and utilize ESL strategies, as well as the integration of technology for online assessments in reading. Another program which will enhance the ELLs' cognitive skills is a small group tutoring academic program which will be given three times a week. The eighth grade Bilingual class will partake in a Playwriting Program in collaboration with Art Connection. Additionally, The Early Stages will focus on storytelling and cultural awareness for ELLs and will enhance ELLs' writing and social skills through improvisations and video productions. The 7<sup>th</sup> grade Biligual class wil participate in the Ironwill, which will introduce them to activities

involving making healthy choices infusing survival skills and college and career readiness. A College and Career Readiness class has been included this year and is aligned to the Common Core Standards in reading and writing.

12. Does not apply.

13. ELLs are afforded equal access to all school programs at MS145X including after-school programs and supplemental services. At the start of the school year, parents of ELLs are provided with the various programs offered for academic enhancement during the academic school years. All parental letters and consent forms are translated and distributed to the parents for their information concerning support services.

14. Instructional materials/programs used to support ELLs include the Rigor Intervention Program, which supports Science and Social Studies, as well as ELA through classroom libraries and activities. There is a grammar component to enhance students' language development. ELLs in the ESL and Bilingual Program also have access to netbooks and laptop for research and writing purposes. The writing component will include response to literature, journal writing, subjective and objective writing. For the Bilingual SIFE students, we have the Benchmark Education Program, which develops literacy skills for SIFE Bilingual students in English. The NYSESLAT Books are also integrated in the ESL curriculum for test readiness (grades 6-8th). The ESL classroom library is also levelled and reflects the cultural diversity of the students.

15. Native language support is offered in the TBE Program model at MS145X according to NYS CR Part154 mandates. Beginners will receive 60-90 minutes of Native Language support per day, Intermediates will receive 45-60 minutes per day, and Advanced ELLs will receive 45 minutes per day. In the ESL Program, ESL methodologies are utilized to enhance comprehensible input and students have access to multilingual dictionaries.

16. The required services and resources at MS145X support ELLs' age and grade levels. There is a computer lab whereby ELLs are grouped by grade and there is differentiation in the online assessments and activities. Classroom libraries are levelled so that the content is uniform while the text is modified. Also books are of high interest and culturally relevant to the students' backgrounds.

17. At MS145X, newly enrolled ELL students before the beginning of the school year are interviewed by a pedagogical ESL/Bilingual staff member and are given a tour of the premises, including the library, computer lab, and auditorium. In addition, a baseline writing sample is administered and students are advised of the school rules, guidelines, and expectations.

18. Spanish is offered as an elective at MS145X for ELL students.

19. Does not apply

### **C. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for the entire school community at MS 145X includes network monthly ESL meeting and professional development opportunities related to second language acquisition, Language Allocation Policy, and Benchmark assessments for ELLs. At the school level, teachers of ELLs are engaged in PD related to the NYSESLAT, Language Proficiency levels, Scaffolding for ELLs in mainstream classes, as well as Benchmark assessments for ELLs. Teachers also use specified writing rubrics to assess student work during grade meetings during and after school. These will continue throughout the school year. In December we will also be provided with additional PD related to supporting the ELLs through the network.

2. Staff is provided with support for ELLs as they transition from middle school to high school in various ways. There is an eighth grade orientation day for parents, who are informed by the eighth grade guidance counselor and staff about the diverse ELL Programs in high schools and the requirements. Additionally, staff is informed about high school fairs and specified high school program models. They also are advised about the specialized high schools and focus on essay writing for ELLs.

3. Professional Development is provided to the staff at MS 145X to effectively assist ELLs as they make transition from Middle School to High School. These PDs include adapting the Common Core Standards to meet the needs of the ELLs/SWD and provide language development so that the ELLs will achieve their CALP needed to ensure College readiness.

4. The Lead teacher/ESL Coordinator provides the minimum 7.5 hours for ELL training for all staff as per Jose P. in collaboration with the Bilingual and Speech and Language Provider during the academic school year. Records are maintained in the main office.

### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs at MS145X are engaged throughout the Academic School year by having access to the computer lab for parental workshops, taking GED classes in collaboration with the Parent Coordinator, and ESL classes on Saturdays. In addition to Parent-teacher conferences, parents of ELLs are invited to attend Curriculum Night and Grade level orientation meetings with teachers. Various cultural activities, as well as Author's Celebrations and student performances also engage the parents.

2. The Parent Coordinator of MS145X has partnered with Community Based Organizations and the Mayor's Office of Immigrant Affairs to provide both culinary and English classes for ELLs.

3. At MS145X, we have parent surveys and the Parent Coordinator continuously interacts with parents on a weekly basis to assess their immediate needs and concerns. She also has provided workshops related to the ELLs' parents social and academic needs; thus, a culinary class, basic math, and a conversational English class have been provided. All parent surveys are translated in various languages to meet the needs of parents of ELLs. The primary languages are Spanish, French, Bengali, and Urdu. In addition, administrators communicate directly with parents, both verbally and in writing. Parents are also invited to visit classrooms and discuss their academic concerns with the teachers of ELLs.

4. In our school community at MS145X, there is a diverse demographics as we have parents from Africa, the Dominican Republic, Bangladesh, and Mexico. Therefore, parents receive ESL classes, GED, and math classes to meet their social and linguistic needs. Additionally, since many parents want to become more engaged in their children's schoolwork, tasks, and assessments, they are encouraged to navigate Engrade, our grading format. Explicit instruction is provided and translators are available among the parents and/or pedagogical staff.

### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/14/1
	Assistant Principal		11/14/01
	Parent Coordinator		11/14/01
	ESL Teacher		11/14/01
	Parent		11/14/01
	Teacher/Subject Area		11/14/01
	Teacher/Subject Area		11/14/01
	Coach		11/14/01
	Coach		11/14/01
	Guidance Counselor		11/14/01
	Network Leader		11/14/01
	Other		11/14/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 09X145      **School Name:** Arturo Toscanini Middle School

**Cluster:** \_\_\_\_\_      **Network:** Teaching Matters-Network 571

**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.

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. Staff fluent in the language, including principal and assistant principal, counselors, teachers and office aides are numerous 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.

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, MSQ 145 has the option to hire outside translators to meet the needs of our French 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 also has letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America.

## 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>		