

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q072

School Name:

CATHERINE AND COUNT BASIE MIDDLE SCHOOL

Principal:

OMOTAYO COLE CINEUS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 28Q072
School Type: Public Grades Served: 6-8
School Address: 133-25 Guy R Brewer Blvd
Phone Number: 7187236200 Fax:
School Contact Person: Omotayo Cole Cineus Email Address: Ocineus2@schools.nyc.gov
Principal: Omotayo Cole Cineus
UFT Chapter Leader: Valerie Smith
Parents' Association President: Xiomara Amagento
SLT Chairperson: Karl Augustin
Student Representative(s):

District Information

District: 28 Superintendent: Mabel Sarduy
Superintendent's Office Address: 97-20 Sutphin Blvd
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: 7185222622 Fax:

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Christopher Groll
Network Number: 406 Network Leader: Renardo Wright

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Omotayo Cole Cineus	*Principal or Designee	
Valerie Smith	*UFT Chapter Leader or Designee	
Xiomara Amedegnato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shelia Tomlin	CBO Representative, if applicable	
Karl Augustin	Member/ staff	
Gloria Panton	Member/ staff	
Donna Jones	Member/ parent	
Taryn Cockrell	Member/ parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
-	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
-	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
-	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
-	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
-	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
-	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Cycle of Learning at Catherine and Count Basie

Teach Learn Experience Use

Teach: This is the direct instruction that teachers have planned and created for student understanding of ideas, concepts and subject matter

Learn: All young people can and will learn something in every classroom. Our role is to guide their learning to ensure their critical thinking skills are peeked and subject matter is understood.

Experience: Each young person will have a different experience with an instructor and in their learning. Capturing their experience with what is being taught to make information come alive and ensure retention makes instruction meaningful.

Use: Young people should know how to use all instruction outside of the classroom. They should have the capacity to explain concepts, ideas, steps and skills in subject matter

Our Vision:

Catherine and Count Basie Middle School is a community of INSTRUCTIONAL INNOVATION that provides CHOICES and OPTIONS for students to become CRITICAL THINKERS and LIFELONG LEARNERS in an environment of care and respect for all.

Our Mission:

Our mission is to meet the need of every young person through

- Collaboration
- Opportunity
- Experience

Collaboration is the development of a shared vision and mission from the Catherine and Count Basie community.

Opportunity is the creation of individualized instruction for all students through differentiation of instruction, curriculum planning, scheduling and teaching

Experience is the establishment of relationships with young people to provide a safe and nurturing environment for learning and the development of healthy social and emotional students

During the 2014-2014 school year Catherine and Count Basie Middle School began instruction with student data of 11% proficiency in English Language Arts and 13% proficiency (inclusive of regents equivalents) in mathematics. We further examined the remaining 89% and 87% respectively to identify trends to close the achievement gap. Approximately 9% of our school community have been identified as approaching within 20 decimal points of proficiency. From this information our instructional program for these students includes additional periods of teaching weekly and the focused instruction.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the data from the Spring 2014 NYS examinations in English Language Arts and prior Quality Reviews, it was found that there was a need for a Common Core aligned English Language Arts curriculum. According to the data from the Spring 2014 NYS examinations and prior Quality Reviews in Mathematics, it was found that there was a need to continue the implementation of Connected Mathematics Project 3 (CMP 3). Furthermore, according to the most recent Quality Review (December 2014), preliminary ratings indicated we are Proficient in the domain of 1.1 – ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. Focus needs to be placed towards developing coherence across grades and subject areas, as well as embedding rigorous habits and higher order skills into the curriculum.

Strengths

- Adoption of Expeditionary Learning (EL) curriculum for all English Language Arts classes, September 2014
- Continuation of Connected Mathematics Project 3 (CMP3) curriculum in all Mathematics classes
- Usage of Engage.org for supporting curricular materials for all core subjects
- Department wide teams meet weekly to discuss curriculum, student needs, and rigorous instruction

Needs

- Develop coherence in instruction across grades and subjects
- Embed rigorous habits and higher order skills
- Consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, can be engaged in appropriately challenging tasks and higher order thinking skills

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Catherine and Count Basie will increase the percentage of students at proficiency by 10% in both Mathematics and English Language Arts on the Spring 2015 state examinations, through the introduction of the Expeditionary Learning curriculum and the continued usage of Connected Mathematics Project 3.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>																				
<table border="1"> <thead> <tr> <th data-bbox="81 558 378 632">Activities/Strategies</th> <th data-bbox="378 558 566 632">Target Groups</th> <th data-bbox="566 558 794 632">Timeline</th> <th data-bbox="794 558 1024 632">Key Personnel</th> </tr> </thead> <tbody> <tr> <td data-bbox="81 632 378 1108">Year 1 of Expeditionary Learning</td> <td data-bbox="378 632 566 1108">All students</td> <td data-bbox="566 632 794 1108">September 2014 to June 2015</td> <td data-bbox="794 632 1024 1108">ELA Principal, Assistant Principal, ELA Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers</td> </tr> <tr> <td data-bbox="81 1108 378 1585">Year 2 of Connected Mathematics Project 3</td> <td data-bbox="378 1108 566 1585">All students</td> <td data-bbox="566 1108 794 1585">September 2014 to June 2015</td> <td data-bbox="794 1108 1024 1585">Principal, Math Assistant Principal, Math Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers</td> </tr> <tr> <td data-bbox="81 1585 378 1843">Implementation of Drop Everything and Read to increase student exposure to texts and build reading stamina</td> <td data-bbox="378 1585 566 1843">All students</td> <td data-bbox="566 1585 794 1843">September 2014 to June 2015</td> <td data-bbox="794 1585 1024 1843">Principal, Assistant Principals, All homeroom teachers</td> </tr> <tr> <td data-bbox="81 1843 378 1984">Leveled libraries using the Fountas and Pinnell leveling system and the 100</td> <td data-bbox="378 1843 566 1984">All students</td> <td data-bbox="566 1843 794 1984">September 2014 to June 2014</td> <td data-bbox="794 1843 1024 1984">Principal, ELA Assistant Principal, ELA teachers,</td> </tr> </tbody> </table>	Activities/Strategies	Target Groups	Timeline	Key Personnel	Year 1 of Expeditionary Learning	All students	September 2014 to June 2015	ELA Principal, Assistant Principal, ELA Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers	Year 2 of Connected Mathematics Project 3	All students	September 2014 to June 2015	Principal, Math Assistant Principal, Math Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers	Implementation of Drop Everything and Read to increase student exposure to texts and build reading stamina	All students	September 2014 to June 2015	Principal, Assistant Principals, All homeroom teachers	Leveled libraries using the Fountas and Pinnell leveling system and the 100	All students	September 2014 to June 2014	Principal, ELA Assistant Principal, ELA teachers,			
Activities/Strategies	Target Groups	Timeline	Key Personnel																				
Year 1 of Expeditionary Learning	All students	September 2014 to June 2015	ELA Principal, Assistant Principal, ELA Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers																				
Year 2 of Connected Mathematics Project 3	All students	September 2014 to June 2015	Principal, Math Assistant Principal, Math Teachers, Peer Instructional Coaches, Demonstration Teacher, Network Support, AIS teachers																				
Implementation of Drop Everything and Read to increase student exposure to texts and build reading stamina	All students	September 2014 to June 2015	Principal, Assistant Principals, All homeroom teachers																				
Leveled libraries using the Fountas and Pinnell leveling system and the 100	All students	September 2014 to June 2014	Principal, ELA Assistant Principal, ELA teachers,																				

Book challenge to support students in reading appropriately leveled texts			Peer Instructional Coaches, Demonstration teacher			
Assessing students independent reading level through TCRWP running records and 100 Book Challenge	All students	September 2014 to June 2015	Principal, ELA Assistant Principal, ELA teachers, Peer Instructional Coaches, Demonstration teacher			
Year 2 of the 100 Book Challenge	SWD and ELL's	September 2014 to June 2015	Principal, ELA Assistant Principal, Designated AIS teachers			
Creation of "pushable" classes	Students who are closest to a level 3	September 2014 to June 2015	Principal, Assistant Principals, Designated teachers, Peer Instructional Coaches, Demonstration Teachers			
A.M. and P.M. Success Academy (0 Period and 9 th Period classes)	Students who are closest to a level 3	September 2014 to June 2015	Principal, Assistant Principals, Designated teachers, Peer Instructional Coaches, Demonstration Teachers			
Repurposed time on Monday and Tuesday afternoons for Professional Development	All pedagogues	September 2014 to June 2015	Principal, Assistant Principals, Peer Instructional Coaches, Demonstration Teachers, Professional Development Committee			
Common Planning Meetings in all Core Subjects	All pedagogues, separated	September 2014 to June 2015	Principal, Assistant Principals,			

	into departments		Peer Instructional Coaches, Demonstration Teachers			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4 – Resources Needed

- Peer Instructional Coaches, Demonstration Teachers, Teacher Team Leader, Network Support
- Expeditionary Learning Curriculum (including workbooks and novels)
- Connected Mathematics Project 3 (including textbooks)
- Glencoe Science textbooks
- Social Studies trade books
- Prentice Hall America: History of our Nation textbooks
- Leveled libraries
- DOK Wheel
- The Four Pillars of Education
- Teach Like a Champion text
- Critical Thinking Wheel
- Common Core Standards and Strategies Flip Charts
- Engageny.org
- Common planning times carved out for all teachers
- Repurposed time on Mondays and Tuesdays for professional development and parental involvement

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Part 6 – Progress Monitoring

- Measures of Student Learning (MOSL)
- TCRWP Running Records
- Mid-Unit and End of Unit Assessments ELA
- Pre and Post Assessments Math and Science

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Support Staff designated to mediate
- Pupilpath as a means of teacher- parent communication
- Monthly School Calendars
- Phone blast/ Texts to Parents
- Weekly Advisory Periods
- Grade Specific Counselors
- Student Lead Discussions to enhance and support instruction

Needs

- Clear communication between school and home (Guidance)
- Clear expectations for success
- Support for academic areas of concern
- Programs to support social emotional growth
- Parent Workshops to support academic growth and inform about choices and opportunities
- Varied program offerings at school and outside school
- Creation of clear unified rubrics
- Clear grading policies

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2014-2015 school year, Catherine and Count Basie Middle School 72 will continue to provide a nurturing, positive, environment of care for every young person and staff member in our school. We encourage and create opportunities for parental involvement to embrace and support the “home to school” connection. This partnership is necessary to support all students and build those students who have demonstrated challenging behaviors through the use of restorative practices such as parent meetings, guidance conferences, academic intervention, and agency counseling.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • International Bachelorette Candidate (I.B.) • Gender Classes on each Grade Level (focus on support for specific subjects that research has shown as an area of weakness) • Expeditionary Learning (Professional Development/ Best Practices Turn Key) • Crisis Intervention Teacher (Professional Development) • Differentiated Instruction Workshop – (Best Practices/ Turn Key) 	<ul style="list-style-type: none"> • All students 		
<ul style="list-style-type: none"> • Modified programming for (SWD) to support their movement 	<ul style="list-style-type: none"> • Students with Disabilities 		

<p>through the continuum</p> <ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • Parent Workshops • Web Based Communication • Parent Involvement Cluster Meetings • Parental Volunteer Opportunities • Academic and Sports Based Afterschool Programs • School Based and SBO Counseling Services • Beautiful Me Program • Support Groups (Gender Based etc) • Social Gathering for Parents and Students together 	<ul style="list-style-type: none"> • All students 		

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administration
- SIT member
- Parent Coordinator
- Deans
- Crisis Intervention Teacher
- I.E.P Teacher
- Guidance Department
- SBST Team
- Teacher
- Coaches
- Trainer
- Parents
- Professional Development Opportunities
- Interclass Visitations
- Workshop Facilitators
- Instructional Materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Monthly progress monitoring for all programs. Measurements of reaching the goal set would be discussed and measured during departmental, common planning, cabinet, SIT, as well a PPT meeting.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 1

- At the beginning of the year we created a Professional Development team assigned with the sole responsibility of researching the professional development of our staff. The team was comprised of Peer Instructional Coaches, Demonstration Teachers, teachers with a demonstrated effective pedagogy and the union representative. The team created a comprehensive survey designed to assess the individual needs of the teachers. This survey was distributed to every pedagogue in the building. Once all the surveys were returned the professional development team disaggregated the results to ascertain the areas of greatest need.
- Over the past year the administration has visited every classroom multiple times. During these visits the administration has been noting areas of growth as well as areas of weakness.
- During our last quality review the reviewer identified several areas of concern. Specifically they stated that they would like to see better implementation of differentiation, rigor and higher order thinking in the classroom. The reviewers also suggested that we address areas of concern regarding consistent lesson planning protocols.
- This year the school introduced DataCation. DataCation offers an array of online tools to help schools break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. Using this technology administrators are able to monitor the progress of students in every class. The data can be disaggregated so that the progress of different subgroups can be assessed. Using this information we are able to assess the needs of every teacher during the school year.
- During the year the school administers interim assessments to gauge progress of learning. These results, combined with results from the state exams, are used to identify teachers who need additional support.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 2

For the 2013-2014 school year 11 staff members ratings resulted in “developing” with 1 ineffective. For the 2014-2015 school year we must support, complete and shift 12 staff members instruction from “developing” to “effective”. Through the daily usage of professional development, difficult conversations, and the highlighting of best practices we can decrease the number of teachers with a “developing rating” at Catherine and Count Basie the 2015-2016 school year, increase the number of teachers with “effective”, as well as, support and develop a percentage of our teachers to achieve “highly effective”. The overall plan will improve at least 75% of our teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Part 3</p> <p>Activity/Strategies</p> <p>At the beginning of the year the Professional Development Team used the information from the teacher surveys to create a professional development calendar. This calendar is designed to address the pedagogical needs of the staff. The workshops are implemented every Monday and Tuesday afternoon. Each workshop is designed to target the individual needs of all our teachers. During professional development time the staff are split into groups depending upon their particular areas of concern. The workshops will be designed and executed by members of staff who have attended professional developments outside the building, teachers who have been identified as having expertise in areas of need, network personnel and outside agencies.</p> <p>When surveyed, the majority of teachers expressed a desire to receive additional training in online tools such as Skedula and SESIS. Teachers less familiar with technology requested training on basic computer skills. Other teachers expressed a desire to learn better differentiation techniques specifically for use with the ELL and IEP population. Other areas of concern included: Expeditionary Learning, Danielson’s Framework,</p>	<p>Target Group</p> <p>All pedagogues</p>	<p>Timeline</p> <p>Entire academic year (2014-2015)</p>	<p>Key Personnel</p> <p>Outside presenters</p> <p>Network personnel</p> <p>Peer Instructional Coaches</p>

Interactive Notebook implementation, lesson plans, SMART goals, rigor and tenure.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4

Schedule Adjustments

- There will be no schedule adjustments necessary as all workshops will take place during the allocated professional development times.

Human Resources

- Peer Instruction Coaches
- Demonstration Teachers
- Effective and Highly Effective teachers
- Administrative team

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

Part 6

- MOSL exams and state exams will indicate progress in areas of weakness (September, April and May)

- Administration will use Skedula and observations to monitor progress
- The Professional Development Team will survey the teachers every three months

Part 6b. Complete in February 2015.

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

5D- Effective School Leadership

Goal and Rationale

Catherine and Count Basie will increase staff morale and participation in the school community by 25% as measured by the “School Culture” section of the 2014-15 Annual Learning Environment Survey. The rationale for this goal is that according to the school survey from last year (2013-14):

- Participation rates for teachers was 61%, as compared to the city average of 83%
- 76% of responses were satisfactory, as compared with the 86% citywide satisfaction average
- In the area of school culture, 77% of teachers’ responses were satisfactory
- 67% of staff members indicated that there is trust amongst teachers

Creating an environment where professional growth and social-emotional support is encouraged and prioritized by leadership will have positive effects on student achievement. The success of creating this type of environment will be measured through the responses of staff in the Learning Environment Survey “School Culture” section which contains questions pertaining to communication, high expectations, parental involvement, support, trust, respect and discipline.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

A brief survey of teachers’ attitudes reveal that they put great importance in participating in the school’s decision making process. To transition from a traditional organization to a learning organization, Catherine and Count Basie wants to even out the organization in order to boost morale. Catherine and Count Basie wants to create greater staff input in all decisions affecting school conditions especially the initiatives that teachers have to implement.

- Catherine and Count Basie will hold an annual retreat and a spring renewal to promote internal coherence and a common understanding of the vision.

Target groups- All staff members will be invited; non-staff members of the school leadership team; members of the parent association.

Timeline- planning will start in September and will continue until February

Key Personnel- business manager, purchasing secretary, AP Organization

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Part 3-Action Plan</p> <ul style="list-style-type: none"> • Catherine and Count Basie will use the Teacher Incentive Fund (TIF) Grant and the new teacher leader lines under the new UFT contract to more promote more distributive leadership and more potent leadership pipeline opportunities (master teachers, ambassador teachers, peer instruction coach (PIC) and demonstration teachers (DT)). 	<p>Target Group- 10-15% of staff members</p>	<p>Timeline- Spring 2015</p>	<p>Key Personnel- Principal, APs and current teacher leaders</p> <p>Catherine and Count Basie will extend the leadership cabinet to include teachers, guidance counselors, deans to increase staff participation and the decision making process in all aspects of school life.</p>

			<p>Extended cabinet will meet at least once a month to address instructional and administrative issues and as well as any other arising problem of practice. Members of the extended cabinet will be tasked to monitor different indicators of school improvement.</p> <p>-AP will conduct instructional rounds and provide instructional feedback</p> <p>-Guidance counselors will monitor attendance and student feedback</p> <p>-PIC will work with new and developing teachers.</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 24. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 1- Needs assessment

Catherine and Count Basie is a second year community school as we have partnered with the Child Center of New York’s Beacon program.

As a community school, beacon offers family activities such as Zumba, Knitting and Game night as an effort to strengthen the family and school dynamic.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 2-Annual Goal

By April 2015, all parents will participate in NYC school survey that will result in a 70% increase evidencing their satisfaction of school leadership measured by NYC survey report.

As a community school, Catherine and Count Basie students will collaboratively work with the Beacon program where there will be 20% increase in family participation by June of 2015, evidenced by their monthly reporting.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

29. Strategies to increase parent involvement and engagement			
30. Activities that address the Capacity Framework element of Trust			
<u>Part 3 Action Plan</u>			
<p>Catherine and Count Basie will continue to encourage parental involvement evidenced by distributing school information via email, text telephone calls and documentation to all parents. The parent Coordinator will work diligently with the Principal and PTA officials to ensure continued productivity. Catherine and Count Basie will implement beginning 9/2014 and will end on 6/26/2014.</p> <p>Parent Coordinator will attend all recommended Professional development workshop to become a more effective provider and advocate for the parents and families we service. The parent coordinator will attend PD between 9/4/2014-9/4/2015.</p>			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4- Resources Needed

A listing of PD’s to attend

Metro cards to attend PD’s and for parents who attend meetings or any other school event.

Incentive for parents who are consistently involved in school events or meetings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

32. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in February 2015.

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services						Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	English Language Arts	Self-contained Mid- High level 2 students (pushables, 2.5-2.8) Below standards level students (low level 1) Students close to approaching standards (1.7-1.9)	100 Book Challenge i-Ready instructional program Read 180 Enrichment	One-to-one conferencing / Individualized instruction Small-group instruction Interactive software for individual needs Personalized learning and Intervention	Before school (0 period) During school After the school day Before school (0 period) During school After the school day Before school				

					(0 period) During school After the school day Before school (0 period) During school After the school day				
Mathematics	Mathematics	Self-contained Mid- High level 2 students (pushables, 2.5-2.8)	Enrichment program	Push in small group instruction	Before school (0 period) During school After the school day				
Science	Science	Mid- High level 2 students (pushables, 2.5-2.8)	Enrichment program Hands on / interactive activities Inquiry work	Small group instruction	After School				
Social Studies	Social Studies	Students close to approaching standards (1.7-1.9)		Analyzing, and critiquing DBQs and constructing essays Analyzing and critiquing social	Small group instruction Push in Pull out				During the school day

			studies content to improve reading comprehension						
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk	Not meeting grade level At-risk for failing core classes	Overcoming obstacles ; Life Skills Program Making Contracts for improvements Continuous self assessment Develop academic and personal goals	Small group instruction One-to-one conference Classroom discussions					

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> -Professional Development-in school during the Monday contractual Professional Development time -Network Professional Development -Individual Professional Development-discipline, need and/or interest -Visiting Consultants for departmental professional development

2b. 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).
Monday Professional development time was spearheaded by teacher teams. Information was gathered from a survey to devise and calendar weekly professional development opportunities. Staff continue to work within their discipline during the weekly common planning time to align and support the Common Core State Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

n/a

4b. 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.

MOSL team,
Teacher Leaders,
Common Planning

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Catherine and Count Basie Middle 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 the school and the families. The 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 the school community. **Catherine and Count Basie Middle 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st 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;

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

- 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; health fair, read a thon
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers; learning leaders
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; datacation, calendar, conduct sheet
- 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 (SPC) Template

[School name], 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 1st 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 with 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;

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 072
School Name Catherine and Count Basie Middle School		

B. Language Allocation Policy Team Composition [i](#) 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 Omotayo Cineus	Assistant Principal Steeve Traversiere
Coach Michelle Sukhdeo	Coach type here
ESL Teacher Guy Ramsbottom	Guidance Counselor Andrea Lee
Teacher/Subject Area Angela Malcolm/ELA	Parent Ali Ahmed
Teacher/Subject Area Shagufta Battla/Social Studies	Parent Coordinator
Related Service Provider Amy Reich/Speech	Other
Network Leader(Only if working with the LAP team) type here	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	884	Total number of ELLs	39	ELLs as share of total student population (%)	4.41%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Push-In	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Total	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	39	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)
				3

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	0	3	11	0	4	3	2	1	39

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	25	0	3	11	0	4	3	2	1	39
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

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							10	4	7					21
Chinese														0
Russian														0
Bengali								1						1
Urdu							1							1
Arabic									1					1
Haitian							1	3	1					5
French							2							2
Korean														0
Punjabi							2	3	2					7
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	16	11	12	0	0	0	0	39

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)							3	2	2					7
Intermediate(I)							3	1	3					7
Advanced (A)							3	8	5					16
Total	0	0	0	0	0	0	9	11	10	0	0	0	0	30

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1			6
7	11	6			17
8	5	3			8
NYSAA Bilingual (SWD)					0

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	2	4	1		1				8
7	5	8	4		1		1		19
8	1	7	2						10
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
MS72 uses a variety of assessment tools to help assess the early literacy skills of our ELLs. These include the DRA, Teacher's College Running Records and EdPerformance. These assessments are given throughout the year. The data compiled from these assessment tools allow the teachers to keep a continual eye on the progress of the students. By using the data, in conjunction with data from other

assessments such as the state ELA, math and science exams, MOSL exams and class grades, teachers can create an appropriate individualized action plan for future instruction of the student. The ESL teacher has benefitted greatly over the past year from workshops on how to use data effectively. These workshops have helped the teacher use data as a formative tool.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the patterns arrived from the NYSESLAT and LAB-R scores, there is a general increase in student performance across all modalities. However, students progressing from 7th to 8th grade show less improvement, particularly in writing. The speaking modality shows consistent improvement across the three grades. In most instances, student results are not reflective of last year's instruction within this school because the students are new to the school this year.
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](#))
Not available at this time.
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?

a) Based on the patterns arrived from the NYSESLAT and LAB-R scores, The NYSESLAT results show great improvement amongst the 7th and 8th graders and a sizable percentage achieved the level of proficiency. Some students did not increase their score but went from intermediate to advanced. We believe this to be reflective of the changes made in the NYSESLAT and the ESL teacher will treat the data as an increase in proficiency. It should also be noted that in a lot of instances student results are not reflective of last year's instruction within this school because the students are new to the school this year. Students are not tested regularly in their Native Language but they are encouraged to write in their Native Language as part of the ESL curriculum. The work is then assessed by a teacher who knows their Native Language. The Native Language work shows that student are applying strategies learned in ESL to their Native Language.

b) The school leadership and teachers are using the periodic assessment data to make appropriate modifications to the current curriculum. The assessment data also helps to determine whether test scores are reflective of the students true progress as measured by class work and teachers anecdotes. If there is a discrepancy between what the student knows and the grade they attained in the periodic assessment, then the teacher knows to work on the student's exam taking techniques.

c) The school will take the results of the periodic assessment in consideration for instructional when the results from such assessment become available.
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](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher has worked closely with the content teachers to introduce ELL specific differentiation strategies. All lessons include text that has been leveled for the ELL student. All students also have bilingual glossaries specific to the lesson or module being taught. The students also have constant access to bilingual dictionaries and thesauri. A recent development has been the introduction of better visual supports within the class so that beginner students can better comprehend the content. Teachers' lesson plans should also reflect homogeneous language grouping for beginner and intermediate ELLs.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program is evaluated by monitoring progress on summative assessments such as the state ELA, math, science exams, and report card grades. Scores on the NYSESLAT exams are also used. In addition, teacher-created formative assessments, such as scores on tests, student work, and projects are used to monitor progress. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

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](#).)
All newly admitted students are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents native language and they complete the form with the assistance of a trained pedagogue. We have access to interpreters of low incidence languages (i.e. Wolof and German) and bilingual pedagogues are able to assist native Spanish, Haitian, French, German and Punjabi speaking parents. In addition to the HLIS the ESL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student's guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to ascertain the the student's English proficiency level. The ELL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for the English Language Assessment Battery Revised. For those students who are eligible to take the LAB-R, the assessment is administered within the first ten days of their enrollment in the school. The rough scores of the LAB-R are used to initiate tentative ESL services for students. The eligibility process is always conducted by a licensed pedagogue with an ESL certification. In addition, results from previous years NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ESL students who have already been identified as an ELL in their previous school. The school administers the NYSESLAT every April to all students who are identified as being an ELL. The ESL teacher administers the NYSESLAT with the assistance of two other trained pedagogues within the time frame stipulated by the state. The school ensures that they administer the assessments for all the four modalities (speaking, listening, writing and reading).
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.
After identifying students eligible for ELL services, entitlement letters and continued entitlement are sent home in the mail, notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission.
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 [\[see tool kit\]](#).)
If selection forms have not been returned within 10 days then the ESL teacher will attempt to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or assistance will be requested from the interpretation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent. All forms returned to the school will be scored with the student records.
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.
Once an ELL has been identified and the parental choice received, the ESL teacher will assign the student to the appropriate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our

school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point of time the ESL coordinator will help the parent look for the program they require in another school or their child can participate in the school's ESL program until another program is created. All communication will take place in the parent's native language if they are not comfortable using English.

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.

During the academic year the ESL coordinator will keep a list of all ESL students as well as potential ELLs. These names will be cross referenced with the RLAT ATS report. The potential ELLs will be classed as those student who have taken The LAB-R and their raw scores indicate that they qualify for ELL services. During the NYSESLAT testing window, time will be made during the school day to pull out the ELL students and give them all four modalities of the NYSESLAT. Only one modality will be given in one day and the classroom will be isolated so that testing conditions can be maintained. All modalities will be administered in line with the rules and regulations of the most recent testing memo.

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. 

The trend in program choice by parents over the last few years appears to demonstrate that, although the majority of parents have opted for a freestanding ESL program, some have requested a bilingual program. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since we only have a minimal number of parents requesting bilingual or transitional bilingual programs we have yet to create either. Parents who do select such programs and do not want to be on the waiting list are assisted by the ESL coordinator, parent coordinator and guidance councilor in finding a place in a program in another school. Over the past few years, teachers have attended workshops that detail how to implement a TBE or Dual Language Program so that we are prepared if the need becomes evident.

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])?
 - a) Since the ESL program spans grades 6, 7, and 8, the students are heterogeneously grouped and meet at different times. The ESL program is a combination of push-in/pullout services. Beginning and Intermediate students receive 360 minutes of push-in/pull-out services a week which translates as eight periods a week. Advanced students receive 180 minutes a week and are serviced through a mix of push-in instruction, within the general education classroom, and pull out for direct ESL instruction.
 - b) Instruction is provided in English with native language support. Although the schedule varies each day, in general there are self-contained ESL periods of instruction that are grade level homogeneous and language level heterogeneous. In addition, there are also periods of push-in instruction by grade level.
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)?

All push-in and pull-out services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The students are pulled out during their AIS or talent periods so that ESL does not encroach on the core content areas.
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.

Content area instruction is delivered in English by general education staff in forty-five minute periods (90 minutes for Literacy and Math), with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. During pull-out sessions, the ESL teacher uses thematic units that incorporate the content of the core subjects to assist with comprehension. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ELL teacher makes sure that each core content teacher is equipped with the necessary assessments in every ELL's native language. These assessments are a combination of teacher made tests and past state exams. This allows those students who intend to take their state assessment in their native language to have the opportunity to practice dealing with both the format and content of the test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher ensures that the ELL students are tested in all four modalities by incorporating all four modalities into each lesson. Writing is tested through work products and notes made in class and reading is assessed through teacher observations of different reading strategies (read aloud, jigsaw reading etc.). The ESL teacher also assesses the students listening and speaking skills through the observation of student interactions during group and partner discussions. In addition to this, the teacher will also give explicit periodical assessments to gauge learning in each of the four modalities.
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).
 - a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the ESL teacher has assessed areas of weakness they will then work closely with the student's content teachers to create strategies that specifically address help the student in the identified areas. Once an action plan has been created it will be implemented by the student's cluster teachers as well as the ESL teacher with regular reviewing occurring during ongoing enquiry meetings.
 - b) Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior

knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, through the use of software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year.

c) & d) For ELLs receiving services 4 - 6 years and for long-term ELLs, assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2013 NYSESLAT data, some of our students are struggling in reading and in writing. The school administers the edperformance exam to all students to specifically pinpoint the exact areas in which the student is struggling which allows the teachers to expand on the information offered in the NYSESLAT. The focus will be for teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. These are some of the components that enhance our daily teaching routines.

e) Former ELLs will be given assistance on an individualized basis. The ELL teacher will work closely with the content teachers to create an action plan that will help address any areas where the former ELL might still need assistance. The ELL teacher will also ensure that all teachers are aware of the testing accommodations to which former ELLs are still entitled. Former ELLs will also be encouraged to sign up for all extracurricular programs open to ELLs..

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?

The ESL and content teachers all have access to the students' IEPs on the SESIS system. For ELL students with special needs, the IEP is used to guide accomodations in both instruction and testing. The teachers make note of the specific accomodations needed for each individual student. There is also ongoing communication between the teachers and related services personnel who work with these students as well as the parents, as a means of exchanging strategies and sharing assessment data to help the students perform on a differentiated grade level.

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?

All of our ELL-SWDs are in the least restrictive environment. Where possible, the ESL teacher pushes in to these classes rather than pulling out so that the student can receive instruction in the environemnt most conducive to his or her learning style. This also allows the ESL teacher to work closely with the classroom teacher so that they can provide instruction that meets both the ESL needs of the student as well as those specific needs addressed in the student's IEP.

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:			

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

Math:				
Science:				

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

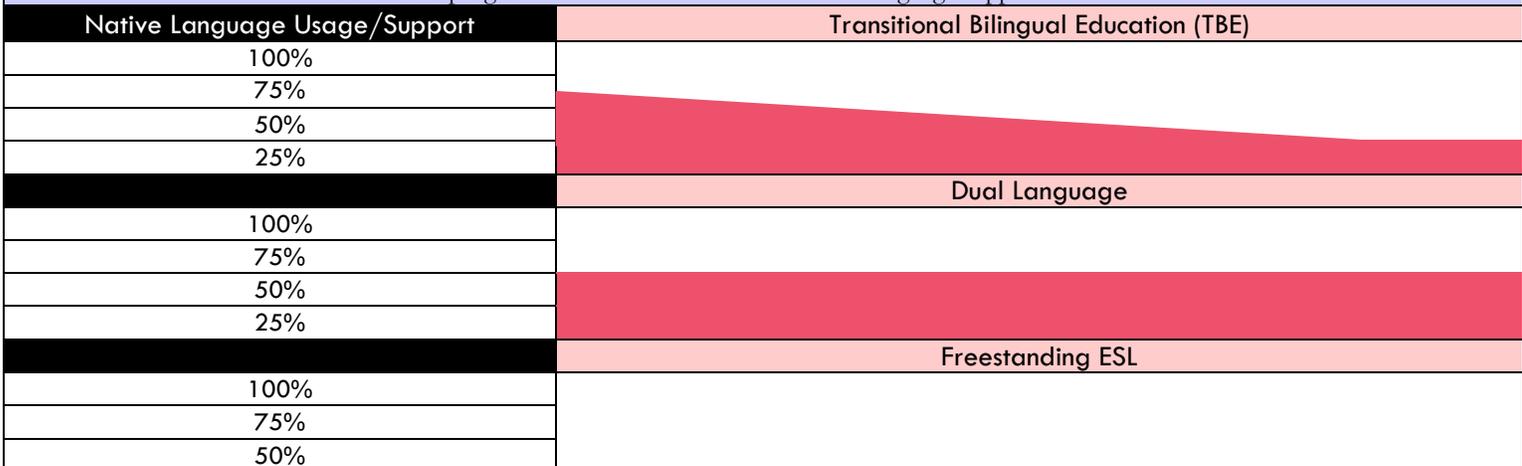
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

The following intervention programs are available to all ELL subgroups and are conducted in English:

6th , 7th and 8th Grade ELA – Academic Intervention Services
Wilson Reading (for beginners)
Read 180
Saturday Success Academy
Specialized High School Prep (for 8th graders)
SES Programs

6th, 7th and 8th Grade Math - Academic Intervention Services
Saturday Success Academy
Lunch time math tutoring
Specialized High School Prep (for 8th graders)
SES Programs

8th Grade Social Studies and Science - Academic Intervention Services
Saturday Success Academy

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ESL program is effective in that all our periodicals demonstrate improvement so far for this year. This year's program is based on last year's program and that resulted in a good number of proficient scores on the NYSESLAT. We are striving to move everyone at least on proficiency category in this years NYSESLAT and we believe that this program is pushing our students towards mastery. Although we showed improvement in the NYSESLAT the other state tests did not reflect the same gains. To address this, we have introduced thematic units in our pull-out classes which are aligned with our social studies curriculum and the CCLS. This is helping the students meet the needs of both the ELA and social studies curriculum as well as improving their ESL skills and strategies. It is our assertion that our current program is striving towards meeting both the content needs of our ELLs as well as guiding them towards mastery of English.

11. What new programs or improvements will be considered for the upcoming school year?

In the last year, MS72 has worked towards aligning the ESL curriculum with the Common Core Learning Standards. This year we will continue to refine this process so that ELL learning is perfectly aligned with the CCLS. We are also introducing an online math program that allows individualized instruction in both English and Spanish. Most of our newcomers are Spanish so this program will be of great benefit to them.

12. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information is then also relayed by the ESL teacher for clarity of information.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Over the next year the school is planning on integrating more technology into the ESL classroom. The ESL teacher has already integrated the internet, computer programs and listening stations into the current curriculum but is always looking at additional technologies to enhance the learning of our students. In the past three years Ipads have been integrated into the daily classroom environment and we are currently working on the acquisition of a smart board to be used in daily instruction. In the 2011 LAP we planned on bringing learning to our students' homes and we have done this through the introduction of Engrade. This allows us to post student work and communicate better with ELL parents.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided in the form of English and Native Language dictionaries, books and audio books. Each ESL classroom also has flashcards for essential vocabulary in addition to environmental study aids such as globes, maps, charts and content alligned manipulatives. Where possible, content teachers also provide native language support in the form of direct

instruction in the student's native language. Additional native language support is also offered through the implementation of a buddy system. This involves pairing a student with a student who speaks the same L1 but is more advanced in English. This allows a primary support system within the ESL classroom. Students who are going to take their state exams in their native language are assessed throughout the school year in both English and their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Services support and resources directly correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned to grade level standards.
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.
The ELLs in 8th grade are encouraged to attend orientation days at their new high school so that they will not only be able to familiarize themselves with the buildings but also so that they can meet their teachers for the next year. This opportunity allows for a smoother transition into high school. Our school liaises with elementary schools in the area with the end goal of implementing orientation days for future prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any language issues that will need to be addressed in September. Additionally, the school offers the Summer Jump Start program for incoming 6th graders to assist them with reading and writing during the summer months.
18. What language electives are offered to ELLs?
Although students are offered language electives within the school curriculum there are currently no language programs offered specifically to ELLs. The Spanish teacher is always available during her lunch period to help Spanish speaking students practice their native language literacy skills.
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)?

N/A

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 ESL staff participate in numerous monthly outside Professional Development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ESL personnel also attend regular network meetings as well as BETAC (Bilingual Education Technical Assistance Center) workshops. During our monthly faculty conferences, different staff members and outside speakers will present topics to support teachers with effective instructional strategies. The ELL staff also presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies and differentiating ELL instruction. Teachers also meet regularly to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. Additionally the ESL staff also attend cluster meetings so that they can conference with the teachers of specific ESL students. ELL personnel also attend support PD for ELL related paperwork such as Part 154; LAP or BESIS. These sessions are also provided by the school CFN.
 - 2) The ESL staff are actively involved in providing support to teachers and students for end of year exit projects and content area exam preparation. This support is evident in push-in classroom instruction as well as lunchtime and afternoon workshops designed to specifically assist with 8th grade end of year projects.
 - 3) The guidance counselor plans a meeting exclusively devoted to the process of high school selection and registration. In November, during the first Parent Teacher Conference Day, applications are distributed and explained in detail in order to facilitate the transition from elementary school to middle school. The guidance counselor also conferences with the ESL staff with the objective of Identifying those students who would benefit from attending a newcomers high school.
 - 4) The ESL teacher participates in numerous monthly outside professional development opportunities, the contents of which are then relayed and shared with the staff during weekly academy and departmental meetings. Some of topics in the trainings included the Math Colloquial Series, Bilingualism, and the teaching of literacy to ELLs. The ESL teacher also facilitates Lunch and Learns that specifically concentrate on training teachers to effectively differentiate for their ESL population.

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) At MS72 ELL parents are encouraged to be involved meaningfully in their children's education. All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA and the School Leadership Team. They are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School Night, and parent –teacher conference days to discuss their child's academic progress. If requested by the parents, teachers are available to meet with them individually. Family Game Nights and Family Movie Nights are also provided specifically for the parents of our ELL population. ELL parents are also invited to come to the school and participate in one on one reading sessions with their child. The parent coordinator also provides parents with information about adult English learning opportunities available in the community.
 - 2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently looking into bringing back a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.
 - 3) Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents.
 - 4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on Parent Involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event so that the success of each event can be monitored and if changes need to be made they can be noted for next time. :

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.

Paste response to question here:

Part VI: LAP Assurances

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		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q072 School Name: Catherine and Count Basie (MS72)

Cluster: 406 Network: Karen Ames

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

Part A: Needs Assessment Findings

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

The data used to assess M.S.72's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system. We also use ATS reports such as the RHLA and RPOB.

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 majority of our non-English speaking parents are either Spanish or Haitian Creole speakers, with the third most widely spoken language being Punjabi. Other languages spoken include: French, Italian, Arabic, Bengali, Urdu, Malagasy and Dutch. Most of our parents have requested information to be provided in English but when the need arises, we use our on-site bilingual staff to provide an interpretation or translation for the parent. The ESL teacher disseminated this information to the rest of the school staff and administration.

Part B: Strategies and Activities

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

The school provides any necessary written translation for Spanish, French and Haitian Creole through staff members. Written translation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Department of Education Translation and Interpretation Unit.

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.

The school provides any necessary oral interpretation for Spanish, French and Haitian Creole through staff members. Interpretation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Department of Education Translation and Interpretation Unit.

During All-School Meetings, i.e. Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish or Haitian dominant speakers.

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>.

At the start of the school year (2013-2014), M.S.72 will distribute to all parents a copy of the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish, French and Haitian Creole speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel without relying upon outside agencies.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Catherine and Count Basie MS72</u>	DBN: <u>28Q072</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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:

Catherine and Count Basie Middle School has 31 ESL students which represents 4.1% of our total student population. Currently all 31 of our ELLs are serviced by an ESL program. Although we do have a small number of newcomers, the majority of our ELL population has been in the New York school system for 3-6 years and a third of our ELL population has IEPs.

By reviewing the data from the 2014 state math exams, we can see that only three percent of this year's ESL population achieved a 3 or above in this year's state math exam. The remaining ninety seven percent are equally divided between achieving a one and achieving a two. On reflection of the data available to the school we have come to the conclusion that we could help our ELL population achieve demonstrable gains in their math skills if we were to offer an after-school program that provides targeted instruction in a bilingual setting.

The data from the most recent NYSESLAT shows that some of our long term ELLs are struggling to pass from advanced to proficient. The second component of the program will therefore consist of test taking strategies to help the ELL population maximize their grade on the NYSESLAT. These strategies will include the dissemination of recurring questions and covering high frequency vocabulary.

The additional support will be open to all sixth, seventh and eighth grade ELLs. The nature of Catherine and Count Basie's language demographics demonstrates that the majority of students will either have Spanish or Haitian Creole as their first language.

The after-school program will commence on the second week of November and will last for a minimum of 15 weeks. The classes will take place three times a week and each session will last 90 minutes. There will be a minimum of 45 sessions in the school year. The program will have three teachers. The first will be the school's ESL teacher and the second and third will be certified math teachers.

Number of teachers = 3

Length of each session = 1.5 hours

Part B: Direct Instruction Supplemental Program Information

Number of session/week = 3

Total number of weeks = 15

The students will be split into two groups of ten. Each class will be taught by the math content teacher. The content teachers will teach with the express aim of increasing the student's content knowledge. This will be done by integrating the students prior knowledge of math skills previously learned in their original country with grade appropriate math skills used in New York. The ESL teacher will spend the first 45 minutes in one class and the next 45 minutes in the second class. The ESL teacher will use his time to teach vocabulary that is prevalent in the state exams. This combination of content instruction and vocabulary instruction will help the students perform better in both the state math exam and the NYSESLAT.

The language of instruction will be primarily English but there will be native language support provided by the bilingual math teachers and the ESL teacher. Additionally there will be native language support provided through the implementation of ALEKS Mathematics Computer Software (a fully bilingual program) as well as the active use of bilingual textbooks, dictionaries and glossaries. The materials used will be a combination of textbooks and computer software. The textbooks will be bilingual versions of the books used in the regular classrooms. The software will be ALEKS, a program that offers comprehensive math support in both English and Spanish. Catherine and Count Basie's newest and lowest functioning ELL population are our Spanish students. The other students have been in the country longer and are higher functioning, which means that they can use the ALEKS program in English with any native language support being provided by the teachers in the room.

The language component of the after school program will require the acquisition of NYSESLAT prep books from Pearson Publishing. Additional materials such as dictionaries and glossaries will be provided from the regular classroom and will not be part of the Title III funding. The success of the program will be measured through gains made in the 2015 state math exam and NYSESLAT.

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:

During this academic year we will create a professional development program specific to the Title III program.

Part C: Professional Development

The first professional development will be a workshop designed to immerse the teachers in differentiation strategies specific to teaching to students who do not have English as a first language. This workshop will be after school and two hours long. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

The second professional development will be a workshop for all the math teachers in the building and will take place over two different sessions. The first part of the PD will involve highlighting the obstacles that ELL students encounter when studying math in a second language. The PD will then help the teachers create an action plan for addressing these issues with the ultimate goal of helping the student overcome them. The second part of this PD will look at how math-solving strategies differ between countries, and how the different strategies can be embraced and incorporated into the ELL's learning in the math classroom. The workshops will be given by the ESL teacher and two certified math teachers.

The final professional development workshop will be for all the ELA teachers in the building. It will concentrate on the use of folk tales in the ELA class in order to cross cultural divides and ultimately facilitate increased student learning. In particular the PD will illustrate that, because almost every culture has its own version of popular fairytales, the students are often already familiar with the plot, characters and themes. This prior familiarity often helps the students to feel more comfortable in answering questions about the text, which ultimately increases the ELL students' motivation in the ELA classroom. It will be given by the ESL teacher and two ELA certified teachers and will help the teachers address any ELL related questions that they have.

All workshops will take place during the school's designated professional development times on a Monday and a Tuesday. This will be at no extra cost to the program because they will be given by teachers during their contracted hours.

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: _____

At the beginning of the school year we asked the ELL parents how we could provide extra support that would help the parents to help their children. The responses we received from the 7th and 8th parents stated that they wanted a better understanding of the high school application process. Additionally we decided that parents would also benefit from a better understanding about what strategies their children are using in the math class. From these findings we created two parent workshops.

The first parent workshop will be open to all ELLs, former ELLs and their guardians. It will be a two hour

Part D: Parental Engagement Activities

informational workshop that will help the guardians understand the strategies that their children are learning in math class. To help further their understanding the workshop will involve the guardians teaming up with their children to collaboratively work through a variety of math problems. This workshop will be led by the ESL teacher and 2 math teachers and will take place after school hours on a weeknight. The teachers are bilingual and will provide necessary translations for the parents.

The second parent workshop will be open to all guardians of our seventh and eighth grade ELLs. It will be designed to help inform the guardians on the necessary steps that need to be taken when their child transitions from middle school to high school. The parents will be given information that specifically addresses the promotion criteria and how it pertains to ELLs. The workshop will be led by the eighth grade guidance councilor and the ESL teacher and will take place after school hours on a weeknight. The teachers are bilingual and will provide necessary translations for the parents.

Workshop 1

Number of teachers = 3

Number of hours = 2

Workshop 2

Number of teachers = 2

Number of hours = 2

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____