

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

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

**30Q227**

**School Name:**

**IS227 – THE LOUIS ARMSTRONG MIDDLE SCHOOL**

**Principal:**

**WILLIAM FAHEY**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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



## 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:

1. 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\*.
2. 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.\*\*
3. 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)
William Fahey	*Principal or Designee	
Ann McIndoo	*UFT Chapter Leader or Designee	
Theresa Agostino & Christine Infortunio	*PA/PTA President or Designated Co-President	
Susan Benjamin	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lia Woertendyke	CBO Representative, if applicable	
Fadhila Briedj	Parent Member	
Nadia Chraibi	Parent Member	
Akita Joshi	Parent Member	
Nyree Whittaker	Parent Member	
Cynthia Cummings	Parent Member	
Emmie Prete	Parent Member	
Edward Bilkey	Elected UFT	
Emil Dominguez	Elected UFT	
Kimberly Hirsch	Elected UFT	
Rose DelValle	Elected CSA	
	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	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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.

Our school is a borough-wide school that was established in 1979 with the mission of bringing together an ethnically diverse group of students to educate them academically, socially, emotionally and physically. Over 35 years later, this mission continues today. The school was named to honor the great musician and singer, Louis Armstrong. Louis and his wife Lucille had lived in the local area.

Since the school is named after Louis Armstrong, there is a strong commitment to the arts. All students are exposed and participate in music and art classes throughout their time in our school. The Louis Armstrong Foundation generously provides a grant to support our Arts early bird and after-school programs. This allows students to receive individual and small group instruction to prepare for Concerts and other public performances. The funding received is conceptually consolidated so as to maximize funding.

The school's area of strengths include:

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Uses research-based effective instruction that places the school in the top 20% of all schools in NYC and the top 5% of all schools in NYS based on student progress and achievement on the NYS ELA & Mathematics Assessments.
- A warm, welcoming and inclusive school environment that provides a student orientation program, emphasis on the academic and personal behaviors essential for college and career success.
- Teachers work collaboratively in professional learning communities by both content area grade teams (vertical) and house grade teams (horizontal).
- A warm inclusive school culture of students, teachers, staff, parents and administrators.

The school's key areas for focus for this year include:

- Increasing Student Engagement so as to further increase student progress and proficiency so students are college and career ready.
- To continue to build teacher capacity in using assessment information to inform instruction.
- Increase lunch time activities for students

## 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

1. 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).
2. 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.

Progress in English Language Arts is a continued priority within our school. The following reflects reports from the School Quality Guide, the NYS Report Card and analysis of the data from the NYS ELA and Math Assessments.

- Student Achievement: ELA percentage of level 3 and 4 = 40.7% and in math 57.6%
- ELA Median Adjusted Growth Percentile is approaching target at 44%
- ELA Median Adjusted Growth Percentile for peer group is approaching target for School's Lowest third at 48%

Below are areas of strength:

- Math Median Adjusted Growth Percentile for peer group and Lowest Third is exceeding target at 74% and 77% respectively.
- Well-developed on Quality Review May 2013.
- Rewards School Status
- Respect for All School Distinction

In closing the achievement gap, our ELL students are meeting the target.

The Learning Environment Survey revealed that only 61% of students felt that teaching staff make them feel excited about learning. Additionally, this was also reflected teacher evaluation reports (Advance MOTP components) in three components where teachers scored the lowest on their Advance MOTP evaluations in the 2013-2014 school year; Danielson's components 3B Questioning and Discussion Techniques, 3C Student Engagement and 3D Assessment In Instruction. This was further supported by conferring with teachers and their request to learn more about how to use baseline and other data to plan and improve instruction so they could assist more students in succeeding (Increase growth percentile scores (and Teacher Effectiveness Data –MOTP Student Scores).

When looking at the Areas for Improvement from the Quality Review and feedback contained from the Principal Performance Observations, it was mentioned that the school needs to continue to work to use on-going assessments, to adjust instructional decisions and provide clear next steps to students so students know the area(s) where they need to improve so it is more clearly and consistently evidenced across all classrooms. The school began to focus on this last year and is continuing to further build capacity by working with teachers in developing/refining rubrics that can better guide students in their own learning. Additionally, the teachers began work to learn about and make meaning of the reason why Academic and Personal Behaviors are essential to students being engaged in their own learning.

These multiple sources of data (i.e. Advance Data, Surveys from Teachers, Student Achievement Data, etc.) provided valuable information that was critical in identifying key area(s) that need to be developed to further engage students in learning.

### 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.

By June 2015, all teachers will ensure rigorous instruction in the classroom that focuses on students' needs through active student engagement and assessment practices that are aligned to CCLS lessons that reflect the NYC Instructional Shifts demonstrated by student work as evidenced by effective/highly effective teacher ratings for domains 3b, 3c, 3d and 3e

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Purchased Expeditionary Learning in ELA and Connected Mathematics 3 to support delivery of CCLS standards.	Grades 6-8	April – September 2014	Achievement Coach Teacher Leaders
Purchased Expeditionary Learning in ELA and Envision Mathematics to support delivery of CCLS standards.	Grade 5	April – September 2014	Purchasing Secty Achievement Coach Teacher Leaders
Purchase of trade books in Science and Social Studies to motivate and engage students while providing multiple entry to points allowing equal access to the curriculum.	Grades 5-8	September 2014 – March 2015	Purchasing Secty Achievement Coach Teacher Leaders
Full-Time Achievement Coach to support and develop teachers in both content and pedagogy,	Grades 5-8	July-2014 to June 2015	Principal, Secretary Achievement Coach
Conduct Survey to identify more actionable feedback from students (i.e. Which “House” (small learning community is student from? By subject, do you work in groups? Do you use laptops to research?, etc.)	All students	December 2014- January 2015	Student Organization & Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>-Funds to purchase Expeditionary Learning Curriculum (Gr. 5-8) in ELA , EnVision Mathematics (Gr. 5) and Connected – Mathematics 3 (Gr. 6-8) to support delivery of CCLS standards Established a common professional planning period for All ELA and Math teachers within the school day.</li> <li>- Professional Develop time on Mondays for 90 minutes.</li> <li>- Teacher work time to collaborate and strengthen lessons and look at student work.</li> </ul>

**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
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:

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.

Classroom Observations and increase of teacher progress in Advance MOTP evaluations in Danielson components 3b, 3c, 3d and 3e

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	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

- |    |   |
|----|---|
| 3. | 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). |
| 4. | 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.  |

The Learning Environment Survey revealed that the School Culture was one of the areas where the school scored 89%. Although this was a fairly high percentage it was the lowest rating in the three components.

One of the main issues that appear to be of concern is that only 58% of students feel students treat each other with respect and only 69% feel students treat teachers with respect. Additionally, only 73% of students feel students treat students with good grades with respect.

In the Instructional Core Section – 61% of students stated that teachers make them feel excited about learning.

Although the school’s score was greater than 89% in School Culture (3% above the city-wide satisfaction for all NYC middle school students) and the school was named a “Respect for All” school, this is an area where additional information, support and attention need to be obtained in order for this to be actionable. The Student Organization will be consulted about these issues. Student organization representative, along with moderator facilitation, will work to develop survey questions to obtain more specific information about these issues and brainstorm ideas for resolution.

In speaking with students and teacher teams along with analyzing Advance MOTP teacher observation data/next steps, it revealed that approximately 75% of teachers fall into the “Effective” range in Danielson’s component 3E – Flexibility and Responsiveness and approximately 65% fall into the “Effective” range in Component 3C – Student Engagement. To address the needs expressed by students and to assist teachers into progressing into the “Effective” or “High Effective” range, additional development needs to be provided to teachers in assisting them with understanding how to supporting struggling learners, including English Language Learners and Students with Disabilities and how to more effectively Cognitively challenge and further engage students. Series of workshops will be conducted to address teachers understanding and development in designing real world activities that will engage and cognitively challenge all learners.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
---

By June 2015, students’ responses to the Learning Environment Survey regarding the question -- “Students treat each other with respect” will student responses will increase beyond the 2013-2014 rate of 66%.
--

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Conduct a student survey by "Houses" to obtain more specific information that can allow actionable.	All students	December 2014- January 2015	Student Organization, Guidance and Administrators
Continue lunch time clubs and resume learning activities that student can enjoy and learn from at recess.	All students	September- November 2014	School Aides Assistant Principal H2
Provide continued professional learning in assisting teachers in understanding and making meaning of each of the Academic and Personal behaviors, their link in the classroom and what supports can be provided to students that will serve to further engage students in their own learning.	All students	November – June 2015	Achievement Coach, Assistant Principal H4 and Principal
Review of how to analyze data---"Knowing Your Students " and identifying and classifying by lower middle and upper third using analysis of individual and triangulated data (Prior Year Report Card Grade, NYS Assessments, MOSLs , baseline, benchmark, classroom tests, quizzes, projects and teacher observations	ELA, Math, Social Studies and Science Teachers	September -November 2014	Teacher Leaders Administrators
Use of Universal Design for Learning in Planning Lessons	All Teachers	October 2014 – June 2015	Professional Learning Committee, Select Key teachers
Use of Response to Intervention to meet the needs of all learners and strategically implement the curriculum.	All Teachers that request and those identified by D or I ratings in component 3e on Advance MOTP Data	October 2014 – June 2015	Professional Learning Committee, Select Key Teachers
Respect for All Assemblies and Contest for social-emotional well-being.	All Students	September 2014 – June 2015	Project SAVE Teacher Dean Administrators

#### **Part 4 – Resources Needed**

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

- Beginning of the Year Assembly to Launch the Year with periodic assemblies to check in with students.
- Student Organization to Meet with the Principal, Assistant Principal and Guidance Counselors
- Monday Professional Learning Time 90 minutes
- Teacher Leaders whom can attend RTI and UDL professional learning workshops, implement in their classrooms and turn-key information
- Achievement Coach to support teachers, identify training workshops, and support teacher leaders

-Administrators to follow-up support and subsequently evaluate implemented programs in classrooms

**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		Title I Basic		Title IIA	X	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Professional Development for teachers in the use of analyzing data, Universal Design for Learning and Response to Intervention

**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:

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

School created surveys will be given to students in February regarding the school environment and respect. OORs incident reports will also be monitored.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
-----	--	---	-----	--	----

12. 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

13. 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).
14. 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.

In analyzing the NYS Proficiency results, Progress results and comparison of City-Wide Schools and Peer Schools data revealed that Proficiency in ELA was 45% and Math was 59%.

The NYS Item analysis was used to obtain more specific information that assisted teachers in identifying areas of strengths and challenge for students.

In ELA, the item analysis revealed that although students cited evidence, the evidence cited did not always align to the argument/opinion stated. In addition, approximately 65% of students that scored level two or three on the essay and short answer questions of the NYS Exam and continue to exhibit difficulty in class on extended writing assignments/assessments that require analyzing information and stating a solid opinion/argument of their own thinking and explain it in their own words (opinion/argument) about a topic.

A consultant will be hired to support teachers in unpacking the standards and skills and plan lessons in these areas.

In mathematics, the item analysis revealed that students need to continue to develop and strengthen students’ conceptual understanding of the key mathematical concepts and their relationship to one another. Each grade team identified specific concepts for their grade and has regular weekly meetings to share best instructional practices on how to teach those mathematical concepts in the common core learning standards.

Teacher ambassadors will be attending professional development provided by the network and turn-key the information received to their grade level colleagues.

### 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.

By June 2015, teachers will engage in weekly planning and inquiry meetings to look at multiple forms of data in order to recognize the individual needs of students, and to work together to better understand and support those diverse needs by creating a culture of reflection as a means to increase strong instruction and student achievement as evidenced by observation of classroom practice and student work.

### 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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. 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).
17. Strategies to increase parent involvement and engagement

**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?*

18. Activities that address the Capacity Framework element of Trust			
Analysis of Spring 2014 NYS Exams, MOSLs, baselines, benchmark and pre and post classroom assessments	All Teachers	September 2014 – June 2015	Teachers, Professional Learning Committee, Administrators
Lead Teachers will attend professional development sessions and turn-key to staff	All Teachers	September 2014 – June 2015	Professional Learning Committee, Achievement Coach and Administration
Teacher Team Meetings: through use of protocols will analyze data, evaluate student work, create aligned tasks and assessments, and meet to share finds and best practices both horizontally and vertically.	All Teachers	September 2014 – June 2015	Professional Learning Committee, Achievement Coach and Administration Teachers
Research-based professional development including use of ARIS Learn, CCLS, Engage NY, Professional Publications, CIE 2014 – 2015, the Learning Environment Survey, the schools report card and the quality Review Report.	All Teachers	September 2014 – June 2015	Administrators, Achievement Coach, Teachers.
Additional Professional Development provided on an optional basis to interested teachers based on area(s) of interest/need/developmental level centered on vendor support (i.e. myOn Reading, Word Gen) and work with English Language Learners, Students with Disabilities and other struggling learners.	Available to all interested teachers	August 2014 to June 2015	Achievement Coach, Network PD, teachers

#### **Part 4 – Resources Needed**

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

Professional Learning Calendars for:

- Teachers to attend outside Professional Learning
- Create and maintain schedule to turn-key outside learning to colleagues (last Monday of each month.)
- Schedule weekly Grade Level Team meetings (vertical alignment) to discuss curriculum planning, lessons and look at student work.

#### **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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Per-Diem funding to cover substitute teachers so teachers can attend professional learning workshops outside of the building, including inter-visitations to other peer schools.
- Funds to purchase myOn Reading
  - Funds to purchase copy materials for Word Gen
  - Per-Session Training funds to allow teachers to attend after-school workshops
  - Title III funds for ESL Teacher to prepare and present turn-key workshops on Working with English Language Learners

for Increased Literacy Achievement—Teaching academic vocabulary, using picture supports, etc.

**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:

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

By February 2015, feedback from lead teachers, observation of teacher teams by administration, evidence in classroom practice and student work.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
--	----------	-----	--	----

22. 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

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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.   |

Teacher teams are an integral part of our school community. The principal and the school community believe in working together to increase student achievement. Distribute Leadership is vital component in making this happen. Teacher ambassadors (A/K/A Teacher Leaders) assist in representing their grade level department team concerns and needs. In addition, the school has teachers involved on several committees that assist in representing the instructional and emotional supports for increasing student achievement. Such Committees include: School Leadership Team, MOSL Committee, UFT Consultation, Professional Development, School Intervention Team, etc.

Based on discussions with staff, teachers feel that the any outside or in-house professional learning must be practical, inter-active and conducted in a series of workshops. In order for teachers not to see things in isolation and as separate indicatives, any new professional learnings initiatives must be explained to staff in a manner that helps them to more explicitly see the connections to the Citywide Instructional Expectations and link to the school’s Instructional Focus of Assessment.

Additionally, looking at teacher data from the Danielson components on teacher observations and in speaking with teachers, components rated the lowest, were Danielson 3C, 3D and 3E—Engagement, Assessment and Flexibility and Responsiveness respectively. In discussions with teachers, these were the same areas teachers were requesting additional support so as to move toward or to “Highly Effective” in these components.

To address these concerns, the principal an administrator, teacher leaders, the school’s Achievement Coach and the UFT Chapter Leader meet with members of the Professional Development Committee to develop topics for their grade level department meeting time and discuss issues/concerns regarding staff professional needs for supporting staff in areas they have identified as requiring support to increase student progress and proficiency.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
--

By June 2015, teacher satisfaction will increase by 3% in the Teacher and Student sections of the School Culture Section on the Learning Environment Survey and/or surveys from teacher PD sessions) surrounding the questions regarding engagement, assessment and responsiveness to students and the associated professional development provided to teachers.
--

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
---	--	---	--

26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Create a Professional Learning Committee with representative from each content area plus the Achievement Coach, an administrator and the Principal. Committee will solicit input/feedback from their colleagues about the professional learning series topics and recommended structures and procedures for effective scheduling, calendaring and management of the time.	Teacher Representative for each subject area	May 2014	Principal & UFT Chapter Leader
Develop structures and process for managing the Professional Learning Time	Professional Learning Committee	September – December 2014	Principal & UFT Chapter Leader
Implement a system that will allow teachers to do on-line grading, provide item analysis data for class assessments and provide students and parents to view their grades so they can monitor progress on a regular basis.	All Teachers All Parents All Students	September 2014 through April 2014	Programmer & Principal
Reconfigure school day and space to meet NYS requirements and period times.	All Staff, All Students,	June to September 2014	Principal
Develop a school-wide yearlong calendar that is distributed to all constituent groups	Teacher Leaders, Program Coordinators, Community Organizations, Queens College	March 2014 to August 2014	Parent Coordinator and Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-TL City-Wide Instructional Expectation Funding of \$29,436 for Per-Session to pay teachers for professional development -Monday Professional Learning Time for 90 minutes. -Common Planning time for core subject area teachers using Circular 6 Options and where financially possible building in to teacher schedules prioritized by ‘high stake’ subject areas (i.e. ELA & Math)

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

PTA will assist in covering the cost associated with producing the parent calendar with the Printing Company.  
 FSF/Title I SWP will cover the cost associated with producing the staff calendar with the Printing Company.

**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:

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

By February, 2015 at least 80% of teachers will indicate positive feedback from workshops provided for Danielson Components 3C, 3D and 3E and student report card grades and/or benchmark assessments demonstrate an increase in progress.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
--	----------	-----	--	----

32. 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 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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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.  |

In analyzing the parent information from the Learning Environment Survey and Middle School Snapshot, it was found:

Strengths:

- The MS snapshot indicates that 95% of parents are satisfied with the education that their child has received.\
- Our attendance rate is 96% which is a positive indication of school environment

Areas in need of strengthening:

- Learning Environment Survey indicated approximately 11% of parents would like to receive additional support on how to keep their child on track for college, career and life success.
- Learning Environment Survey indicated that 28% of parents reported being invited to school events 1 – 2 times a year and 16% stated they were never invited to school events.

The sub-committee of the School Leadership Team evaluated this last point and believes that this may be a perception issue or students are not bringing home notices. The sub-committee would like to conduct a further survey with parents to inquire as to what warrants as events.

### 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.

By June 2015, all parents will be invited to more than 2 school events at our school (workshops, programs, performances, etc.) as measured by a 3% increase in parents indicating as such on the 2014 – 2015 School Survey Report.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. 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).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

SLT created a sub-committee to further evaluate areas where parent perceptions scored lower on the Learning Environment Survey.	All Parents	December-January 2014	SLT Parent Sub-Committee
Increase communication by using Phone Messenger, School Website and Texts using EXPLICIT wording of You are INVITED TO the following event, program performance, etc.	All Parents	September 2014 – June 2015	Parent Coordinator Webmaster
Provide a series of parent workshops that are practical for parents to assist in preparing their children with college and career readiness	All Parents	November 2014- June 2015	Parent Coordinator
Provide a beginning of the year Curriculum Night, plus monthly CCLS Workshops linked with the PTA meetings that actively engage parents in a real world CCLS task that teachers do with students in their classrooms.	All Teachers	September 2014 through June 2015	September 2014 through June 2015

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>-Parent Coordinator</li> <li>-Parent sub-committee from SLT</li> <li>-Per-Session or Meal to compensate teachers for planning and delivery of workshops to parents</li> <li>Funds to purchase Subscription to Survey Monkey</li> <li>-Funds for Phone Messenger</li> <li>-Funds for Website Hosting Services that provides, on-line access, texts, e-mails</li> </ul>

#### 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
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, increased attendance by parents at school events. Increased school events by members of SLT, PTA that attend monthly PTA meetings.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Level 1 students and Level 2 students with teacher recommendation	Wilson – decoding issues  Additional class periods	-Elective class Pull-out -Small Group -Before School Academy -After-School Academy -1:1 Tutoring	This service is provided during the school day for students in the lowest levels of performance. Services are provided before and/or after-school from Dec – May for all other students.
<b>Mathematics</b>	Level 1 students & Level 2 students with teacher recommendation		-Elective Class Pull-Out -Small Group -Before School Academy -After-School Academy -1:1 Tutoring	This service is provided during the school day for students in the lowest levels of performance. Services are provided before and/or after-school from Dec – May for all other students.
<b>Science</b>	Students recommended by teachers for support		Tutoring Small group and 1:1 Videos	This service is provided during the school day
<b>Social Studies</b>	Students recommended by teachers for support		Tutoring Small group and 1:1	This service is provided during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	As need by At-Risk Factors: -Drugs, Alcohol, self-mutilation, outbursts, suspensions, etc.	Based on At-Risk behavior and intensity: Can include: -Peer Mediation _SAPIS intervention -Referral to outside agencies for evaluation and/or treatment	Short-term and follow-up counseling individual initially, and if appropriate, small group.	As needed and/or determined by Guidance Counselor, SBST or Administrators.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
<p>Our school collaborates with Queens College, St. John's University, Columbia University and NYU in the preparation of student teachers. As a result, we are able to observe these candidates and consider as substitute teachers or permanent positions when they become available.</p> <p>We provide our first and second year teachers with experienced mentors and have our achievement coach work alongside them in order to assist them in teaching, curriculum planning and effective assessments.</p> <p>All teachers new to our school are assigned mentors. Additionally, the school's Achievement Coach checks in with these teachers twice weekly to determine if she can assist them in any way. The Achievement Coach, when necessary, will assist the teacher with planning, conceptual understandings and/or modeling of lessons or other areas identified by the teacher, mentor or administrators.</p> <p>This support is continued during teachers second year, when necessary for particular areas with a greater emphasis and/or during their first year in the school.</p>

**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).
<p>Professional Learning is on-going and is determined by analysis of multiple sources of data and consultation with staff. Professional Learning includes teachers collaboratively looking at data (assessments, item analysis reports, student work and sharing best practices (ideas, plans, resources and materials) Select key teachers attend professional learning opportunities provided by outside resources (Network, Vendor(s), Central and Other Consultants) and come back to turn-key the information to the Academic Cabinet and their grade/department colleagues.</p> <p>When requested by teachers or recommended by administrators, the Achievement Coach or outside support will provide support to groups of teachers and/or individual teachers on development needs in an area(s) where they request or an area they need to strengthen.</p>

**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.).

**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.

Teacher teams work together to collaborate and decide on the use of baseline, benchmark and common assessments for formative assessment purposes. Using data from these assessments modifications are made to curriculum, instructional resources

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$721,880	X	
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	\$11,200	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$8,226,683		

**<sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. The Louis Armstrong 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.

**[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers through the Learning Leaders Program;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 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: Louis Armstrong Middle School	DBN: 30Q227
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 4

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:

The ELL Enrichment Academy is designed to provide instruction to students in an after school small group setting. After reviewing data from the 2014 NYSESLAT scores and data analysis form Title III AMAO 1 and AMAO 2 indicators, students made progress overall. However, reading and writing skills remain the most difficult modalities for them to master. To optimize mastery students will be grouped according to their needs by analyzing individual student needs in each of the four modalities of Language Acquisition, Reading, Writing, Listening, and Speaking. Students will be grouped and instruction will be focused accordingly. To address these needs, ELLs will be invited to attend the after school program.

Afterschool Program:

The program will take place for a total of 34 hours over a period of 17 weeks. Students will meet on Wednesdays from 2:45- 4:45p.m. (2 hours per session). Group size will be maintained at 10 students. Two (2) certified ESL teachers will work collaboratively with (3) general education language arts teachers to provide supplemental instruction to the ELL students in the afterschool program. Instruction is aligned with the ESL State Standards and the Common Core Learning Standards. To ensure that these teachers are using ESL strategies the ESL certified teacher pushes in the classroom and provides immediate intervention for students and staff.

The focus of the program is to increase comprehension across the content areas with an emphasis on inference, vocabulary development, reading comprehension and writing. Strategies such as using context clues, pre-teaching vocabulary, scaffolding prior knowledge and breaking up tasks into smaller “chunks” are just some of the methods incorporated into our ELL Enrichment Academy. One Assistant Principal will be available to supervise teachers and all ELL students attending the afterschool Enrichment Academy and ELL Weekend Academy.

Teachers use books from the My on, My books literacy reading program and news articles from News ELA as a resource for reading fluency and comprehension. Books and articles are scaffolded to match the students' reading levels and graphic organizers are provided for each writing activity that

### Part B: Direct Instruction Supplemental Program Information

accompanies them. The program incorporates the four modalities of language acquisition. Students can read and choose a variety of formats: picture books, graphic novels, chapter books, etc. Students will be able to listen to a spoken word audio which models reading fluency. They will also use features that allow them to highlight sentences as they read and look up unfamiliar words using an embedded dictionary. Students will take reading comprehension assessments which will be measured and used to create a personalized profile for each student. This student profile includes assessment scores, time spent reading, number of books read, and a reading growth trajectory. Writing and speaking skills practice will be facilitated using reading passage prompts and student generated discussion questions. The program is aligned to the Common Core Learning Standards as well as the New York State ESL Standards.

#### ELL Weekend Academy:

A weekend academy will be offered to the students as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 4 teachers providing instruction. Students will work from Continental's New York ELL's books appropriate for each grade level and will be given consumable materials such as pencils, notebooks and folders.

### 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:

The focus of the Title III Professional Development program will be to provide teachers with instructional strategies to scaffold, modify, and differentiate instruction and assessments. Teachers will work together to develop lessons that focus on Higher Order Thinking Skills including inference, predicting, interpreting and evaluating information Teachers will focus on preparing ELL students to meet and exceed NYC and NYState Common Core learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions: A total of ( 4 ) teachers currently teaching ELLs, in the content areas will participate in a series of staff development sessions, 7.5 hours of staff development for general education teachers and 10 hours for I.S.S. teachers. These sessions will take place throughout the school year and will be offered by a certified ESL teacher, Assistant Principal and use support from the CFN as needed.

\*Identification of Ells- Who they are in our school? What services are they entitled to, and what can we do as a school community to support their needs?

\*Comparison of ELA and NYSESLAT results to inform instruction

**Part C: Professional Development**

\*Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language

\*Vocabulary Development for ELLs , graphic organizers to scaffold reading and writing using Readworks.org and NewsELA.

**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: Parent Involvement

Our funding will be used to provide our parents and guardians an opportunity to attend several parent workshops throughout the school year. Parent workshops will be both informational and educational. A series of four (4) two-hour workshops will take place before the PTA meeting on select dates. Workshops will address the following topics: Communicating with teachers, How to access ARIS, How to support your child before and after state exams, What are the new CCLS standards? What is the NYSESLAT exam and it’s components?

Parent workshops will be facilitated by the Assistant Principal, ESL teacher.

The Parent Coordinator and PTA parent volunteers will be responsible for reaching out to parents. ESL teacher will send home flyers notifying parents. PTA meetings are posted on the parent calendar

Translated notices are sent home in parents' native language.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,939.03	ELL Enrichment Academy (Teachers)*(Sessions)*(Hours)*(Rate) (5)*(24)*(1)*(\$50.88)=\$6,105.60  Total \$6,105.60

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>ELL Weekend Academy            (Teachers)*(Sessions)*(Hours)*(Rate)            (3)*(2)*(4)*(50.88)</p> <p>Total: \$1,221.12</p> <p>(Supervisor)*(Sessions)*(Hours)*(Rate)            (1)*(2)*(4)*(52.52)= \$420.16</p> <p>Mandated New Teacher ESL Training</p> <p>A total of (2) general education teachers currently teaching ELLs will attend (7.5) hours of staff development</p> <p>(2)*(7.5)*(\$23.17)=\$347.55</p> <p>A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development</p> <p>(2)*(10)*(\$23.17)= \$463.40</p> <p>Sessions are offered by an ESL certified teacher and Assistant Principal</p> <p>Teacher Training on myOn Reading Fluency Program</p> <p>A total of (20) teachers will attend an in house webinar</p> <p>(20)*(1)*(3)*(\$23.17)= \$1,390.20</p> <p>Total</p> <p>18.84% fringe benefits has been included in the above teacher and supervisor salaries</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$900.00	Support Materials for Ells: Laminating machine, laminating plastic sleeves, highlighters, headphones and headphone jacks with multiple plugs, pencils, notebooks and folders.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$360.97	Breakfast and supplies for parents and students
<b>TOTAL</b>	11,200	_____

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

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

DBN: 30Q227 School Name: IS227 - The Louis Armstrong Middle

Cluster: 05 Network: CFN571

**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.

To assess our school's written and oral translation services data is compiled from ATS reports, information found on students' emergency home contact cards and cumulative student records. Written and oral translation of documents is provided based in the predominant languages present in the school. In addition, translation of documents is provided by the Region and the Chancellor's Regulations A-663.

The predominant languages spoken in our school are Spanish, Chinese, Bengali and Urdu and Arabic. The Parent Coordinator works closely with the Administration, Teachers, Parent Volunteers, and ESL Coordinator to ensure that translation services are provided as needed. Information is disseminated during monthly P.T.A. meetings, through letters and fliers sent home, school mailings, via the internet and the Schools' website and through the automated messenger service.

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.

A home language survey will be provided during the Parent – Teacher conferences to ensure that parents are receiving written and oral correspondence from the school in the language of choice. We run and analyze the Home Language Aggregation report in ATS from September through October to make sure all languages are addressed.

## 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.

To make sure our school is in compliance with Section VII Chancellor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school will be shared with teachers, the Parent Coordinator, PTA, ESL Department, and the Faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences, Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are done in-house. Our culturally diverse staff is called upon when oral interpretation is needed. Bilingual Administrators, Teachers, Paraprofessionals, Office Staff, and Parent Volunteers provide oral interpretation when parents' requests are made. Teachers are encouraged to use the DOE's Interpretation and translation services during parent-teacher conferences. Call (718) 752-7373, ext. 4 to access these services

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>.

To make sure our school is in compliance with Section VII Chancellor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school will be shared with teachers, the Parent Coordinator, PTA, ESL Department, and the Faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences, Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 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: Louis Armstrong Middle School	DBN: 30Q227
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 4

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:

The ELL Enrichment Academy is designed to provide instruction to students in an after school small group setting. After reviewing data from the 2014 NYSESLAT scores and data analysis form Title III AMAO 1 and AMAO 2 indicators, students made progress overall. However, reading and writing skills remain the most difficult modalities for them to master. To optimize mastery students will be grouped according to their needs by analyzing individual student needs in each of the four modalities of Language Acquisition, Reading, Writing, Listening, and Speaking. Students will be grouped and instruction will be focused accordingly. To address these needs, ELLs will be invited to attend the after school program.

Afterschool Program:

The program will take place for a total of 34 hours over a period of 17 weeks. Students will meet on Wednesdays from 2:45- 4:45p.m. (2 hours per session). Group size will be maintained at 10 students. Two (2) certified ESL teachers will work collaboratively with (3) general education language arts teachers to provide supplemental instruction to the ELL students in the afterschool program. Instruction is aligned with the ESL State Standards and the Common Core Learning Standards. To ensure that these teachers are using ESL strategies the ESL certified teacher pushes in the classroom and provides immediate intervention for students and staff.

The focus of the program is to increase comprehension across the content areas with an emphasis on inference, vocabulary development, reading comprehension and writing. Strategies such as using context clues, pre-teaching vocabulary, scaffolding prior knowledge and breaking up tasks into smaller “chunks” are just some of the methods incorporated into our ELL Enrichment Academy. One Assistant Principal will be available to supervise teachers and all ELL students attending the afterschool Enrichment Academy and ELL Weekend Academy.

Teachers use books from the My on, My books literacy reading program and news articles from News ELA as a resource for reading fluency and comprehension. Books and articles are scaffolded to match the students' reading levels and graphic organizers are provided for each writing activity that

### Part B: Direct Instruction Supplemental Program Information

accompanies them. The program incorporates the four modalities of language acquisition. Students can read and choose a variety of formats: picture books, graphic novels, chapter books, etc. Students will be able to listen to a spoken word audio which models reading fluency. They will also use features that allow them to highlight sentences as they read and look up unfamiliar words using an embedded dictionary. Students will take reading comprehension assessments which will be measured and used to create a personalized profile for each student. This student profile includes assessment scores, time spent reading, number of books read, and a reading growth trajectory. Writing and speaking skills practice will be facilitated using reading passage prompts and student generated discussion questions. The program is aligned to the Common Core Learning Standards as well as the New York State ESL Standards.

#### ELL Weekend Academy:

A weekend academy will be offered to the students as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 4 teachers providing instruction. Students will work from Continental's New York ELL's books appropriate for each grade level and will be given consumable materials such as pencils, notebooks and folders.

### 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:

The focus of the Title III Professional Development program will be to provide teachers with instructional strategies to scaffold, modify, and differentiate instruction and assessments. Teachers will work together to develop lessons that focus on Higher Order Thinking Skills including inference, predicting, interpreting and evaluating information. Teachers will focus on preparing ELL students to meet and exceed NYC and NYState Common Core learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions: A total of ( 4 ) teachers currently teaching ELLs, in the content areas will participate in a series of staff development sessions, 7.5 hours of staff development for general education teachers and 10 hours for I.S.S. teachers. These sessions will take place throughout the school year and will be offered by a certified ESL teacher, Assistant Principal and use support from the CFN as needed.

\*Identification of ELLs- Who they are in our school? What services are they entitled to, and what can we do as a school community to support their needs?

\*Comparison of ELA and NYSESLAT results to inform instruction

**Part C: Professional Development**

\*Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language

\*Vocabulary Development for ELLs , graphic organizers to scaffold reading and writing using Readworks.org and NewsELA.

**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: Parent Involvement

Our funding will be used to provide our parents and guardians an opportunity to attend several parent workshops throughout the school year. Parent workshops will be both informational and educational. A series of four (4) two-hour workshops will take place before the PTA meeting on select dates. Workshops will address the following topics: Communicating with teachers, How to access ARIS, How to support your child before and after state exams, What are the new CCLS standards? What is the NYSESLAT exam and it’s components?

Parent workshops will be facilitated by the Assistant Principal, ESL teacher.

The Parent Coordinator and PTA parent volunteers will be responsible for reaching out to parents. ESL teacher will send home flyers notifying parents. PTA meetings are posted on the parent calendar

Translated notices are sent home in parents' native language.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,939.03	ELL Enrichment Academy (Teachers)*(Sessions)*(Hours)*(Rate) (5)*(24)*(1)*(\$50.88)=\$6,105.60  Total \$6,105.60

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>ELL Weekend Academy            (Teachers)*(Sessions)*(Hours)*(Rate)            (3)*(2)*(4)*(50.88)</p> <p>Total: \$1,221.12</p> <p>(Supervisor)*(Sessions)*(Hours)*(Rate)            (1)*(2)*(4)*(52.52)= \$420.16</p> <p>Mandated New Teacher ESL Training</p> <p>A total of (2) general education teachers currently teaching ELLs will attend (7.5) hours of staff development</p> <p>(2)*(7.5)*(\$23.17)=\$347.55</p> <p>A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development</p> <p>(2)*(10)*(\$23.17)= \$463.40</p> <p>Sessions are offered by an ESL certified teacher and Assistant Principal</p> <p>Teacher Training on myOn Reading Fluency Program</p> <p>A total of (20) teachers will attend an in house webinar</p> <p>(20)*(1)*(3)*(\$23.17)= \$1,390.20</p> <p>Total</p> <p>18.84% fringe benefits has been included in the above teacher and supervisor salaries</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$900.00	Support Materials for Ells: Laminating machine, laminating plastic sleeves, highlighters, headphones and headphone jacks with multiple plugs, pencils, notebooks and folders.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$360.97	Breakfast and supplies for parents and students
<b>TOTAL</b>	11,200	_____