



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X145

School Name:

ARTURO TOSCANINI MIDDLE SCHOOL

Principal:

LAUREN WILKINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Arturo Toscanini Middle School School Number (DBN): JHS 145
School Level: MIDDLE SCHOOL Grades Served: 6 – 8
School Address: 1000 TELLER AVENUE
Phone Number: 718-681-7219 Fax: 718-681-6913
School Contact Person: NELIDA GONZALEZ Email Address: NGONZAL2@SCHOOLS.NYC.GO
Principal: LAUREN WILKINS
UFT Chapter Leader: NATALIE DEXTER RAMSEY
Parents' Association President: BEATRICE RICHARDSON
School Leadership Team
Chairperson: B. WILSON SAMPSON
Student Representative(s): _____

District Information

District: 09 Superintendent: LETICIA ROSARIO
Superintendent's Office Address: 450 St. Paul's Place, Bronx, NY, 10456 Room 205C
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718)842 - 0138 Fax: NONE

Cluster and Network Information

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO
Network Number: CFN 571 Network Leader: LYNETTE GUASTAFERRO

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 School Comprehensive Educational Plan (SCEP) 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)
LAUREN WILKINS	*Principal or Designee	
NATALIE DEXTER	*UFT Chapter Leader or Designee	
BEATRICE RICHARDSON	*PA/PTA President or Designated Co-President	
ANTWANETTE ABEL	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
HELLENNA WILLIAMS	Member/ PARENT	
VITA HASKINS	Member/PARENT	
PAULA SANTOS	Member/PARENT	
NA	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

JHS 145 is committed to providing a safe learning environment where all stakeholders accept responsibility of preparing students for academic success. In collaboration with CBO's, the community, parents, teachers and staff we will work to empower students to apply the knowledge, skills and attitudes necessary to be prepared for college and beyond.

The mission statement above describes the philosophy of our school community.

We offer an academically rigorous and innovative program stressing high standards of performance, study and discipline. The Academy program emphasizes analytical thinking skills, communication skills and independent research. All students participate in high performance based academic core concentrations in both Mathematics and Literacy through extended blocks of time. Within a framework of academic and interdisciplinary richness, students explore a curriculum emphasizing the arts. Drama, vocal, dance, instrumental and choral music, and the fine arts are offered. Students actively participate in a series of performances, both in and out of our school community, which highlight their intellectual and personal development. Each individual is expected, on such occasions, to dress in a professional and sophisticated manner emphasizing the role of a performer. Additional emphasis is placed on the learning of a second language and gaining computer skills, as well as incorporating science through technology into cooperative learning activities.

An extended day program, as well as Saturday and Vacation Academies, are available for students seeking to learn beyond the confines of the regular school day. We also have a partnership with Global Writes which gives the students an opportunity to have both academic help and extracurricular activities that include dance, flag football, chorus, bowling, soccer and other enrichment activities. Exciting and challenging courses are offered in academics, vocal and instrumental stage performance refinement, fine arts portfolio creation in preparation for specialized high school acceptance and computer generated publication for our senior students utilizing digital photography and computer graphics. Additional preparatory opportunity for those seeking entrance to the Albert G. Oliver program, ABC (A Better Chance,) or specialized high schools such as Bronx Science are also provided.

We are also partnered with Junior Mock Trial in which our students visit the courthouse and develop relationships with the lawyer with an opportunity to present a case against other schools. Dream yard is another partnership our school is involved with. Students from our school work with a resident artist to create unique poetry and compete with other schools in the city as well as via conferencing with students from other States. Life Skills are taught to our students through the Claremont Community Organization (A.I.M.).

The Academy's staff endeavors to provide a caring and nurturing environment which will support students as they meet the objectives of Performance Standards. The teaching team targeted for this academy is composed of committed and experienced professionals drawn from the finest schools. A student-centered environment is the focus of our teaching/learning experience and is grounded in the most progressive adolescent theories. We will challenge each student to become a lifelong learner and a responsible, productive citizen.

We face many challenges; we are located in the poorest Congressional District in the United States. We service a large population of students in Temporary Housing and transitional housing (18% - however as we continue to interview parents and guardians we realize that more students are actually in temporary housing than is reflected in the data). 33% of our students are ELL's and 18% are SIFE students. 21% of our student population is SWD which is an increase over previous years by more than 58 students. Students that were retained one time in the past compile 26% of our population and 5% twice.

When looking at the tenets that made the most growth last year would be curriculum development and support. The school was able to use research based curricula in both ELA and Math. More progress would have been reached if the materials ordered would have come in a timely fashion. This year we are again focusing on Curriculum Development and support by incorporating additional planning time for teacher so they can look at student work and plan lessons that meet the entry points of our diverse population. Another area in which we made some improvements is family and community engagement. Our Parent Coordinator as well as our outreach program for families enables us to provide ESL classes for our parents during the week and on Saturdays. Additional classes and workshops are provided on a monthly basis.

We need to take a closer look at the following tenets: Teacher Practices and decisions. It is necessary for us to reflect upon our practices and prepare more performance base task as well as more academically rigorous lessons. It is important for us to create a seamless environment where all students on a grade level are doing the same rigorous work across the different curricula. It is also important for us to look at the Danielson rubric to make sure we are working to be Highly Effective when delivering instruction. We will also be focusing on the structuring of practices at the leadership position. In order to effect change the leadership of the building including Coaches, Lead Teachers and the Network team will put systems and supports in place to move the work of the school. The systems are being re-examined and new systems for accountability are being put in place.

09X145 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	373	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	N/A	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.1%	% Attendance Rate	87.9%	
% Free Lunch	83.0%	% Reduced Lunch	1.4%	
% Limited English Proficient	33.5%	% Students with Disabilities	21.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American	33.3%	
% Hispanic or Latino	64.8%	% Asian or Native Hawaiian/Pacific Islander	1.0%	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.27	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	13.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	8.91	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4	1.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	26.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	373	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	N/A	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.1%	% Attendance Rate		87.9%
% Free Lunch	83.0%	% Reduced Lunch		1.4%
% Limited English Proficient	33.5%	% Students with Disabilities		21.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		33.3%
% Hispanic or Latino	64.8%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.27	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		1.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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Personnel (2013-14)				
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		1.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- Materials that were not available in a timely fashion last year will be available so that teachers can begin to plan effectively
- Research based Common Core Learning Standards will be revisited for academic rigor
- Additional Common Planning Periods will be programmed both horizontally and vertically
- Teachers will be compensated after school on Mondays and Tuesdays for two additional hours to look at student work and plan effectively
- The principal, assistant principal teachers and members of the network support team will work on developing a needs assessment for the staff to determine differential PD
- Although we have begun to be a data driven school we need to know exactly how to use available data to drive instruction. We will work with the network team to implement this practice

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

*To improve teacher effectiveness by providing teachers additional planning time, both vertically and horizontally. By June 2015 teachers will have customized two units of instruction based on analysis of benchmark data to increase Rigor aligned to common core and integrate multiple entry points.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
ELA teachers will continue to use Expeditionary Learning as our research based reading component. Teachers will receive PD on Monday afternoons and during Common Planning Periods and an additional 2 hours afterschool on Mondays. Teachers will incorporate ELL strategies into each lesson to support our ELLS and SWD	Teachers of both ELA, para's and Social Studies	September 2014 – June 2015	Network support for ELA, SWD's, Principal, Assistant Principal and Lead ELA teacher
Math teachers will use Engage NY as well as Math CCLS (Glenco) and Go Math as our research based math program. Teachers will receive PD on Monday afternoons and during Common Planning periods and an additional 2 hours on Monday's afterschool.	Teachers of Math, para's	September 2014 – June 2015	Network support for Math, SWD's, Principal, Assistant Principal and Lead Math Teacher
Provide Common Planning time for ELA and Social Studies teacher to meet in their weekly schedules.	ELA and Social Studies Teachers	September 2014 – June 2015	Principal and Assistant Principal
Provide Common Planning time for Math teacher to meet in their weekly schedules.	Math teachers	September 2014 – June 2015	Principal and Assistant Principal

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"> • Principal • Assistant Principal • Lead Teacher • Network Math and ELA Specialist • SWD's network Specialist • Math Go, Math CCLS, Engage NY • Expeditionary Learning • 22 period teachers will teach 21 periods with Common Planning built in • 25 period teachers will teach 24 periods with Common Planning built in • Expeditionary Learning • Textbooks – Go math / Math CCLS • Achieve 3000 • Brainpop and Brainpop ESL • High Interest low level library books • Spanish/English dictionaries

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

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

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

The midpoint benchmark will be in January. In the month of January will review the benchmark data on standards on each grade level and one unit/plan from each teacher to ensure alignment those standards are addressed in ELA and Math.

We will continuously monitor the progress of the students through study focus groups tracking the data of specific students. Students will have both portfolios and data folios to monitor progress. This will be ongoing during the month of January;

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the September 2013 Quality Review, the school leaders and faculty are deeply committed to the social, emotional and academic development of all students and this has led to a nurturing collaborative school environment. (1.4) Students statements like, “The principal is like my father in school” exemplified the nurturing climate that has been cultivated in this school. Every teacher is given a student to mentor and follow throughout the year to support his or her social emotional learning goals. Many students share that staff “really cares” and push them to do their best in their academics. For example, students have the opportunity to participate in a Saturday program at the Fieldstone School that prepares them to enter specialized or private high schools. Select groups of students visit Yale University and others to promote college readiness. Many students indicate that their teachers promote a love of writing that they did not have in the elementary grades and were proud to share their writing samples during classroom visits. Hence, students are better able to focus on their academic learning goals including college and career readiness, resulting in positive growth of their academic achievement as evidenced by the informational writing that was displayed in classrooms and teacher data sheets that were shared during meetings. (pp 3-4) The overall score for the Quality Review was 62 out of 100 categorizing us as Developing. According to the Progress Report 2011-2012, we received an A (11.6 out of 15) for School Environment. This category measures student attendance rate (92.8), academic expectations (8.4), communication (8.3), engagement (8.1) and safety and respect (8.1). These results are based on attendance and results of the NYC School Survey on which parents and teachers rate the school on the above mentioned categories.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the school will support the social emotional development by providing additional support resources such as guidance through at-risk programming in conjunction with our CBO. We will increase attendance by creating a positive environment that engages children in school as evidenced by an increase in attendance from 89 to 91%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school will provide all necessary services to students and families to allow for maximum student academic potential and social and emotional developmental health.</p> <ul style="list-style-type: none"> • Thurgood Marshall Mock trials will have students from all sub-groups involved – partnership with Bronx County lawyers and judges fosters academic engagement, creativity, development of critical thinking skills and self-esteem • Student government will be established and representatives from all classes will be part of the Student Counsel • Poetry Slam event that fosters positive self-esteem, character building, confidence in self, public speaking skills and creativity – this includes students from all sub-groups • One on one teacher student mentoring program • Career day for all students that includes positive alumni and community leaders • Double dutch program • Iron will kids 	<p>Parent and students,</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, SBST, Guidance Counselor, teachers, SAPIS,</p>
<ul style="list-style-type: none"> • Guidance Counselor, SBST, Parent Coordinator will work with parents on post-secondary options • Guidance Counselor, SBST, Parent Coordinator will provide support for students and families in need of assistance • Students in Temporary Housing are provided with Metro cards, clothing and tutoring when necessary • 	<p>Parents and Students</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, SBST, Guidance Counselor, teachers, SAPIS,</p>
<ul style="list-style-type: none"> •*Saturday Academy for parents featuring ESL, GED classes and technology instruction •Claremont Community Center AIM program 	<p>Parents and Students</p>	<p>September 2014 – June 2015</p>	

•SAPIS provides mandated program in conjunction with the OSYD, that offers guidance through prevention and intervention services to students and families, helping our school to maintain a safe, orderly and supportive environment	Students	September 2014 – June 2015	
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Part 4 – Resources Needed

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

Guidance Counselor (additional Counselor needed), Artist, teachers to teach ESL and GED classes – per session Wednesday’s and Saturday’s, additional Family Worker – Attendance (AIDP), Character Education program Seven Habits of Highly Effective Teens, SCAN to work with students at risk during the day and afterschool (up to 25 students)

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Although these programs and services will be continually monitored the mid-point benchmark for indicating progress will take place in the beginning of January. Activities will be monitored via sign-in sheets, agendas, participation by parents and students. Attendance rates are also reviewed on a weekly basis with our mid year goal at goal is 91%

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

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

At this point we have not reached our goal because we have several students that have moved and have not been picked up by other schools. We have sent the family worker, parent coordinator and the Guidance Counselor to the homes but there was no one at the homes. The workers left letters. We have also tried reaching out to known agencies that service these students but to no avail.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

During the 2013 – 2014 teacher teams were developed last year but they were not embedded in the teacher schedules so teachers were given an opportunity to join meetings if they were available. Teachers were willing to participate but there was no consistency. Teachers also used the 37.5 minutes to share best practices. It is evident that the need for continuous PD will improve teacher practice. During the 2014 – 2015 school year the teachers and para’s were given a needs assessment in an effort to provide PD opportunities that are meaningful and not redundant. The needs assessment has helped determine where staff members felt they were strong in and what areas they needed extra support. As a result the Administration and the Consultation team developed a plan to provide support during the day in scheduled Common Planning Periods also additional time on Monday afternoon after the extended Professional Development time and Tuesday’s after the Parent Outreach period. Teachers are offered two hours to continue to look at student work, data, lesson planning and a variety of other PD opportunities. We will be offering a PD book club study group to study such topics as Middle Level Learners, Using data to drive instruction, Social Emotional Development of Middle School Students, etc. . The PD’s will be conducted by Administrative staff, Network support, consultants, lead teachers and para’s. In an effort to improve our practice we will also be sending teachers to PD opportunities outside of the school provided by the network and other schools. Teachers and para’s will also be afforded the opportunity to visit other schools in teams to observe best practices. The outcomes that we are looking for will be the improvement of student achievement. Student achievement on the State math test was only 1% during the 2013 -2014 school year our goal is to have the students to move to at least 8% during the 2014 – 2015. The students that were proficient in ELA represented only 7% of the total population. Our goal is to move to 12% this year while continuing to make progress in both subject areas.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

*By June administration will provide PD opportunities that will lead to increased rigor and an increase of the number of students proficient in math from 1% to 8% and an increase of the number of student’s proficient in ELA from 7% to 12%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ➤ Resources for teachers to visit other schools for best practices ➤ Development of Professional Development plan ➤ Professional Development Study Books for afterschool groups ➤ Additional PD hours afterschool 2 days a week 	Teachers and paras	September 2014 - 2015	Administration, Network Support, Consultant, Lead Teachers, Teachers
<ul style="list-style-type: none"> ➤ Math textbooks ➤ Enrichment materials for Afterschool and AIS 	Students, Teachers	September 2014 – June 2015	Lead math teacher, afterschool teachers,
<ul style="list-style-type: none"> ➤ Needs assessment for all staff to determine PD opportunities ➤ Common planning embedded in the teacher programs ➤ Re-visit curriculum maps 	Teachers and paras	September 2014 – June 2015	Principal and AP
<ul style="list-style-type: none"> ➤ Additional PD hours afterschool 2 days a week ➤ Enrichment materials for Afterschool and AIS ➤ Lab sites in Math and ELA ➤ Inter-school visitation and debriefing with other schools to observe best practices ➤ Math teachers will use ENGAGE NY as our research based math program supplemented with CCLS and GO math ➤ Expeditionary Learning will be used by ELA teachers across all teachers to support all students – general education, special education and our ELL’s 	Teachers and paras Math Teachers, Math lead teacher ELA Lead teacher, ELA teachers	September 2014 – June 2015 September 2014 – June 2015	Lead Teachers Math Lead teacher and Network support Math Lead teacher and Network support

➤ Workshops and information sessions will be held for parents to understand the expectations for both Math and ELA and the research base approached being taken	Parents/Guardians	November 2015 – May 2015	Lead ELA and Math teachers
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Part 4 – Resources Needed

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

Coverage for teachers to visit other Middle Schools Best Practices, per session for after school and Saturday PD, Network Support, Lead teachers, Consultants, PD books, test sophistication materials

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

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

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

Agendas, minutes, next steps will be monitored weekly. In January the Administrative team and the PD team will give the staff an additional needs assessment to determine next steps for professional development.

Part 6b. Complete in February 2015.

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

At this time we cannot determine if we have reached this goal because the results of the ELA assessment will not be released until late spring.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 school was found to need improvement in providing teachers with strategic feedback and comprehensive professional development opportunities to improve student outcomes in the school. Even though the staff has been exposed to the Danielson Framework; teacher feedback does not provide consistent targeted feedback that aligns to the school's goals for differentiation. Currently, it lacks the rigor and specificity based on student data and work samples. During classroom visits, most of the students were engaged in whole class lessons with minimal opportunities for differentiation of skills and strategies. Hence, expectations for teacher practice does not consistently align to the school's goals and is not always clear to staff, therefore limiting opportunities to improve student outcomes. (page 6)
The school's overall score for the Quality Review was Developing.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning, September 2014 and ending in June 2015 teacher effectiveness will be developed by creating a shared understanding of instructional excellence using a research-based rubric. Principal and assistant principal will provide meaningful feedback to teachers using the components of a research-based rubric—Danielson's Framework for Teaching; with emphasis on academic rigor and classroom environment

that address their identified areas for growth beginning September 2014 and ending in June 2015.

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Strategy: School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 4-6 informal and formal observations over the school year with appropriate and meaningful individual feedback.*	Teachers	October 2014 – June 2015	Principal and Assistant Principal
Activities: Teachers engage in a self-assessment on selected components of a research-based rubric, Danielson’s Framework, and identify at least one area for growth. Scheduling for pre and post observation conferences, common conference time for discussions on Danielson’s Framework	Teachers	September 2014 - 2015	PD committee, Principal, Assistant Principal
Teachers will participate in Learning Walks to observe best practices; these walks will be both internally and at other schools	Teachers	October 2014 – May 2015	Network support, Lead teachers, Principal and Assistant Principal
Professional development committee develops and implements a coherent and differentiated teacher support plan that integrates the selected components of the research-based rubric. The end result of this plan is for teachers to have professional support to refine curriculum units and plan their lessons to maximize student outcomes.	Teachers	September 2014 – June 2015	PD committee, Principal and Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Data excel spreadsheets, unit assessments, and core subject curriculum will be uploaded onto the P12 portal. Title I monies will be used. Priority supply money will be used to purchase laptops to assist teachers in this endeavor Lead teacher, network support

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 I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
N/A												

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Part 6 – Progress Monitoring

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

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

In December 2014, administration will review the number of observations conducted and the feedback given to teachers. We will revisit the observation schedule to monitor the number of observations conducted and the ones remaining. The PD committee and the administration will review minutes from PD's and the Learning walk to plan next steps.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 school cultivates partnerships to effectively engage parents and foster student growth. The school makes good use of their resources to engage parents through adult programs such as English as a second language, GED classes and technology instruction through the Saturday Academy. Communication between staff and parents increases through these opportunities and, thus, they help to bridge the gap between home and school. There is a literacy-through-the-arts program for English language learners to support language development. The school also partners with lawyers and judges to study cases and participate in the Thurgood Marshall Mock Trial program that fosters academic engagement, creativity and allows students to develop critical thinking skills. As a result, parents are very excited to participate in the various school events, leading to high parent attendance, as evidenced on sign in sheets, agendas and parent feedback. Teachers work closely with counselors and school support staff to provide students and families with guidance on postsecondary readiness. The school’s attention to parent needs and interests has resulted in positive feedback shared at parent leadership meetings and surveys. Consequently, parents feel respected and welcome, and have a voice in making key decisions in the school, as shared by many parent leaders and school leadership team members. In addition, parent comments in the School Survey and in parent meetings express that they feel encouraged to see the school’s progress in the recent interim assessments, student’s artwork and performances, all of which fosters student growth. The school has also teamed with Community Change to help work with the parents. Through this partnership we were able to create a Community Parent room for our parents as well as parents from our sister school and other schools in the partnerships. The resource room is being used to provide parents with workshops.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase parent engagement through a parent/school partnership this will result in a 5% increase in parent participation from September 2014 through June 2015 as evidenced by attendance at parent workshops and PT conferences.

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: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide materials and training to help parents work with their children to improve academic achievement.	Parents/Guardians	October 2014 – June -2015	Parent coordinator, Family Worker, Lead teachers, Principal
Provide a parent resource center in which parents will be able to hold workshops	Parents/Guardians	November 2014 – June 2015	CBO, Principal, AP
Provide ESL, GED and Technology workshops for parents and the community	Parents/Guardians	Nov. 2014 – June 2015	Principal’s, AP’s, Lead teacher
Share information about school and parent related programs, meetings and other activities	Parents/Guardians	September 2014 – June 2015	Parent Coordinator, family work, Principal, AP

Part 4 – Resources Needed

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

Parent Coordinator, Family Worker, computers

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 I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
*Global Writes													

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.

By the end of February 2015 a survey of parents will be completed and analyzed to determine parent satisfaction with current programming opportunities and to identify changes.

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

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> *State ELA achievement results *Running records *Periodic Assessments *Teacher made assessments *Teacher observations *Baseline results *Midline Assessments *IEP 	<ul style="list-style-type: none"> *Differentiation of instruction with 90 minutes blocks *Skills, strategies and comprehension work during afterschool and Saturday program *MSQI Grades 6, 7 and 8 *45 – 90 minute periods per week as ESL regulations *Differentiation of instruction in ELA *Playwriting, Dreamyards *Title III Saturday *Scaffolding of instruction for ELLs *Co-teaching with Bilingual, Special Needs and general education teachers by certified ESL/ELS Lead Teacher 	<ul style="list-style-type: none"> *Whole class/small group *small group *small group *push-in and small group *small group *small group/one on one *small group *small group 	<ul style="list-style-type: none"> During the school day During the school day and afterschool Saturday's During the school day
Mathematics	<ul style="list-style-type: none"> *State Math Achievement results *Teacher made assessments 	<ul style="list-style-type: none"> *Differentiate instruction based on data *Skills and Strategies 	<ul style="list-style-type: none"> *small group *small group 	<ul style="list-style-type: none"> *During the school day *During the school

	<ul style="list-style-type: none"> *Teacher Observations *Periodic Assessments *Baseline results *Midline Assessments *IEP 	<p>for test sophistication</p> <ul style="list-style-type: none"> *Carnegie Math program for all students/Math Revolution k-12 Program for ELL's, Students with disabilities, SIFE students 	*small group	<p>day</p> <ul style="list-style-type: none"> *During the school day, after school and Saturday's
Science	<ul style="list-style-type: none"> *Teacher made assessments *IEP's *Baseline assessment *Midline Assessment 	<ul style="list-style-type: none"> *Research assistance by teacher for inquiry based projects *Re-teaching 	<ul style="list-style-type: none"> *small group/one on one *small group 	<ul style="list-style-type: none"> *During the school day *During the school day
Social Studies	<ul style="list-style-type: none"> *Teacher made assessments *IEP's *Baseline assessment *Midline Assessment 	<ul style="list-style-type: none"> *Research assistance by teacher for inquiry based projects *Re-teaching 	<ul style="list-style-type: none"> *small group/one on one *small group 	<ul style="list-style-type: none"> *During the school day *During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> *Teacher Observation *IEP's *Overage *Multiple holdovers *Parental concerns 	<p>School counselors work with all subgroups, including Students with Disabilities, Black, Hispanic, LEP and Economically Disadvantaged during the school day, on an as needs basis in small group or one on one sessions. Services offered in English and Spanish. Students are taught how to deal with personal issues including school, family, bullying. Family outreach, peer counseling, peer mediation also available.</p>	*Small group/whole class presentation	*During the school day and afterschool

		<p>The School Psychologist will test at-risk students to identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services as student counseling, family counseling and medical outreach. Agency referrals, educational, social and personal services during the school day are provided to all subgroups in grades 6-8 on an as needs basis. The services are offered in English and Spanish.</p> <p>Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and Economically Disadvantaged subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p> <p>The Speech professional utilizes the curriculum maps that the students' teachers utilize in the ELA classes, including</p>		
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		<p>ELLs and students with disabilities. Language and auditory processing activities are based upon curriculum. Speech teachers also utilize the present levels of performance to determine the best objectives and strategies to access curriculum. Consultation with classroom teachers is ongoing and thus speech is not an entity unto itself, but a part of the whole education of the children involved, including those in general, special and BL education. The SAPIS will provide classroom presentations, counseling services, assembly programs, peer leadership and mentoring, positive alternatives, and public and cultural awareness to help students develop stronger problem solving, decision making, social and communication skills, and cultural respect. The SAPIS will also provide parent/community counseling services, workshops and referrals.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Attend recruit fairs - citywide Outreach to the Network for resumes Outreach to local colleges Programming under license area Attendance at PD's provided by the City as well as the network Common Planning embedded in teacher schedules After school and Saturday PD with compensation

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>Strategy: School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 4-6 informal and formal observations over the school year with appropriate and meaningful individual feedback.</p> <p>Activities: Teachers engage in a self-assessment on selected components of a research-based rubric, Danielson's Framework, and identify at least one area for growth.</p> <p>Professional development committee develops and implements a coherent and differentiated teacher support plan that integrates the selected components of the research-based rubric. The end result of this plan is for teachers to have professional support to refine curriculum units and plan their lessons to maximize student outcomes.</p> <p>Scheduling for pre and post observation conferences, common conference time for discussions on Danielson's Framework</p> <p>Educational partnership (fall 2013) with Legacy Pathways, an educational consultant group specializing in providing professional development training and learning opportunities for schools including the P12 School Improvement Framework and Portal, a technological resource that creates a complete calendar of planning and professional development opportunities. Data excel spreadsheets, unit assessments, and core subject curriculum can also be uploaded onto the P12 portal use of laptops are key for success of program.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

NA

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 364,052	X	Page 12, 15, 17, 20, 23

Title I School Improvement 1003(a)	Federal	NA	NA	Page 12, 15, 17, 20, 23
Title I Priority and Focus School Improvement Funds	Federal	\$87,239	X	Page 15, 17
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	\$ 17,348	X	Page 12, 15
Title III, Immigrant	Federal	\$ 20,157	X	
Tax Levy (FSF)	Local	\$ 2,397,623	X	Page 12, 23

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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.

²The **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 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **JHS 145**, 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. **JHS 145** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

JHS 145, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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: JHS 145	DBN: 09X145
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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: At MS 145X, we plan to implement a Title III Immigrant Program in order to help our immigrant students who may or may not be ELLs to adjust to their new environment and to go forward in their academic skills. MS145X-will work on helping our students increase their Cognitive Academic Language Proficiency. MS 145X will be servicing 120 Immigrant Students (who may or may not be ELLs). Within our Immigrant students we have identified 29 as SIFE in need of additional support in the areas of reading and writing. They are unable to take the LAB-R in English since they lack the language proficiency in reading and writing. Consequently, during the after-school program on Wednesdays there will be a certified Bilingual teacher who will work with test sophistication strategies focusing on reading comprehension and short response/essay writing. This Bilingual teacher will work with our Spanish speaking ELL immigrant students. Portfolio assessment will be used to differentiate instruction for all of our immigrantes student including Ells and non ellls and SIFE students. Visuals will be used to develop interdisciplinary vocabulary skills, leveled libraries/audio-books will be used to enhance reading and listening skills, and graphic organizers will facilitate the writing process. Students will also engage in cooperative learning groups in order to communicate to expanded their speaking skills and expanded multicultural awareness and sensitivity. Additionally, the teacher will use overhead projectors to provide exemplars in writing and will provide scaffolded reading/writing lessons, which will include both ESL and Common Core Learning Standards. Bilingual dictionaries (Spanish and French) will be available, and each student will have access to an Ipad for additional language development. The language of instruction will be English. This program will commence in January 2014 and culminate in June 2015. The program will be held on a Wednesdays and Saturdays, Wednesdays from 3:15pm to 5:15pm and Saturdays from 9:00 - 12:00. for a total of 34 sessions. In addition, the Saturday Program will allow students to have a two part program for academic and extra curriculum activities. The Saturday Program will be held from 9am-12pm. For a total of 20 Saturday Sessions. There will be two Content Area Teachers - one in Math and the other in Science. Our Immigrant Students will be invited to Cultural and Sensitivity classes to help with diversity.

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

Part C: Professional Development

- name of provider

Begin description here: In order to enhance our staff's instructional practices regarding our newcomers, professional development workshops will be held to ensure that Newcomer strategies are shared with all teachers. As per the UFT contract teachers of ELL's and SWD will work together on Monday afternoon's to share best practices. All sessions are provided for all staff. In addition to the topics below, our Director of ELLs, assessments Liason, Paula Waldron will provide our staff with the support needed in order to better service the target population (Newcomers). PD sessions will include aligning Common Core Standards to the ESL curriculum, focusing on ESL methodologies and best practices. PD sessions will also include using data from ARIS, Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. Expert Bilingual/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Certified ESL teacher, Ms. Priesner, will further address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transfer information during Staff Development days. All of our teachers will learn about Cultural Diversity and Sensitivity.

N/A

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At MS145X, we provide ESL classes for parents of newcomers on Wednesdays (5:30pm-7:00pm) and Saturdays (9:00-12:00) from November 2014 to June 2015. In addition, parents engage in the AIM Program on Thursday from 10-11, which focuses on life skills. Parents have been notified by the Parent Coordinator, Ms. Freeland, and letters to parents have been translated in diverse language such as Spanish, French, and Bengali. Parents are also encouraged to use the ARIS/Parent Link to become better informed about their children's academic progress. The ESL teacher, Ms. Preisner, and the Parent Coordinator, Ms. Freeland will provide the additional support. We will provide ESL classes for all of our Parent Community which will be held in the Parent Engagement room 407. In addition we will provide Citizenship Test Prep for parents and any of our Immigrant students. Extra funding will come for other sources within our budget.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **Teaching Matters-Network 571**

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

Part A: Needs Assessment Findings

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

Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. From this ongoing process all teachers are aware of necessary translation requirements for their parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The main language translation services needed is for the Spanish language. Staff fluent in the language, including principal and assistant principal, counselors, teachers and office aides are numerous and available at all times for translation. The school community is advised of these translators at faculty conferences at the beginning of the school year and can call upon them when needed.

Part B: Strategies and Activities

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

The school offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Office of English Language Learners has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator also has letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America.



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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: Arturo Toscanini	DBN: 09x145
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 109
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: A Saturday morning technology infused math program is in place to assist the ELL population on all grade levels to increase English language and math skills as per our goals: By the end of the school year, 20% of our English Language Learners will demonstrate academic progress as measured by the their raw scores on the NYSESLAT Exam, and, by the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in spring 2014. The program is intended to run from September 2014 through May 2015, on Saturdays from 8 AM to 12 PM. Three hours of ELA/Math instruction is provided followed by one hour of soccer. A certified Bilingual teacher is employed and the language of instruction is English. The supplemental program used is Destination Math to increase proficiency in that area. A soccer component is incorporated into this program to allow our ELL population to maintain a component of their culture and to provide for the whole child. This program is aligned to ESL standard 5: Students will demonstrate cross-cultural knowledge and understanding. Furthermore, students will maintain a writing journal and enhance their listening skills in English through direct instruction and interactions. Research has shown that students should be considered as whole persons within their family context. Factors such as strong parental support and involvement, as well as school based programs focusing on children's physical, social, emotional, and intellectual development is important in order to improve academic performance. Hodgkinson (2003). In addition teachers are being challenged to broaden their repertoire of teaching strategies to meet the needs and strenghts of students from diverse demographic

Part B: Direct Instruction Supplemental Program Information

backgrounds. the ways in which we teach thses students have a great impact in their linguistic, social, cognitive, and general education development. Thus, the Saturday Soccer Progam offers another venue for ELLs to achieve both academic success and built interpersonal skills.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on each professional development day to ensure that ELL strategies are shared with all teachers. As per an SBO vote, every Thursday afternoon, PD is geared towards our subgroups: ELLs and SWD. All sessions are provided for all staff. PD sessions will include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices, Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, and cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Literacy Lead Teacher/Certified ESL teacher, Ms. Preisner, will further address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transfer information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the Ell students. The Literacy Lead Teacher, additionally,

Part C: Professional Development

plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become more familiar with the needs of the ELL population. Our new Grade 6 District Plan, MSQI, will be discussed and running records and DRPs will be discussed and analyzed in professional development for the whole school community.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	_____	_____
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____