



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

28Q072

School Name:

CATHERINE & COUNT BASIE MIDDLE SCHOOL 72

Principal:

OMOTAYO CINEUS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Catherine and Count Basie MS School Number (DBN): 28q072
6-8
Grades Served: _____
School Address: 133-25 Guy R Brewer Blvd
7187236200
Phone Number: _____ Fax: _____
School Contact Person: Ms. Linette Edwards Email Address: Ledwards3@schools.nyc.gov
Principal: Omotayo Cole Cineus
Stephen Brobston
UFT Chapter Leader: _____
Ms. Janet Grant
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Melissa Marcus
Student Representative(s): _____

District Information

District: 28 Superintendent: Ms Mabel Sarduy
90-27 Sutphin Blvd
Superintendent's Office Address: _____
MSarduy@schools.nyc.gov
Superintendent's Email Address: _____
7185572618
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens Director: Ms Marlene Wilks
82-01 Rockaway Boulevard NY 11416,
Director's Office Address: _____
mwiks@schools.nyc.gov
Director's Email Address: _____

917-520-6743

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Omotayo Cole Cineus	*Principal or Designee	
Stephen Brobston	*UFT Chapter Leader or Designee	
Janet Grant	*PA/PTA President or Designated Co-President	
Christine Jordan	DC 37 Representative (staff), if applicable	
Melissa Marcus	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Christine Friday	CBO Representative, if applicable	
J. Martin	Member/ Parent	
T. Coleman	Member/ Parent	
T. Cockrell	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
D. Folkes	Member/ Parent	
D. Samaroo	Member/ Parent	
D. Jones	Member/ Parent	
K. Augustin	Member/ Teacher	
W. Ramsey	Member/ Teacher	
G. Ramsbottom	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Cycle of Learning at Catherine and Count Basie

Teach Learn Experience Use

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

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

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

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

Our Vision :

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

Our Mission :

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

- Collaboration
- Opportunity
- Experience

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

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

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

28Q072 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	760	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	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	25	# Drama	N/A
# Foreign Language	16	# Dance	3	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.5%	% Attendance Rate			90.5%
% Free Lunch	75.5%	% Reduced Lunch			6.7%
% Limited English Proficient	4.5%	% Students with Disabilities			20.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.3%	% Black or African American			72.4%
% Hispanic or Latino	10.7%	% Asian or Native Hawaiian/Pacific Islander			13.6%
% White	0.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	4	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.4%	% Teaching Out of Certification (2013-14)			22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.8%	Mathematics Performance at levels 3 & 4			13.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			22.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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			X
Focus District	X	Focus School Identified by a Focus District			
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			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
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			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Part 1b. Needs/Areas for Improvement:</p> <p>The inner core of the framework-Rigorous instruction, supportive environment and collaborative teachers is our school focus in the development of the delivery of instruction. The school goal of "one year progress" will be achieved through monitoring, assessing and analyzing data through both previous and current formative and summative measures. Our focus and incorporated standards include Reading informational text, key ideas and details as well as language for ELA. In Mathematics working across the grades with expressions and equations, ratios and proportions, finally statistics and probability for mathematics. Supporting our teachers instruction includes the alignment of the "challenge" standards with our current curriculum to ensure student mastery can be achieved.</p> <p>Curriculum that have been implemented to ensure alignment to CCLS are as follows:</p> <ul style="list-style-type: none"> Expeditionary Learning for ELA CMP 3 and Engage NY for Math 		

- New York Historical Society and citywide Scope and Sequence for Social Studies

- UA for Science

Teachers will receive ongoing professional development in the core subject curriculum in order to carry out standards based instruction

Data driven instruction is supported by: Uniform and periodic assessments which is administered during 4 interims. Assessments are aligned to CCLS. Teachers use data results to refine and prioritize curriculum items and work in teacher teams to make instructional decisions based on data for the grade.

The areas where improvement is needed are :

- SOP 3. 4- School leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

In order to address this, we will incorporate 4 learning academies including the Language Academy, Gender Academy, Stem Academy and the Arts Academy. These academies will provide students with options and choices as per the school vision and will allow teachers to work together to provide more interdisciplinary instruction based on academy themes.

- SOP 3.3 & 3.5- (Quality Review indicator 2.2- Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels)

In order to address this, we will implement a data analysis team which will include data point persons in every subject area who will analyze and interpret data for the subject area. This will provide grade and subject teacher teams clear information about the data trends from interim assessments and will allow teams to create strategic instructional decisions about how to address concern areas by making strategic adjustments to the curriculum.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 2. Annual Goal:

By June 2016 Catherine and Count Basie students will demonstrate 3% growth in Annual Yearly Progress as measured by the 2016 New York State ELA and Mathematics examination

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>instructional support and coaching:</p> <p>The professional Development Calendar is devised to incorporate each Domain to review and analyze the components for 90% of our eligible teacher to obtain a rating of "effective". This professional development will also provide our school community with a common</p>	<p>Teachers will HEDI score under 2.5</p>	<p>Sept- March</p>	<p>Peer instructional coaches and demonstration teachers</p>

language when discussing feedback and the observation process.			
Data analysis team: Data team will work closely with the BFO to identify resources and supports to analyze central, state, and classroom data. The team will be headed by AP Severin and will create measures to improve teacher instruction, reflection and improvement.	Grade/ subject area team teachers	Sept- June	Data point person in core subject areas
Quarterly assessments schoolwide	Students 6-8	Sept, Dec, March, June	Data analysis team, testing coordinator
Support of subgroup population: Our growing ELL population as a result of the creation of our Dual Language program will allow us to focus on the ELL subgroup to improve instruction and achievement for all L1 students as measured by the NYSITELL. Special Education students gaining support through targeted instruction for those students identified by Spring 2015 assessments achieving .5 percent less than the approaching grade level (level2)	11 L1 students(new admit other than english language speakers) 25 Special Education students (as identified as being in the 1.7-2.3 range)	Sept- June	Dual language academy coordinator and admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Creation of academies in which students will have course options to meet instructional needs in each subject as per the vision of the school. • Collaboration with Community based organizations to provide resources to help meet instructional and parental involvement goals through extended day programs and weekend prep programs (i.e. “March Madness”) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will occur quarterly. December/January assessments ie Ready/ school net will be used to assess instructional progress and student learning. Results will be analyzed by data point people in every subject area and trends in data will be identified. Strategic course of action will implemented to address data trends by grade teacher teams.

Teachers' instructional progress will be monitored by the observation cycle and HEDI score. By December 2015, Professional development and support will be adjusted/ provided according to the trends identified in Advance

Through use of our 30 cycles and student progress checkers staff, students and parents will have the identified standards and gaps in each students mastery as measured by the mid year benchmark examination February 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>School strengths</p> <p>Quality Review -</p> <ul style="list-style-type: none"> 3.4*: Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations – Proficient - Staff Handbook communicates the mission, vision, instructional expectations, grading policy, lesson planning requirements, which reinforce school wide expectations for teaching and culture - Use of Pupil Path/ Datacation , Black Board Phone system, Parent Conferences, and school sponsored programs and events help communicate and promote positive school - Saturday Program, Bi monthly all day Saturday "March Madness" Saturday Initiative (includes academic intervention and social/ physical programs to address the whole child), Beacon Program and Community School Teacher Initiative grant, School Clubs before and After School all help provide ongoing support and guidance for students. These programs 		

are Alvin Ailey Dance, Ballroom Dancing, Arista Honor Society, Student Council, Beacon, Gospel Choir, MOUSE Squad, Broadway Junior, Penny Harvest, Multicultural Club, Soldier Program

- Special Programs: Saturday School, Specialized High School Prep, Regents Prep,

- International Travel Program, Summer Transition Program, Spanish Proficiency Exam, Earth Science and Integrated Algebra Regents

- Tutoring, International Baccalaureate & Gender Classes

- Champs/ Beacon Programs - Baseball, Wrestling, Cheerleading, Step, Track and Field, Flag Football and Basketball

- -

School Survey - How satisfied were participants at your school in school culture?

Parents - 90% Teachers - 77% Students 62%

Based on parents and teachers

Social Emotional Measure – Proficient

Self Assessment

- Support staff designated to intervene and mediate

- Basie Bugle, Monthly School Calendar, Academy Newsletter provide the school community resources of upcoming events and activities

- Grade Specific Guidance Counselors

School Needs

Based on the Framework for Great Schools HEDI Scores for our school our need areas of concern are:

- Safety and Order

- } Safety

- } Classroom Behavior

- Social Emotional Learning

- } Peer Interactions

- } Next Level Guidance

- } Press Towards Academic Achievement

- } Personal Attention and Support

- } Peer Support for Academic Work

-

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

● By June 2016 Catherine and Count Basie will create student capacity by developing student organizations to ensure student voice is incorporated into the ongoing decision making as measured by the Learning environment Survey

Safety and Order-Hall and Classroom Monitors

 } Safety

 } Classroom Behavior

Social Emotional Learning-Social Development committee

 } Peer Interactions

 } Next Level Guidance

 } Press Towards Academic Achievement

 } Personal Attention and Support

 } Peer Support for Academic Work

Rules and Governance-Student Council

Town Hall Meetings

Student Representatives

Community Outreach

We will continue to provide a nurturing, caring environment for every young person. We will, in collaboration with administration, teachers, parents and students ensure that peer interactions are positive and students have support to address their academic and socio-emotional needs. In order to accomplish this goal, we will continue to utilize and enhance our advisory program, conduct a needs assessment, identify the root of the identified need areas and determine pathways to address them. In addition, we will support students by refining our tiered progressive discipline system and restorative practices with students who have demonstrated challenging behaviors. All of the protocols and procedures in the progressive discipline policy will be explicitly outlined in the student and staff handbook, and will be designed to proactively address students needs instead of being reactive. We will also increase PD of the Danielson Framework to address need areas of teachers who scored lower than a 2.5 in Rapport and Respect and Managing Student Behaviors.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>As a community, we will develop a shared understanding of the Framework for Great Schools by conducting quarterly PD school wide and in small cluster inquiry teams – PD will include conducting a Needs Assessment as it relates to the identified areas of concern, then establishing goals through the lens of the Framework For Great</p>	<p>- Teachers/ Inquiry teams/ cluster teams</p>	<p>June 2015 – June 2016</p>	<p>Administrators, Instructional Leaders, Peer Instructional Coaches, IEP Teacher, Demonstration Teacher, Academy Coordinators, Guidance</p>

<p>Schools. Then knowing our target areas, we will utilize the Five Whys Protocol to help get at the foundational root of these challenge areas and uncover multiple perspectives of the community stakeholders. Next we will utilize the instructional development tool to help our school leadership teams reflect on our current practices, create a supportive environmental focus, and refine practices to support this focus and promote positive student culture. Once we have a deeper understanding of the framework and dig deep into our challenge areas, we will engage in cycles of learning deciding what change we will introduce, how we will assess if it is working and determine what school community members will be involved and what they will do to create a maximum impact. Within each quarter we will address the multiple needs areas and determine if they are being addressed.</p>			
<p>School wide staff will also participate in month professional learning groups and utilize the NYC Middle School Case Studies: (Deanna Kuhn, The Laboratory School of Finance and Technology (M.S. 223), Lab Middle School & Atherine Lucy Prep), where teachers, guidance and support staff will analyze a specific case study of a current NYC school's practices through the lens of the Framework for Great Schools and consider implications for</p>	<p>Teachers/ Inquiry teams/ cluster teams</p>	<p>June 2015 – June 2016</p>	<p>Administrators, Instructional Leaders, Peer Instructional Coaches, IEP Teacher, Demonstration Teacher, Academy Coordinators, Guidance</p>

<p>putting our learning into action in our own work.</p>			
<p>We will continue use of College Board Advisory Program which is focuses on student learning outcomes and are aligned to the following goals:</p> <ul style="list-style-type: none"> • To help advisees reflect upon and monitor their academic progress through a formal conferencing structure • To develop and maintain relationships between and among advisees and the adviser • To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life • To provide advisees with the resources and information necessary to make thoughtful decisions about the future. <p>The term “session” highlights the emphasis on group facilitation and the development of relationships through the use of a structured session format. Each advisory session is 42 -45 minutes and includes the following components:</p> <ul style="list-style-type: none"> • Gathering: A short exercise that brings everyone together at the beginning of the session and provides a structure for listening and speaking in ways that demonstrate and offer practice in respect, 	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Homeroom Teachers</p>

<p>understanding and empathy.</p> <ul style="list-style-type: none"> • Activity: Activities are at the heart of the session plan and range from whole-group discussions, interactive exercises, small-group activities and role-playing to Internet research on colleges or careers. Each activity is aligned to a session goal, as well as to an overarching advisory goal. • Debriefing: A debriefing follows the activity and is an opportunity for students to reflect on the experience. • Closing: The closing provides a process to conclude the time the group has spent together. Like gatherings, closings create opportunities for every student to be heard as they give feedback on what they've experienced, communicate what they've learned, and assess their progress and development. 			
<p>Progressive Discipline – Meet Plan with Extended Cabinet to revise, refine and improve school wide progressive discipline plan which will include:</p> <p>Tiered Behavioral Systems –</p> <ul style="list-style-type: none"> - Tier 1 – Positive School Wide Discipline Program, Routine Evaluation of System in Biweekly Meetings of Extended Cabinet, and Ongoing Professional Development - Tier 2 – Targeted Support for Small Groups –short term interventions/ goals 	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Tier 1 - 3 interventions may include Administration, Teachers, Academy Coordinators, Guidance, Crisis Intervention Teacher, Support Staff, CBO, and Mental Health Organizations including Kidwise)</p>

and rapid response for students who do not respond to Tier 1 interventions - Tier 3 – Targeted Support for Individuals who do not respond to Tier 2 – with long terms, intensive interventions			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Individualized Programming – Cabinet, Programmer, Data Specialists - Specialized Events and Activities for Target Group - Establish New Academies with Coordinators – Dual Language, Gender, Performing Arts and S.T.E.M. - Web Based Communication including update of school website, staff and student handbook - Academic and Sports Based After School Programs - Curriculum from Advisory Board - School Based and SBO Counseling Services - Support Groups - Specialized Courses - Staff Workshops - Parent Workshops -

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly and quarterly progress monitoring for implementation of all programs. Measurements to assess if goals will be discussed and analyzed based on data (anecdotal, referrals, increase movement to LRE, decline in OORS and suspension rate, surveys that assess the pulse of the students and if their academic, social and physiological needs are

being met). Such meetings will be administrative cabinet, extended cabinet, common planning, departmental, school wide, SLT, safety and PPT meetings.

By the end of term 1, Catherine and Count Basie intervention programs will provide documentation of success through student achievement and social development charting (full uniform, attendance, incidents)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> Catherine and Count Basie has peer instructional coaches, demonstration teachers and untitled teacher leaders who felicitate initiatives in the school improvement process; by attending, applying and turn-keying, work-sessions seminar and institutes. Pre-tenured staff members are receptive to professional development Protected time for teacher team meetings Some teachers are engaged in inter-visitation and debriefing sessions <p>Area of Improvement:</p> <ul style="list-style-type: none"> Difficulty matching professional opportunity with teachers programs Generational gap A growing understanding of the benefits of collaboration 		

- Teachers need guided support to improve their practice
- Teachers have demonstrated a need to utilize effective protocols to look at student work

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2016 all teachers will use best practice protocols to self reflect, review student work improve classroom instruction through teacher team meetings and peer inter-visitation in order to provide students with targeted instruction as measured by 50% of students achieving mastery based on the student progress tracker reports(uniform formative assessments)

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s)</p> <p>Who will be targeted?</p>	<p>Timeline</p> <p>What is the start and end date?</p>	<p>Key Personnel</p> <p>Who is responsible for implementing and overseeing the activity/strategy?</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide all teachers with professional UDL and DI and will</p> <p>Establish a school wide inter visitation calendar</p>	<p>All Teachers</p>	<p>Weekly from September to June</p>	<p>Assistant Principals, Peer instructional coaches, Demonstration Teachers</p>
<p>Interim assessment in all major subjects at least 4 time year and exit slip collected daily.</p> <p>Assessment Data collected and analyze during teacher team meeting</p>	<p>All Staff</p>	<p>September to June</p>	<p>Professional development team</p>
<p>Survey students four times a year on interest and attitude toward class</p>	<p>Teachers by Department</p>	<p>Weekly from September to June</p>	<p>Classroom teacher</p>

Using Datacation for progress report 8 times a year. Survey parents four times a year	Parents	November, January, March, May	Parent Coordinator, AP
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Consultant to conduct PD sessions • Coverages to allow teachers to attend PD • Scheduling of teacher team meeting in master schedule 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Sign in sheets to PD, classroom observations, professional development calendar, inter-visitation logs will be reviewed weekly in order to monitor progress toward achieving the above mentioned goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Tenet 1: District Leadership and Capacity- <p>The School Leadership will continue to engage in professional development and instructional support provided by the Superintendent and Borough Field Office. This support will provide the school leadership with best practices to support the District, School and Leadership goals.</p> <ul style="list-style-type: none"> Tenet 2: School Leader Practices and Decisions <p>In working with the Superintendent Liaison the school leadership will address gaps in curriculum and increase the support of classroom instruction through focused and purposeful professional development. The principal will continue to invest in human resources in an effort to support young people in smaller class sizes, extended day opportunities and higher instructional expectations.</p> <ul style="list-style-type: none"> Tenet 3: Curriculum Development and Support <p>The school will invest in the development of a curriculum team with the support of an outside consultant to review and analyze current curriculum choices and execution of instruction.</p>		

- Tenet 4: Teacher Practices and Decisions

Teachers are responsible for engaging young people in meaningful, engaging instruction through the ongoing usage of differentiation of instruction and deeper engagement with the content. These choices and decisions will be identified through the observation and feedback cycle. The administration will continue to build capacity through opportunities for teacher leadership through mentoring, coaching and professional development.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2016 the principal will observe each classroom teacher at least 30% of their selected Advance option with actionable feedback as measured by the web based Advance system

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal and AP will attend Teacher's College Writing Professional development meetings monthly and will model best practices for for writing to staff.</p>	<p>Teachers in all content areas</p>	<p>Sept- June</p>	<p>Principal, AP, writing teachers</p>
<p>Meet bi weekly with teacher leaders, APs and data coordinators to create goals and action plans for instruction</p>	<p>All teachers; teachers with HEDI scores in the developing and ineffective range</p>	<p>Sept- June</p>	<p>Admin, teacher leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Protected meeting time in master schedule in for staff students and administration
- Resources for PD
- Grants and funding for outside consultants

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Monthly calendar of meetings and PD
- Weekly logs from leadership team of encounters with staff, students, and community.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Catherine and Count Basie is a third year community school as we have partnered with the Child Center of New York’s Beacon program.</p> <p>As a community school, beacon offers family activities such as Zumba, Knitting and Game night as an effort to strengthen the family and school dynamic.</p> <p>We have partnered with Beacon to provide targeted students with an extended day program (0 and 9 period) to support students in being proficient in ELA and Math.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By April 2016, 75% of the participating parents will document an increase of overall satisfaction with the Catherine and Count Basie Community in the area of student safety as measured by the spring Learning Environment Survey</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Part 3. Action Plan:</p> <p>Catherine and Count Basie will continue to encourage parental involvement evidenced by distributing school information via email, text telephone calls and documentation to all parents. The parent Coordinator will work diligently with the Principal and PTA officials to ensure continued productivity.</p>	<p>Parents</p>	<p>Sept- June</p>	<p>Parent Coordinator</p>

Parent Coordinator will attend all recommended Professional development workshop to become a more effective provider and advocate for the parents and families we service. The parent coordinator will attend PD between 9/4/2014-9/4/2015.	Parent coordinator	Sept -June	Parent coordinator, admin
Use of Datacaton (skedula) to communicate with parents about their child's academic performance and important school information.	Parents	Sept-June	Teachers, admin, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4. Budget and Resource Alignment

- Creation of academies in which students will have course options to meet instructional needs in each subject as per the vision of the school.
- Collaboration with Community based organizations to provide resources to help meet instructional and parental involvement goals through extended day programs and weekend prep programs (i.e. “March Madness”)
- A listing of PDs to attend
- Metro cards to attend PDs and for parents who attend meetings or any other school event.
- Incentives for parents who are consistently involved in school events or meetings.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5. Progress Monitoring:

Sign in sheets, surveys and workshop evaluations will be analyzed throughout the year to monitor progress toward the goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	<p>Students who receive a level 2 or below on the ELA State Exam</p> <p>Self Contained</p> <ul style="list-style-type: none"> . Mid-High Level 2 students (pushables, 2.5-2.8) . Students close to approaching standards (1.7-1.9) 	<p>Morning and Evening Success Academy</p> <ul style="list-style-type: none"> .100 Book Challenge .Read 180 .Enrichment .i-ready Instructional Program .Saturday Success .March Madness 	<p>Small-group instruction</p> <ul style="list-style-type: none"> .One-to-one conferencing/individualized instruction . Personalized learning and Intervention .Tutoring 	<p>Before school (0 period)</p> <ul style="list-style-type: none"> . During School . After school (9th period) .Tuesdays (During club hours)
Mathematics	<p>Students who receive a level 2 or below on the Math State Exam</p>	<p>Morning and Evening Success Academy</p> <ul style="list-style-type: none"> .Enrichment .i-ready Instructional Program .Saturday Success .March Madness 	<p>Small-group instruction</p> <ul style="list-style-type: none"> .One-to-one conferencing/individualized instruction . Personalized learning and Intervention .Tutoring 	<p>Before school (0 period)</p> <ul style="list-style-type: none"> . During School . After school (9th period) .After school .Tuesday (During club hours - Tuesdays)
Science	<p>Students who receive a level 2 or below on the ELA State Exam</p>	<p>Urban Advantage</p> <ul style="list-style-type: none"> . Learning Gardens 	<p>Small-group instruction</p>	<p>During the Day</p> <ul style="list-style-type: none"> . Weekends

			<ul style="list-style-type: none"> .One-to-one conferencing/individualized instruction . Personalized learning and Intervention .Tutoring 	<ul style="list-style-type: none"> .After School .During school . Breaks/recesses .Tuesday (During club hours)
Social Studies	Students who receive a level 2 or below on the ELA State Exam	<ul style="list-style-type: none"> New York Historical Society .Library of Congress 	<ul style="list-style-type: none"> Small-group instruction .One-to-one conferencing/individualized instruction . Personalized learning and Intervention 	
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> . Students that receive a 65 and below on their report cards . Students with chronic or serious behavior issues 	<ul style="list-style-type: none"> Individual Counseling .Group Counseling . Behavior Intervention Program (BIP) .Advisory .Soldiers Program .Kidwise .Beacon 	<ul style="list-style-type: none"> Small group instruction . One-to-one conference .classroom discussions 	<ul style="list-style-type: none"> During the school day .After school .Weekends

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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">• Teachers will be recruited using performance interviews conducted by our recruitment committee.• The recruitment committee consists of teachers, administrators and students.• Teachers will be invited to attend summer institute.• New teachers will be part of the New Teacher Induction Program

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• Peer instructional coaches, demonstration teachers and untitled teacher leaders will facilitate initiatives in the school improvement process; by attending, applying and turn-keying, work-sessions seminar and institutes.• New Teacher Induction program for new teachers• Protected time for teacher team meetings• inter-visitation and debriefing sessions• PD calendar for the school year

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- During June planning in 2015, teacher teams identified assessments and in addition to the data they will provide about students.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	320,403.00	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0	x	

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,078,736.00	x	

¹Explanation/Background:

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Catherine and Count Basie Middle School 72** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community **Catherine and Count Basie Middle School 72** 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

Catherine and Count Basie Middle School 72 , 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 on 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 will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

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

Number of teachers = 3

Length of each session = 1.5 hours

Number of session/week = 3

Total number of weeks = 15

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _____

-
At the beginning of the school year we asked the ELL parents how we could provide extra support that would help the parents to help their children. The responses we received from the 7th and 8th parents stated that they wanted a better understanding of the high school application process. Additionally we decided that parents would also benefit from a better understanding about what strategies their children are using in the math class. From these findings we created two parent workshops. The first parent workshop will be open to all ELLs, former ELLs and their guardians. It will be a two hour informational workshop that will help the guardians understand the strategies that their children are learning in math class. To help further their understanding the workshop will involve the guardians teaming up with their children to collaboratively work through a variety of math problems. This workshop will be led by the ESL teacher and 2 math teachers and will take place after school hours on a weeknight. The teachers are bilingual and will provide necessary translations for the parents. The second parent workshop will be open to all guardians of our seventh and eighth grade ELLs. It will be designed to help inform the guardians on the necessary steps that need to be taken when their child transitions from middle school to high school. The parents will be given information that specifically addresses the promotion criteria and how it pertains to ELLs. The workshop will be led by the eighth grade guidance councilor and the ESL teacher and will take place after school hours on a weeknight. The teachers are bilingual and will provide necessary translations for the parents.

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Workshop 1

Number of teachers = 3

Number of hours = 2

Workshop 2

Number of teachers = 2

Number of hours = 2

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q072** School Name: **Catherine and Count Basie**
Superintendent: **Mabel Muniz-Sar**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess M.S.72's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system. We also use ATS reports such as the RHLA and RPOB. We further have parents speak to staff members in their native tongue to further evaluate their communication needs. We also periodically send out language questionnaires.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our non-English speaking parents speak one of the following languages: Spanish, Haitian Creole, French, Italian, Arabic, Bengali, Urdu, Malagasy and Dutch.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The School disseminates a variety of document to parents every year. Some of them come from central already translated. These include: The discipline code, the school calendar, and the Parent's Bill of Rights and Responsibilities. We have a number of Spanish, French, Punjabi, Urdu and Haitian Creole speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel without relying upon outside agencies.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school holds the following face-to-face meeting with parents: Parent Nights, Parent teacher Conference (4 times a year) and Parental Involvement Hour (every Tuesday). Our guidance department reaches out to parent on a regular basis and our attendance teacher will reach out to those parents who need to discuss their child's attendance.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During faculty conferences and in memoranda all staff members will be made aware of how to use translation services and over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will fill out a quality control card at the point of service. The card will ask for a brief evaluation of the service that was provided as well as potential needs for further services.