



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE ACADEMY OF TALENTED SCHOLARS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K682

**PRINCIPAL:** JOSEPHINE SPORTELLA-GIUSTO      **EMAIL:** JSORTELLAGIUSTO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA CONSTANTINO



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Josephine Sportella-Giusto	*Principal or Designee	
Sandro Grancaric	*UFT Chapter Leader or Designee	
Robert Yee	*PTO President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Alice Boyle	Parent	
Susan Yee	Parent	
Helen Altshuler	Parent	
Alexsandra Iuchyk	Parent	
Theresa Nguyen	Academic Coach	
Ann Casalan	ESL/Testing Coordinator	
Maria Rogalle	Interim Acting Assistant Principal	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2013 75% of grade three and four students will perform at levels 3 and 4 as measured by the New York State ELA and 80% of grade three and four students will perform at levels 3 and 4 as measured by the NY State Math Exam.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The need for this goal is based on the State ELA and Math test results for our 3<sup>rd</sup> grade from last year's school year of 2011-2012. According to our School Progress Report 57.4% of the third grade students scored at a level 3 or 4 and 68.5% of our 3<sup>rd</sup> grade students scored at levels 3 or 4 on the State Math. This percentage is lower than the 72.6% on ELA and 80.6% on Math achieved by our peer index schools. Our school's average student proficiency was 3.04 for ELA and 3.25 for Math.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The school is implementing several new initiatives in response to this assessed need. Schoolwide small group work and differentiated instruction will be the focus of our Literacy block and supplemental literacy program to support and deepen comprehension skills while nurturing a love of reading. All of our K-4 students will be involved in Shared Reading of a complex text, at or above their grade level, with a focus on the following skills: Thinking, Vocabulary, Comprehension, Writing, Listening/Speaking, and Literary Elements. Shared reading material will be selected by each classroom teacher and scheduled consistently 2-3 times per week by the teachers as seen fit by the consensus of the grades. In K-2, student small group work will consist of guided reading during their daily Reading Workshop as well as during extended day through the use of Reading A-Z literature and lesson plans by all teachers on staff. In addition to this small group reading work, each K-2 classroom will be utilizing a digital version of CCLS Literacy Handbook with the entire class as another literacy tool in working the Common Core Learning Standards. In 3-4<sup>th</sup> grades, classroom teachers will be using CCLS Ready for ELA and Math whole class instruction during the day and students will be able to access an I-Ready digital portion of the program at home. For small group work, 3<sup>rd</sup> and 4<sup>th</sup> graders will be placed in strategy groups by their teacher utilizing Kaplan Test Prep and CCLS Literacy Handbook. The school has expanded their Title III Project Success Afterschool program to include both the 3<sup>rd</sup> and 4<sup>th</sup> grades with a focus on Test Sophistication skills from November 5, 2012 –April 10, 2013. For additional mathematics support the school has purchased a schoolwide supplemental Math program *Context for Learning* which is an investigative approach to mathematics to deepen understanding and is CCLS aligned. The school will continue to provide AIS services of Level 1 and Level 2 students by utilizing i-station which focuses on specific literacy skills based on student performance during extended day as well as specific math re-teach lessons.

Teachers will be given the opportunity to look at data vertically and horizontally, student work, and at these new initiatives by receiving an overview of the new instructional materials they will be utilizing. This will be done at lunch & learns and afterschool per session work. Teachers will be asked to provide feedback on these new curriculum programs and resources and the effectiveness of its use.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. This year the school parents will be able to work with their 3<sup>rd</sup> and 4<sup>th</sup> graders at home on the digital version of I-Ready which provides differentiated targeted instruction in CCLS aligned literacy tasks based on the student's performance. This year the school has also added a year-long series of monthly evening Teacher Led Literacy Parent Workshops to help inform parents of the literacy curriculum and instruction their child is receiving in class on each grade level. Parent as Partners information session will cover topics of new state exam components and new Acuity Citywide Baseline & Benchmark exams, which will be provided by the Assistant principal, Academic Coach and Testing Coordinator.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

NYSTL fair student funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As far as human resources we will be using 6 Elementary Education teachers, 2 ESL teachers and our Assistant Principal for our afterschool Title III Project Success program. We will be utilizing our Assistant principal, Literacy Coach/Data specialist, ESL Coordinator/Testing Coordinator to present parent workshops. As far as fiscal resources we will be using TL Fair Student Funding, TL NYSTL Textbooks, Title III Translations services, TL NYSTL software, Title III, ARRA RTTT Data Specialist, and TL RS IEP Para

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

By June 2013, the ELL students will increase their NYSESLAT score by a minimum of one level and the 12:1:1 Special Education students will improve their independent reading level by a minimum of 3 Fountas & Pinnell reading levels as measured by TC Assessment Pro.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need for this goal was based on looking at our present ELLs in grades 1-4 and their LAB-R and NYSESLAT scores for the past year or two. Based on the results 35% moved up one level and 23% moved down by one level. 42% of our ELLs stayed at the same proficiency level. We would like to strive to have all ELLs move at least one level on the NYSESLAT this year. According to the first assessment period from September to November of this school year, 70% of the 12:1:1 students remained at the same independent reading level and 30% of them moved up one level. Last year's June 2012 reading level for this class showed a range of 1-5 levels of movement with an average of 3 levels for the class. We have established the goal to improve the performance of our self-contained students by three independent reading levels.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

This year we introduced *Corrective Reading* to the 4<sup>th</sup> grade 12:1:1 class as well as Fountas and Pinnell's *Leveled Literacy Intervention* for the 4<sup>th</sup> grade Special Education ELL students. All ELLs are being instructed through the use of Common Core Aligned Speaking, Listening, Reading and Writing tasks with a focus on the student's most needed proficiency area. ELL teachers use the McGraw Hill series *CCSS Write-in Literacy Handbook* as well as the Fountas and Pinnell Leveled Literacy Intervention program and the school's Tribe Book of the Month literature with the K-4 ELL students. All of our ELLs and 12:1:1 students are encouraged to attend Extended Day for AIS instruction. During this time they receive guided reading instruction by a certified teacher and work on an online literacy program called *istation*, which regularly assesses student's attainment of literacy skills and individualizes the program for the student's needs based on performance. All 3<sup>rd</sup> and 4<sup>th</sup> grade ELL students and 12:1:1 students are invited to attend the Title III Project Success Afterschool program which focuses on literacy skills of reading and writing through the use of the English Language Arts book, *Crosswalk Coach for the Common Core State Standards*.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Throughout the year the classroom teachers present monthly evening Parent as Partner workshops that focus on literacy curriculum and meeting their needs at home. All parents are invited to these workshops and translators in Russian, Chinese and Spanish are available for parents who require translations.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As far as human resources we utilize a Special Education certified teacher, a full time Certified ESL Teacher and a part time ESL teacher, two individual IEP paraprofessionals and a classroom paraprofessional. For Project Success we utilize two ESL certified teachers and 6 Elementary Education teachers. As far as fiscal funding we use TL Student Fair Funding, TL NYSYL Textbooks, Title 1 STH, Title III, TL RS IEP Para, and TL NYSYL Software.



### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

At the end of the 2013 school year all teachers will create a rigorous literacy performance task to improve the quality of instruction school -wide, as measured by the creation of two literacy and two math performance tasks.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Our school has been a School-wide Enrichment Model School since its opening 4 years ago and enrichment clusters have been an integral part of our curriculum with each year focusing more and more on academics and rigorous writing tasks. It is a natural progression that we now create literacy performance tasks that align with the Common Core Literacy Standards using the content and subject areas that the students are immersed in during enrichment clusters. For the past two years our classroom teachers administered the DOE approved literacy performance tasks to students. This will be the first formal time that teachers will be asked to create their own content specific literacy tasks utilizing a Performance Task protocol called, "The Protocol for Literacy Performance Task Alignment to the Common Core Learning Standards."

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Based on Citywide Expectations we will be increasing the number of performance tasks from one literacy and one math performance task to two literacy and math performance tasks this year. Teachers will transfer their knowledge and practice from the past two years in performance tasks to the Enrichment Clusters. Our Academic Coach has given professional development on looking at and understanding performance tasks. Teachers have created and administered a trial performance task in Enrichment clusters in the previous year that was more informal as it did not utilize a performance task protocol. This year we will now utilize a DOE approved performance task tool named "The Protocol for Literacy Performance Task Alignment to the Common Core Learning Standards" when creating the performance task. The Academic Coach will support the teachers in understanding and using the tool at Teacher Team Meetings. After the two cycles of Enrichment clusters teachers will use observations, assessments and feedback to create performance tasks for the last cycle in June. Classroom teachers will also be utilizing their understanding and experience from administering the two performance tasks in literacy and math that is required by the Citywide Instructional Expectations for the current school year. This will help teachers in creating effective rigorous literacy performance tasks in the future by producing effective data that will help to improve their instructional practice.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Parents are offered the opportunity to volunteer with Enrichment clusters and experience firsthand the types of activities and tasks students complete during the clusters. Parents are also invited to sit in on classes and participate with their child during Enrichment cluster sessions as well. Each cycle ends with a performance or cumulating project that is showcased at a parent invited event. The parents also are involved in helping their child select the clusters they are interested in experiencing. The parents are expected to support their children at home with Enrichment clusters with the home extension.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As far as human resources we will be using our Academic Coach, ESL Coordinator and Assistant principal to provide professional development and lesson feedback to the teachers on Enrichment clusters and performance tasks. We will also be utilizing our Parent Coordinator to assist with parent workshops, parent volunteer opportunities and parent Enrichment cluster visits. As far as fiscal resources we will be using Title III Translation Services, and NYSTL fair student funding

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

By the end of June 2013 we will expand our school-wide arts initiatives and partnerships by increasing the number of arts specialty teachers by two part time Music teachers and one full time Art teacher, the number of residency programs by two and the number of school-wide performances which will increase and deepen student knowledge in arts education with literacy connections.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need for an expanded arts program arose from parent and student interest as well as a necessary continued alignment to our school mission and goals that support the Renzulli School-wide Enrichment model which our school was founded on 4 years ago. The need also arose from our limited arts staff this past year. The prior year we had one part time music teacher and a part time art teacher on staff as we are a campus school and shared partnerships of the arts teachers with the two additional schools in our building. We felt we needed to grow our school-wide arts education program by including instrumental instruction, a school chorus, and a visual arts education program for all grades.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

This year we hired two F status music teachers to our staff. We have also introduced the recorder and the violin program for students in grades 3& 4 and a performance choir for students in grades 1-2. We increased our *Music and the Brain* partnership by adding grade 2 to the already existing K-1 programming. We also hired a full time art teacher for grades K-4 and a part-time Dance teacher for grades 1-3. This year we also added a semester of ballroom dancing for our 4<sup>th</sup> grade called *Dancing Classrooms* and an *Urban Arts Partnership for Story Studio*, which is a storytelling and literacy based program that utilizes visual arts to increase proficiency and fluency usage of the English language and develop storytelling skills for our K-2 grades. We continued our partnership with TADA! for grades K-2 and *Reach the World* for grades 2 & 3.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are invited to school-wide music and dance performances held in the winter and spring that showcase the student's work in these arts. They are also invited to a Dancing Classroom performance at the end of the semester in December and a TADA performance as a culminating project for the school year.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP),  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
As far as human resources we are using two F status music teachers, a full time art teacher and a part time dance teacher. Our partnerships of Tada!, Reach the World, Dancing Classrooms and Urban Arts provide their own teaching artists. As far as fiscal resources we use NYSTL fair student funding, TL ASD Funding, and TL NYSYL Software.

## **ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

By the end of June 2013 85% of our K-2 students will meet or exceed Literacy and Math skills as outlined by Math in Focus assessments and TC Assessment Pro.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In June 2012 we met our goal of 80% of our K-2 students meeting and exceeding their grade level Common Core Standards in Mathematics as measured by Math in Focus Assessments. We also met the literacy goal for our K-2 students of 80% being proficient in fiction literature skills at levels 3 and 4. In June 2013 86% of K-2 students met the math goal and 84.89% of K-2 students met the Literacy goal. According to our first marking period report card grades from November 2012 which are based on Math in Focus Assessments and Teacher College Literacy Benchmarks in Reading, 82.13% of our K-2 students are meeting or exceeding grade levels in Reading and 77.03% students are meeting or exceeding grade levels in Math. Based on this initial assessment for the school year thus far we feel that striving to continue having 85% of our K-2 students scoring at levels of 3 and 4 in Literacy and Math is a reasonable and achievable goal.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

This year we added a new Math staff developer through *Metamorphosis* scheduled for 3 times a month with all grades K-4 which dives deeply in math concepts and helps teachers focus on student use of critical thinking skills in mathematics. In addition to our Math in Focus curriculum we have purchased *Context for Learning* which is a math supplemental program that engages students in deeper understanding of mathematical investigations that are CCLS aligned. As part of the 2012-2013 Citywide Instructional Expectations we are conducting two performance tasks in math and literacy in the fall and spring. During extended day time students struggling in math receive targeted small group work by a certified teacher. For K-4 Literacy professional development we have continued to collaborate with Teacher's College's on & off site staff developers to maintain our rigorous literacy curriculum and performance tasks. As part of our whole school's shared reading initiative we have purchased grade and above grade level shared reading text for whole class to expose all students to complex texts and the practice of close reading for comprehension and answering text dependent questions. As part of our new initiative in small group and differentiated instruction in Literacy we added the use of a new school-wide guided reading program called *Fountas & Pinell Guided Reading A-Z* through Scholastic which is comprised of 60% nonfiction and 40% fiction reading sets at each grades' literacy benchmarks. These are used during each classes' Reading workshop. For our at risk students we have also designated *Reading A-Z* guided reading program with an inquiry approach as the uniform curriculum across K-2 extended day time to be used by all teachers. During extended day we also use the online academic intervention program, *istation*, which provides activities in Literacy tailored to the individual student's needs. Teacher team meetings led by our Academic Coach focus on looking at student work and the results of performance tasks to enhance our curriculum units/maps. Teachers also use this time to create performance tasks as a grade and discuss the effectiveness of student groupings and activities during extended day time.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the year the Academic Coach, Assistant principal, parent coordinator and testing coordinator will conduct Parents as Partners workshops in Literacy, Math and testing information. All parents in K-2 are invited to attend these workshops. The information covered in these workshops are also posted on the school's website for all parents to view. All workshops provide translators in Chinese, Russian and Spanish to enable all parents to participate. The school is also offering a year-long series of monthly evening Teacher Led Literacy and Math Parent Workshops to help inform parents of the literacy curriculum and instruction their child is receiving in class on each grade level.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As far as human resources all K-2 teachers on staff are utilized for this goal as well as certified speciality teachers, and certified Elementary Education Teaching Assistants are involved in the extended day time. The Academic Coach, principal, assistant principal, test coordinator and parent coordinator are involved in parent involvement. Professional development is given by our outsourced staff developers of Metamorphosis and Teacher's College. As far as fiscal resources we use TL Fair Student funding, TL NYSL Textbooks, TL RS IEP Para, Title III Translation unit, ARRA RTTT Data Specialist funds, and TL NYSL software.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. 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 Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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.).
ELA	Strategy lessons through Guided Reading using Fountas and Pinnell Guided Reading A-Z and the online Reading A-Z program. Online Literacy intervention program, istation.	small group guided reading one-to-one Resource room instruction	guided reading groups both during the school day and extended day.
Mathematics	Reteach strategy lessons Math in Focus games, virtual manipulatives and hands on manipulatives.	small group One-on-one with teacher or Teaching Assistants	during the school day and in extended day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor works on social emotional behaviors; social skill development, behavior modification and academic	One-on-one and small group	during the school day

	support		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

In order to attract highly qualified teachers there is an intense process where candidates are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As defined by NCLB candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Candidates for the ASD Nest program must complete a detailed application and be screened as well by the NEST team. To provide professional development teachers are offered the option of attending lunch and learns and after school per session pds. Teachers are also continually attending professional development offered by our network, our professional partnerships and our half day professional developments in and outside of school.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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