



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

19K654

School Name:

VAN SICLEN COMMUNITY MIDDLE SCHOOL

Principal:

ADONNA MCFARLAND

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: MIDDLE SCHOOL School Number (DBN): 19K654
School Type: _____ Grades Served: 6-7
School Address: 800 VAN SICLEN AVENUE BROOKLYN NEW YORK 11207
Phone Number: 718-927-4701 Fax: 718-927-4707
School Contact Person: KUZALIWA CAMPBELL Email Address: KCAMPBELL@SCHOOLS.NYC.GOV
Principal: ADONNA MCFARLAND
UFT Chapter Leader: MATTHEW DUNNE
Parents' Association President: REGINA WILLIAMS-DAVIS
SLT Chairperson: OLUBUNMI FASHUSI
Student Representative(s): _____

District Information

District: 17 Superintendent: JOYCE STALLINGS-HARTE
Superintendent's Office Address: 557 PENNSYLVANIA AVENUE
Superintendent's Email Address: JSTALLI@SCHOOLS.NYC.GOV
Phone Number: 718-240-2700 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO
Network Number: 536 Network Leader: GERALD BEIRNE

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ADONNA MCFARLAND	*Principal or Designee	
MATTHEW DUNNE	*UFT Chapter Leader or Designee	
REGINA WILLIAMS-DAVIS	*PA/PTA President or Designated Co-President	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Wesner Pierre	CBO Representative, if applicable	
Olenthia Nelson	Member/ Elected Parent Representative	
Olubunmi Fashusi	Member/Elected Teacher	
Merlerweise Barden	Member/ Elected Parent Representative	
Katharine Alexander	Member/ Elected Parent Representative	
Jodelle Lee	Member/Elected Teacher	
KENDU LALANNE	DC 37 Representative, if applicable	
Ursula Easterling	Member/ Elected Parent Representative	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- o 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.
- o School strengths, accomplishments, and challenges.
- o The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Van Siclen Community Middle School is located in the East New York section of Brooklyn. The mission of Van Siclen Community Middle School is to empower and inspire all students to apply the knowledge and skills necessary to become problem solvers, achieve academic and personal success and to be college and career ready. As part of this process students will acquire the skills to become self-directed learners. Technology will be infused throughout the program to support student development of 21st Century skills.

Our instructional philosophy is designed to put students in the driver's seat as it pertains to their development. Students learn best when they are driven by purpose and the learning is meaningful. Research shows that when students participate in the decision- making and the outcomes, motivation for the task improves. Also students become empowered and emotionally invested in the work they do.

The Project/Problem Based Learning approach provides meaning and purpose to the work students are doing and the skills they are acquiring by performing the task. We are a community of caring adults who want to challenge and empower students academically and socially. All teachers have opted into the Teaching Excellence Network to further their skills reflectively to improve their pedagogy.

We have been able to establish a positive school culture evident by the positive feedback given by students in the Learning environment survey. Many teachers have demonstrated a willingness to help student become more proficient in their core competencies, and also work with them to develop extracurricular skills as well. This allows students to develop and apply their core skills in activities such as drama, poetry, robotics, coding, etc.

We have identified values of the teachers who align themselves with the philosophy of the school. Teachers who are passionate about teaching and kids, and have the humility to collaborate with others to work towards a challenging goal. The school has a mix of knowledge and experienced teachers who are willing to grow a school culture. The school has established many norms and events that have begun to define who we are as a school community.

While we have established many components for a supportive learning environment, we recognize the need to continue that work and provide additional academic supports for our students who have exhibited major deficits as it pertains to meeting the expectations of the Common Core Learning Standards.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- Of the assessed students in ELA during 2013-2014:
 - 69% Level 1
 - 27% Level 2
 - 4%Level 3
- Of the 103 assessed students in Math during 2013-2014:
 - 80% Level 1
 - 16%Level 2
 - 4% Level 3/4

New School Quality Review Strengths

Curricula are aligned to the Common Core Learning Standards and supported by coherent units and lessons plans that incorporate the instructional shifts to ensure all students are engaged in rigorous learning tasks.

New School Quality Review Area of Improvement

Develop more consistency in the use of pedagogical practices that promote effective questions so that students engage in high-level thinking and participation.

Our rigorous instruction goal will extend upon our NSQR strength for our new grade 7 with an incorporation of ensuring an inclusion of evidence of pedagogical practices that promote effective questioning.

Part 2 – Annual Goal

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

By June 2015 all units of study will incorporate multiple entry points and be aligned to the Common Core Standards as evidenced by curriculum mapping, culminating activities and/or portfolio pieces.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Teachers participated in three professional development sessions given by Educhange, Rubicon and administration around creating Common Core aligned units of study in all curricula areas. Professional development focused on the following: enduring, essential questions, academic vocabulary, performance tasks and materials/resources.</p>	All staff	August 2014-June 2015	Principal/A.P.
<p>Weekly common planning meetings for content area teams to collaboratively plan lessons and tasks for CCLS aligned units of study</p> <p>Weekly common planning focused on revising and further aligning the 6th/7th grade units of study to the CCLS</p>	Teachers	August 2014-May 2015	Principal/A.P./ Teacher Leads
<p>School-wide analysis of literacy assessment (Achievement Network/periodic assessment) results to surface the gaps in students understanding.</p>	All staff	November January April June	A.P.

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • 1.5 hours of congruent staff meeting programmed into the school day (Wednesdays) • Per session planning for curriculum development. • Per session planning for Professional Development • Per Session Inquiry Teams/Looking at student work • Use of teacher teams, coaches and administration for development of common core aligned units
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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.

- By January 2015 Curricula units 1 and 2 will be aligned to standards and assessments as measured by our unit design rubric and Rubicon Atlas. Teacher will utilize our unit design rubric to give feedback to their peers. They will also make revisions on Rubicon Atlas.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

We regularly seek to engage key stakeholders to get their input on issues of concern to them. In our school community, it is important to maintain good communications with all stakeholders in order to identify and address the concerns they may have. Maintaining open communications with students is a priority to keeping ourselves accessible to students to be a source of support. Developing trust with students is a key to having them fully engage in the learning experiences designed for them. We have Morning Meet with students, where administrators address students about school, community or current events in order to reinforce values and hear student concerns. Student and teachers also meet in “Circles” three times per week, where life skills are discussed and students have a forum to problem solve with an experienced adult. Staff use the curriculum “Overcoming Obstacles” to facilitate discussion around important life skills and topics. The following data supports the effectiveness of these programs and show that students’ perception of the support they receive at VSC.

Based on the school environment survey for 2013-2014:

- 93% of students agree or strongly agree that teachers give me extra help when I need it.
- 80% of students agree or strongly agree that there is a person or program that helps students resolve conflicts.
- 89% of students agree or strongly agree that the school offers a wide enough variety of programs, classes, and activities to keep me interested in school.
- About 80% of students agree or strongly agree that they feel welcome at their school a
- 83% of students agree or strongly agree that there is an adult they trust and can go to for help with a problem
- 92% of students agree or strongly agree that most adults at VSC that they see everyday know their name or who they are.
- 82% of students agree or strongly agree that most adults at their school care about them

At VSC we have several structures in place to encourage collaboration between students in the classroom. We have a Problem and Project based philosophy where our core classes place emphasis on group work. Our approach to conflict resolution has demonstrated the ability to impact how students relate to and respect each other. Students still are not perceiving their peers as being as supportive as the staff in the building. this is indicated by some of the following data.

Based on the school environment survey for 2013-2014:

- Only 65% of students agree or strongly agree that they are safe outside the school building.
- Only 69% of students agree or strongly agree that they are safe in the hallways, bathrooms, locker rooms, and cafeteria.
- Only 39% of students agree or strongly agree that most students at their school treat each other with respect.
- Only 51% of students agree or strongly agree that most students at the school respect students who get good grades.

Part 2 – Annual Goal

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

By June 2015 over 90% of our student population will feel that there is an adult they can trust and go to for help with a problem and 70% of our students will agree or strongly agree that most students at their school treat each other with respect as evidenced by our 2014-2015 learning environment survey results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our Project/ Problem Based Learning encourages students to work collaboratively and has teachers explicitly teach social skills as part of the learning outcomes.</p>	<p>All Students</p>	<p>Sept 2014 to June 2015</p>	<p>Teachers/A.P.</p>
<p>Students will develop academic and social skills in diverse t arts and sciences by way of clubs and activities. This allows students to build trusting relationships with adults outside of the regular curriculum. Also, students have a context to cultivate meaningful and positive relationships with their peers.</p>	<p>All Students</p>	<p>Sept 2014 to June 2015</p>	<p>Teachers</p>
<p>Teachers will continue to attain feedback from students and parents regarding their interactions with students. This fosters reflective teachers that continue to improve upon the ways they support students.</p>	<p>All Students</p>	<p>Sept 2014 to June 2015</p>	<p>Lead Teacher/Admin</p>
<p>During our Circle Advisory, students are mentored by a teacher using the Overcoming Obstacles Curriculum. The curriculum emphasizes strategies for success and life skills. This gives a forum for teachers and students to converse freely about things that impacts them daily.</p>	<p>All Students</p>	<p>Sept 2014 to June 2015</p>	<p>Advisors/Guidance Counselor/ Administration</p>
<p>We will reinforce the values of VSC during morning meet and use it to highlight encouraging acts as examples of exemplary student acts of respect. Morning meet will also be used to condemn and explain why acts of disrespect are not beneficial.</p>	<p>All Students</p>	<p>Sept 2014 to June 2015</p>	<p>Teachers/ Administration</p>

Part 4 – Resources Needed

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

Professional Development- Curriculum Planning
 Online Curriculum Tool- Rubicon Atlas
 Personnel to facilitate activities and clubs
 Daily Morning Meet on Schedule
 Scheduling Advisory for grade level at the same time
 Lead teacher to facilitate TEN learning seminars
 Funding to attend TEN/ASCD conference

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

We will assess students perception on the support they are receiving from staff in February and May using the Teaching Excellence Network (TEN). Students will complete their survey on TEN indicating the nature of the relationships with the staff.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 5. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 6. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

	<p>New School Quality Review Area of Improvement Continue to support teacher professional collaboration embedded in the teacher teams with a focus on looking at student data to improve teacher practice and student outcomes.</p> <p>Learning Environment Survey 2013-2014</p> <p>100% of our teachers agree that work together on teams to improve their instructional practice.</p> <p>80% of our teachers agree that professional development included opportunities to work productively with colleagues in my school.</p> <p>We are in our second year of existence and realize the need to continue building a collaborative environment with a focus on having our new staff actively engage in professional development in a respectful and safe environment.</p> <p>We understand the importance of having a common language around teacher effectiveness to impact teacher and student outcomes.</p>
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Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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	By June 2015 all teachers will develop a common language and understanding of teacher effectiveness as measured by observation reports, inter-visitations and classroom visits using Danielson’s Framework for Teaching and TEN (Teacher Excellence Network) as a tool to facilitate the process.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10. 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). 11. Strategies to increase parent involvement and engagement 12. Activities that address the Capacity Framework element of Trust			

Engage in learning seminars to deepen our understanding of effective teacher qualities as per the Teaching Excellence Network.	All staff	October 2014-June 2015	Teachers/Admin
Professional Development with a focus on Danielson's Framework for teaching components.	All staff	August 2014-June 2015	Teachers/Admin
Teachers led discussions on student work using NSRF protocols	Teachers	October 2014-June 2015	Teachers/Admin
Administration led observation cycles with debriefs	Teachers	September 2014-June 2015	Teachers/Admin

Part 4 – Resources Needed

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

Teacher Leaders
 1.5 hours of congruent staff meeting programmed into the school day (Wednesdays)
 2 fifty minute blocks of time on Tuesdays and Wednesdays for teacher team meetings.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015 80% of the staff will have facilitated a student work discussion using NSRF protocols.

By February 2015 all staff will have conducted inter-visitations using Danielson's as a lens for feedback.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

LEARNING ENVIRONMENT SURVEY

80% of our staff agree that the principal is an effective manager who makes the school run smoothly.

80% of our staff agree that the principal provides time for collaboration among teachers.

NSQR-What the school does well

- Curricula are aligned to the Common Core Learning Standards and supported by coherent units and lessons plans that incorporate the instructional shifts to ensure all students are engaged in rigorous learning tasks. (1.1)
- The principal aligns resources with the goals of the school and makes strategic decisions to engage teachers in constructive collaborations that provide students opportunities to produce meaningful work. (1.3)
- School leaders support the development of teachers through research-based feedback and next steps using the Danielson Framework for Teaching to deepen adult learning and foster professional growth of teachers. (4.1)

What the school needs to improve:

- Develop more consistency in the use of pedagogical practices that promote effective questions so that students engage in high-level thinking and participation. (1.2)
- Strengthen school-wide practices to integrate on-going assessment and checking for understanding to adjust instructional practices to meet the needs of all students. (2.2)
- Continue to support teacher professional collaboration embedded in the teacher teams with a focus on looking at student data to improve teacher practice and student outcomes. (4.2)

Our priority need is to develop consistency in the use of pedagogical practices thus the need for a goal which focuses on administration collaborating with “Effective or Highly Effective” peers.

Part 2 – Annual Goal

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

By June 2015, the principal will visit two middle schools and bring back two practices (instructional or social- emotional) from each to implement as part of the school’s program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change		<i>date?</i>	<i>activity/strategy?</i>
14. 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).			
15. Strategies to increase parent involvement and engagement			
16. Activities that address the Capacity Framework element of Trust			
Work with the network to identify schools with structures and systems related to our school goals. Visit schools and discuss practices with the host school principal.	School Leaders	Fall and Spring	Principal
Speak with principal and faculty about how they support students with disabilities, ELLs, and other high need student groups. Look for examples of these practices in action at the school and speaking with students and teachers about how these practices impact their work.	School Leaders	Fall and Spring	Principal Network Schools
Invite parents to visit one of the network schools with the school leader. Teacher letters home to parents discussing how these practices will be used at the school. Discussion of visits and practices with the SLT and PTA.	Parents	Fall and Spring	Parents Teachers Principal
The principal will bring the ideas from other schools to the staff and the parents, however the staff and parents will identify how to best implement practices through action research.	School stakeholders	Fall and Spring	Parents Teachers Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Dedicated time to visit other peer schools Finding schools willing to collaborate

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants

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

Part 6 – Progress Monitoring

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

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

By February 2015, the Principal would have visited one peer middle school and brought back two practices for action research

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- Learning Environment Survey 2013-2014
- 94 % of our parents agree that our school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
- 90% of our parents agree that our school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.
- 91% of our parents agree that our school keeps them informed about my child’s academic progress

- However given the Learning Environment Survey results we currently only have about 3% of our families involved in the school community through Parent Association attendance and School Leadership Team participation.
- Needs
- Increase parent involvement to take advantage of all the programs offered by the school

Part 2 – Annual Goal

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

By June 2015 Van Sicen Community Middle School staff will engage in effective planning and reciprocal communication with parents, families, and community stakeholders to offer more opportunities to create a better home/school partnership as evidenced by a 15% increase in parent attendance at workshops, conferences and meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>18. 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).</p> <p>19. Strategies to increase parent involvement and engagement</p> <p>20. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Utilize the Mobile Response Team to support students and their families with social, emotional, or behavioral challenges. The team makes an assessment to determine the behavioral or emotional needs of the student and provide support in school. They also assist with linking family members to needed services by making referrals to outside agencies as needed. Workshops will be facilitated by the team for teachers and parents throughout the year.</p>	<p>Families</p>	<p>September 2014- June 2015</p>	<p>A.P., Guidance Counselor and Mobile Response Team</p>
<p>Language development sessions (Rosetta Stone) that allow parents to increase their language proficiency and better engage with the members of their community will be offered throughout the year. Parents will engage in Healthy Habit Workshop Series to understand the practices that are conducive to child development.</p>	<p>Families</p>	<p>October 2014- June 2015</p>	<p>Principal/ Parent Coordinator</p>
<p>We will empower parents by training volunteers (Learning Leaders) to have a skill set to provide instructional and school- based support to develop students academically</p>	<p>Families</p>	<p>December 2014- June 2015</p>	<p>Principal/ Parent Coordinator</p>
<p>Families will be surveyed and asked to choose from a list of teacher qualities linked to effective practice in three domains. The results of these surveys will be used to inform initial conversations about effective teaching in the local context of that school/classroom.</p>	<p>Families,</p>	<p>November 2014- June 2015</p>	<p>Principal/ A.P./ Lead Teacher</p>

Part 4 – Resources Needed

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

School Messenger- allows the school to communicate with parents and the community about important events and information.

Funding for Learning Leaders Program

Funding for TEN professional development

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015 the majority of our parents will have completed our Teacher Effectiveness Feedback cycle.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	LEVEL 1 AND 2 STUDENTS	Write to Learn Achieve 3000 MYON	Small Group	During school, after school During school After school
Mathematics	LEVEL 1 AND 2 STUDENTS	Robotics/STEM activities Khan Academy	Small Group	During school, after school During school After school
Science	LEVEL 1 AND 2 STUDENTS	Tied into literacy	Small Group	During school, after school During school After school
Social Studies	LEVEL 1 AND 2 STUDENTS	Tied into literacy	Small Group	During school, after school During school After school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	TEACHER AND GUIDANCE COUNSELOR ASSESSMENT/RECOM MENDATION	Group/individual counseling Small group counseling and intervention -Home Visits- students not meeting promotional criteria	One-to-one Small Group	During school, after school During school After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

<p>Recruitment Informational Sessions to expose potential recruits to our staff culture and expectations. Establish professional relationships with collegiate teacher preparation programs. Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops. Review open market and attend DOE sponsored hiring fairs. Connect with potential candidates through CFN human resources manager.</p> <p>Retention Mentorships Assistant Principal/Mentors Providing continuous feedback through formal and informal observations to promote professional growth Professional Development (Internal and External) Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders. Creation of online platforms for professional dialogue, planning and sharing of resources. Provide qualified staff with opportunities to develop capabilities for future administrative roles. Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support</p> <p>Assignments Programming teachers to allow for common planning time Distribution of preference sheets to identify teachers preference for subject and/or grade level</p> <p>Support Administration will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines Maintain documentation for HQT to remain professionally certified Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support</p>
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2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

<p>Summer teacher institute 2.5 hours of common planning time embedded in schedule 50 minutes per week for teacher inquiry</p>
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Collaboration with Educhange and Achievement Network to assure alignment of units to common core and assessments

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are responsible for making decisions in regards to assessment and professional development via our MOSL team and professional development team. All teams include our UFT Chapter leader, administration and teachers.

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

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

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

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	192,520	X	9,13,15,20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,635,590	X	9,13,15,20,17

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and/or quality family time;

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

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K654 School Name: Van Siclen Community Middle School

Cluster: 6 Network: 536

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

Part A: Needs Assessment Findings

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

Van Siclen Community Middle school serves a community with 17.5% of our parents and students who speak a language other than English at home (Spanish). These are some of the measures that are currently in place to identify translation/interpretation needs:

Formal Indicators:

Blue cards: Every child in the school has a blue card on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child's registration and during the first week of every September when classroom teachers hand out the cards to all students in their classes. All completed blue cards are sent down to the office which compiles and continuously updates the data into the computer system. This allows the school and individual teachers to know the exact translation needs of our school community.

Home Language Information Surveys: Every child in the school must have a HLIS. They are given to every new student at registration and must be filled out by their parents/guardians. The HLIS are given to the parent/guardian in English and in the appropriate home language. Like the blue cards, there is a section on the HLIS asking the parent to state their preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival.

Informal indicators:

As in any school environment, there are times when teachers end up speaking or meeting with older siblings, aunts and uncles, grandparents, etc.... The blue card or HLIS might indicate the parent/guardian's preferred language of communication but the person, for instance a relative, who the teacher is speaking with might have a different preferred language. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of a translator) the students and parents to find out if there are any additional translation needs that are not mentioned on the blue cards or HLIS. In addition, at the beginning of every school year.

Using these formal and informal methods, the school and each individual teacher has an accurate account of the preferred language of communication of the students and their families.

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

17% of our student population have a home language of Spanish. Our school has a multilingual in-house Translation and Interpretation Team made up of school staff members. The team has staff that fluently speaks and writes in Spanish. These staff members currently provide assistance needed with translation and interpretation services. Due to the size of our school we do not have a significant need for translation and interpretation services. These in-house staff members provide translation and interpretation services as needed to their peers and our families. Staff members are informed as to who these staff members are and the process for ensuring that translation and interpretation services are timely.

The school has also purchased a school message service. This service is able to provide individual or mass phone calls in English or the parent's home language. For example, if something important happens and the school has to send a message out via the telephone or if the school chooses to use the telephone to communicate this particular piece of information, the school message service has the capacity to translate the original school message from English and send it out to the parents in their particular preferred languages of choice.

Part B: Strategies and Activities

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

To facilitate parental involvement with the school, support their child's education, and to ensure non-English speaking parents are as informed as English-speaking parents, Van Siclen Community Middle School has a number of established procedures in place. We have an existing multilingual in-house team to provide written translation and interpretation services. VSC makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:

(If services cannot be provided in-house then the school will attempt to use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.)

- Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...
- Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. translated into the family's home language.
- Report cards are sent home along with translations in parents' requested languages. Blue cards are distributed in two different languages.
- City and State test information will be distributed in the family's home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.
- School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family's home language that are not otherwise provided.
- Dual language dictionaries/glossaries will continue to be purchased for the students in the school as needs arise.
- Notices will be sent home prior to parent teacher conferences asking the parents if they require translation services during the conference.
- Signs are posted throughout the school in the nine DOE covered languages for parents' convenience.

When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the in-house translation team with the request. The services will then be arranged in a timely fashion.

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

Ongoing conferences/discussions are held with parents, teachers, the parent coordinator, family workers, secretaries, students, and the school administration. Through these conferences and meetings, the following situations were determined to require oral interpreters:

- Parent orientation meetings
- Parent-Teacher Conferences
- Parent Association Meetings
- Emergency contact situations
- Administration/parent meetings

- Test preparation parent meetings
- Academic guidance issues
- Annual Middle School Open House for prospective 6th graders
- Non-English speaking parents need assistance during the application process to middle and high schools
- Open Houses
- Workshops
- Individual registrations including Home Language Survey and interview process
- Special Education meetings and issues
- School safety meetings and issues
- Legal and disciplinary matters
- High registration periods
- Home visits

These oral interpretation services will be provided to the parents and students by multilingual in-house school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Van Siclen Community Middle School follows the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Actions and policies pertaining to the Chancellor's regulations have already been described in previous parts of sections A and B of this plan. There is also a sign in Spanish DOE in front of the main office informing parents that translation services are available at their request.

As described earlier, measures and policies are in place at the beginning of every school year to learn and document the preferred language of communication of every child in the school and every parent/guardian of that child. Measures are also in place to learn the specific communication needs of other family members the school/teacher may have contact with. As described earlier, measures and policies are in place governing written and oral translations/interpretations. In addition, in accordance with A-663, parents/guardians are notified and given access to the Parent Bill of Rights and Responsibilities. Provisions are made within the school safety plan to address the communication needs of parents. As described earlier, the school has purchased a multilingual school message program. Every classroom teacher is expected to have a list of translation needs to ensure all needs are addressed both in the classroom level and at home. Van Siclen Community Middle School will continue to strive to remove communication barriers between the school, teachers, and parents.