



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

14K071

School Name:

JUAN MOREL CAMPOS SECONDARY SCHOOL

Principal:

ERIC FRASER

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Section 1: School Information Page

School Information

School Name: Juan Morel Campos Secondary School School Number (DBN): 14K071
6-12
Grades Served: _____
School Address: 215 Heyward Street
718-302-7900 718-302-7979
Phone Number: _____ Fax: _____
School Contact Person: Catherine Bauer Email Address: CBauer2@schools.nyc.gov
Principal: Eric Fraser
Keith Miller
UFT Chapter Leader: _____
Yvonne Lefkowitz
Parents' Association President: _____
Keith Miller
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yvonne Lefkowitz
Christopher Calderon
Student Representative(s): _____
Brittany Mitchell
Katie Hahn (Grand Street Settlement), Sade Dozier (Coalition for
Hispanic Family Services)
CBO Representative: _____

District Information

District: 14 Superintendent: Alicja Winnicki
215 Heyward Street, Brooklyn, NY 11206
Superintendent's Office Address: _____
AWinnic@schools.nyc.gov
Superintendent's Email Address: _____
718 302 7900 ext. 2335 718-302-7979
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

131 Livingston Street
Brooklyn, NY 11201

Director's Office Address:

BFitzge2@schools.nyc.gov

Director's Email Address:

718-935-3954

718-935-4314

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Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Eric Fraser	*Principal or Designee	
X	Keith Miller	*UFT Chapter Leader or Designee	
X	Yvonne Lefkowitz	*PA/PTA President or Designated Co-President	
X	Patricia Graham	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Katie Hahn	Community School Director (staff)	
X	Christopher Calderon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Brittany Mitchell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ruth Colon	Parent	
X	Yanet Castelan	Parent	
X	Marilyn Vasquez	Parent	
X	Ingrid Estrada	Parent	
X	Denise Martinez	Staff	
X	Camille Rhoden-Stephens	Staff	
	Sade Dozier	CBO Representative	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. Provide 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.

Juan Morel Campos Secondary School (JMCSS) is a Title I SWP school located in the South Williamsburg neighborhood of Brooklyn, NY and serves students and families who mostly reside in the communities surrounding the school, Williamsburg, Bedford-Stuyvesant, and Bushwick. More specifically, students are concentrated in a small list of New York City Housing Authority (NYCHA) developments: Bushwick, Roosevelt, Borinquen, Marcy, Sumner, and Tompkins Houses. The school currently enrolls 680 students in grades 6-12 and has high concentrations of students who grapple with multiple risk factors as learners (poverty, chronic physical and/or mental health issues, ELL status, IEP status, chronically absent, interrupted education, homelessness, etc.). The school qualifies for universal free lunch, an indicator of high poverty. Additionally, 10% of families report living in temporary housing, about 40% of students were chronically absent in the previous school year, 25% of students are Spanish speaking English language learners (ELLs), many ELLs are recent immigrants from Caribbean and Latin American countries, and 34% of students have an Individualized Education Program (IEP) to name just a few of the risk factors that are present and prevalent in the school community . The student body is 82% Hispanic, 15% Black, and 3% White and boys and girls make up roughly equal percentages of the population. The school is completing its second full year of support under a federal School Improvement Grant (SIG) in the Transformation model. This grant has helped to augment existing programs and provides for additional resources, coaching, and professional learning opportunities.

Despite these many challenges, the school prides itself on being a partner, advocate, and support for students and their families. The school is small enough that students can be well-known to multiple adults in the community which ensures access to targeted and appropriate supports. Adult teams are a critical force in the school for organizing and delivering student supports. Recently, in the face of declining enrollment and reduced program offerings, the school has held firm to its beliefs about what students need and deserve, and especially its vibrant arts program. This longstanding "talent" program offers all students access to the arts program of their choice during the school day. All students take visual arts, theater, or instrumental music and the school hopes to resurrect dance and chorus programs which were lost in recent years. Furthermore, the school is committed to helping its high school graduates find acceptance to at least one two or four-year college or university. For many students they will be among the first generation of people in their families to have the opportunity to attend college. Lastly, the school tends to diverse needs and is proud of the adult teams who work tirelessly to individualize their efforts to meet the many social, health, and academic needs of the student body while holding them to high expectations academically. The school's vision and mission statements encapsulate this delicate balance between meeting students where they are developmentally as social and academic beings while holding all students to lofty expectations for post-secondary and adulthood outcomes.

Vision: JMCSS is an inclusive and supportive community where students explore and discover talents to enrich their lives.

Mission: As a community we enrich all students' lives by ensuring that we:

- Develop academic and creative talents,
- Integrate the arts, mentor-ship, and leadership with classroom experiences,
- Collaborate with families to support student growth,
- Celebrate diversity, growth, and progress,
- Provide targeted interventions and support cycles.

In addition to the internal values and beliefs encapsulated by the vision and mission statements which drive the work of the school's employees, there are crucial partnerships that have begun to anchor student experiences in their immediate and broader communities. Long-time arts partners NURTUREart and BRIC connect students to internships and gallery experiences throughout the year. Additionally, they provide for teaching artists who work with students in independent study, advanced art, and content area courses to connect art-making to post-secondary opportunities and challenging academic content. The school has begun to augment its approach to student discipline with restorative practices. These practices (Fairness Panels, peer mediation, restorative "Circles", and an advisory structure called "crew") work to access student voice in structured environments to help students develop self-awareness, self-advocacy, leadership capacities, empathy, and conflict resolution skills. Most importantly, the school plans for these structures to help more students engage with the school community more meaningfully and to overcome potentially devastating or destructive risk factors in their lives. The school is also leveraging a new instructional model called Peer Enabled Restructured Classrooms / Teaching Assistant Scholars (PERC/TAS) in high school courses to engage students in meaningful and structured peer instruction. This model has a track record of improving achievement outcomes on standardized measures and is already shifting the academic culture among students in the school's high school grades.

2. What are the school's beliefs about student learning?

In June of 2015 the school's staff and SLT convened at various times to develop and refine a theory of action to organize all work in 2015-16. This theory constitutes the school's instructional focus for the upcoming school year. The draft theory of action developed by the school in June for the 2015-16 the next school year, "When teachers collaborate to design and deliver relevant and engaging academic tasks and supports which are aligned to the rigor of content and Common Core State Standards student confidence, engagement, and performance will all improve."

As the vision and mission statements express, the school believes its responsibility is to meet students where they are as individuals, and push individual growth plans and expectations while holding all students to high expectations for summative performances. This belief results in an equal focus on performance and progress measures which in turn drives resource allocation and staffing decisions. Additionally, integration and inclusion of all students in classroom and school activities is a core belief that drives instructional and organizational planning. Furthermore, co-teaching, whether with ESL or special education teachers, is prevalent in the school and a focus on teacher inquiry teams and collaborative planning encapsulate the school's belief that collaborative teachers have the biggest impact on student learning. As stated above, school staff and faculty are sensitive to the fact that students who face concentrated risk factors need guidance in their social-emotional and academic well-being, with stability for the former often being a prerequisite for taking advantage of learning opportunities. The school revisits its vision, mission, and definitions of how students learn best and what "rigor" means every school year. Highlights of the most recent definitions are below:

In the Fall of 2014 the school's faculty and staff revisited the vision and mission statements and responded in groups to questions about how students learn best and how our school community defines "rigor". School leaders analyzed patterns in these responses and the school pursued the following definitions during this past school year:

Students learn best when...

Teachers

- Communicate specific, challenging, and achievable learning targets in the short and long term,
- Tailor instructional tasks to students' strengths, needs, and interests,
- Act as facilitators and guides of student exploration and interactions,
- Balance high expectations with individualized learning and growth plans for all students, and,

Classrooms

- are designed for student autonomy and belonging (groups, access to resources, clear procedures and routines, etc.)
- focus students on current learning and relevant resources,
- are abuzz with intentional student activity during most of the class period

"Rigor" is balancing high expectations and individualized support for all, engaging all students in "productive struggle", and sustaining focus on high-interest, open-ended, and high impact learning activities.

3. Identify any special student populations that the school has and what their specific needs are.

In addition to the student groups listed above – SWDs (31%), ELLs (25%), chronically absent, STH (10%), economically disadvantaged Black and Hispanic students (universal free lunch, 100%) – other sub-groups are present. The school serves students with interrupted formal education (SIFE), overage, and under-credited, students qualifying for New York

State Alternate Assessment (NYSAA) who are mostly part of a bilingual Yiddish program, and many students who enter the school 10th or 9th grade well below grade level proficiency in Math and/or English Language Arts (ELA). The specific needs of these sub-groups are generally two-fold. For many of the sub-groups, there are immediate needs to improve daily attendance, social-emotional supports, and academic engagement levels. For others, the prevalent need is to differentiate and supplement core instructional plans appropriately to sustain academic engagement and growth on key standards.

4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.

As revealed in a recent NYC Quality Review, the school has made the most progress in Rigorous Instruction, Collaborative Teachers, and Effective School Leadership. Related QR indicators revealed “Proficient” levels of performance which represents a significant improvement from 2012-13 IIT, 2012-13 City QR and a Priority/Focus Quality Review in 2013-14. The school has worked extensively over the last two years to increase distributed leadership, improve teacher team functioning, and align all work streams with student performance and achievement indicators.

The impact of these efforts is observable across classrooms where more cohesive vision for teaching and learning is manifesting in coherent instructional plans and consistent practices across classrooms. The school continues to focus on creating rigorous curriculum and tasks but has made significant strides in designing lessons that are student-centered and provide opportunities for peer interactions and meaningful, actionable feedback to drive individualized learning plans. Now finishing his third year as the school’s leader, many of the new practices have taken root and are becoming habitual or routine for staff. This persistence has also strengthened the school leader’s performance and impact on student achievement outcomes and overall school improvement.

The school continues to be a place where staff place a premium on their supportive relationships with students. As such, the school continues to perform highly with regards to Trust and Supportive Environment. In addition to the academic program which is student-centered and inclusive, the school has multiple structures to support students’ social-emotional well-being, development, and engagement with the school community. The school continues to hone these abilities, refine the related systems, and increase levels of student access to such supports.

The school has been most challenged by Strong Family-Community Ties as the school faculty and staff make significant efforts to invite families into the school community but are often met with very low participation rates. The school anticipates that the lead CBO will be able to augment its own efforts to individualize outreach efforts further so that more families can find the time or reason to engage directly with the school as a resource for their child or family.

5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.

While partnerships with two arts organizations previously mentioned, NURTUREart and BRIC, are longstanding and beneficial to the school community, the school has struggled to maintain relationships with CBOs that provide other services to students and families. Recently, most CBO partnerships have taken on more of a patchwork appearance and have lacked comprehensive, wraparound supports for students and families. As part of New York City’s School’s Out NYC (SONYC) program, 91 middle school students are eligible to participate in a daily after-school program. This program provides art therapy, athletics, and academic enrichment activities to students at the school after the school day concludes, on weekends, and during school vacations. The Coalition for Hispanic Family Services (CHFS) provides these services in the first year of this program. Funding and personnel dedicated to managing these types of partnerships and programs have been the primary barriers to more sustained CBO relationships and services for students and their families.

6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year. (Last RSCEP Narrative Question)

Primarily utilizing SIG, Priority, and Title III funds the school has offered extensive ELT programming during this school year. Students have participated in academic tutoring, enrichment, exam preparation, and credit-bearing course work after school, in the evenings, and on Saturdays. The program has run three afternoons a week and occasionally on Saturday mornings and was open to students in all grade and ability levels. This ELT program was supplemental to the SONYC program previously described. The after school opportunities ran two hours per day and for three hours on Saturday mornings. While the school offers a variety of programs designed to appeal to student needs and interests, attendance was low and rarely went above 40% of eligible students for any given program or course.

As a result of our reflections on the recent performance and organization of our school in the 2014-15 school year, we have identified the following SMART goals as leverage points for transformation and change moving forward:

Section 5A – Rigorous Instruction: During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common-Core aligned curricula for all students, and implement more student-centered pedagogy, to support our metric target of increasing the average student proficiency rates to 2.09 for ELA and 2.04 for math, as evidenced by data from the NYS ELA and math exams, and our target of increasing the Regents Completion Rate to 34.8%.

Section 5B – Supportive Environment: During the 2015-16 school year, the school (Faculty, Staff, Parents and Students) in collaboration with our Community Based Organizations, will continue to develop the Restorative Justice Practices to create a positive learning culture and environment for all, decreasing our student incidents and resulting in movement from an 79.8% attendance rate to 81.4% in the High School and an 88.2% attendance rate to 89.8% in the middle school. During the 2015-16 school year, the percentage of second and third year high school students on track to graduate with a Regents diploma will increase from 30.1% to 43.9%.

Section 5C – Collaborative Teachers: Teacher teams will met on a regular basis from September 2015-June 2016 to analyze student performance data and students work samples with a focus on improving teacher practice as evidenced by an increase in the average teacher proficiency from 2.58 to 2.82 on Danielson component 3d and an increase of student achievement as evidenced by an increase from 30.1% to 43.9% of year two and three students on track for graduation.

Section 5D - Effective School Leadership: During the 2015-16 school year the school leader will ensure that the organizational and supervisory structure of the school and allocation of resources create opportunities for staff and students to work effectively to improve the 4-year and 6-year graduation rates; specifically, the 4-year rate for Cohort R will improve to 60.1% and the 6-year rate for Cohort P to 64.7%.

Section 5E – Strong Family-Community Ties: By June 2016, school leaders in collaboration with the school’s Community Based Organization (CBO) will use multiple means of communication to inform families of events including Parent Teacher Conferences, resulting in an 8% increase in attendance at Parent Teacher Conferences. The CBO and school leaders will also provide support services, including legal advice and health care, parental training, and literacy classes.

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In 2012-2013, the school received "Developing" ratings for all four rated statements aligned to DTSDE Tenet 3 – Curriculum Development and Support. However, the school has since developed areas of strength relative to Framework for Great Schools Element 5A – Rigorous Instruction, which resulted in a "Proficient" rating during the May 20, 2015 NYC Quality Review.</p> <p>Gains and Strengths</p> <p>The following is an overview of how the school has developed areas of strength relative to the element Rigorous Instruction since the 2012-2013 IIT review.</p> <p>NYC QR Indicator 1.1: CURRICULUM</p> <p>Through a School Improvement Grant (SIG) and other funding streams the school was able to purchase Common Core State Standards (CCSS) and New York State Learning Standards (NYS LS) aligned resources for students at all grade levels, as available, in the 2013-14 school year. Supplemental purchases were made with (SIG) and other funding streams in the 2014-15 school year. The school continued to utilize NYC DOE-endorsed curricula in the middle school - CMP3 in math and CodeX (Scholastic) in ELA – to augment teacher designed plans with additional CCLS and NYS LS aligned materials. The school utilized these curricula, texts, and manipulatives for all middle school students in those two subjects. Where not available in the high school or other content areas, coaches, lead teachers, network staff, and assistant principals have continued to work with teachers to align curricula to both sets of standards. Additionally, the</p>		

school's ongoing Inquiry process ensures that student proficiency on key elements and components of the New York State Testing Program factors into curriculum planning and revisions. The implementation of periodic student performance summaries, a school wide assessment map, and an inquiry cycle calendar are indicative of that the school's instructional planning is deeply rooted in the performance expectations of the NY State Testing Program and CCLS. All teachers also submitted CCLS-aligned tasks to a school support network for collegial review of alignment to the CCLS. The network review highlighted specific growth areas for each individual teacher and department. During department meetings, teachers looked at the network's feedback and scored rubrics to determine how to improve them and for lessons-learned to apply to other unit tasks.

Over the course of the 2014-15 school year, all curriculum planning documents have been revised in response to the 2013 DTSDE feedback for Tenet 3, SOP 3.2, and evidence from classroom observations. The school focused on increasing the use of strategic scaffolds and supports to help students access difficult texts and to increase access points for ELLs and SWDs. Curriculum maps and templates for unit and lesson plans were revised to target CCLS and NYS LS alignment, and to incorporate the CCLS instructional shifts in literacy and math. Subject supervisors and coaches met teachers routinely over the course of the year to co-plan and address gaps and redundancies they identified across their grade-level maps and to indicate how each unit of study addresses or assesses the CCLS and the instructional shifts.

A school-wide focus on lesson planning aligned to highly effective practices described by Charlotte Danielson's "Framework for Effective Teaching" rubric resulted in the adoption of two preferred lesson plan templates that are widely used by school staff. These templates also align with Understanding by Design (UbD) backwards planning structures and focus attention on Universal Design for Learning (UDL) principles and beliefs. Teachers have also been trained to consider the Depth of Knowledge (DoK) levels in planning learning objectives focused on specific acts of cognition.

In the spring of 2015, the school-based instructional coach developed a map of the assessed literacy standards across subject areas from grades 6-12 according to the written curriculum. The purpose of these maps is to identify and analyze the standards assessed across grade levels and the task sequence to identify gaps and to determine which areas of the written curriculum require further attention.

This school year, grade teams met at least twice per month to examine student performance trends through the inquiry process, modifying their plans and scaffolds as a result of this work. Each team had a teacher leader and they engaged in a minimum of six inquiry cycles. As a result, we have seen improvement in student performance, particularly on key, high-leverage CCLS such as Citing Evidence (R.1) and Argument Writing (W.1). Additionally, the school scored "Proficient" on its May 20, 2015 NYC Quality Review for assessments of its written and delivered curriculum. These grade teams look at tasks and student work using the "Analysis of Student Work" template which helps them to determine the learning needs of students at each level of proficiency in the targeted skills and to collaboratively plan accordingly. Thanks to this, we have promoted coherence and effectiveness of instructional practices across grade levels and subject areas.

An emphasis on differentiation of support for students is particularly vital given the school's move toward inclusion of ELLs and SWDs. Teachers who provide push-in SETSS support and co-teachers in ELL and ICT classes use these learning plans to determine how best to support students. Teachers in grade teams give the subgroups of ELLs and SWD special consideration in their planning, as they are often concentrated in the lower achievement performance levels. By driving our instruction based on evidence from student work, teachers ensure that all students, including ELLs, and SWDs, are engaged with tasks that are appropriately challenging for their level of proficiency.

As a result of these efforts, the impact we have seen is an improved score for curricular alignment on the May 20, 2015, NYC Quality Review, moving from "Developing" to "Proficient."

NYC QR Indicator 1.2: Pedagogy

Early in the year, the leadership team analyzed teacher performance data in Advance observation reports and identified component "3D: Using Assessment in Instruction" as a priority growth area. Based on this finding and feedback from the 2013-14 Priority/Focus Quality Review conducted by Network staff, we established "actionable feedback" as the school's primary instructional focus. This is based on the belief that CCLS and NYS LS aligned tasks coupled with regular opportunities for specific, actionable feedback would best accelerate student learning, engagement, and achievement. This instructional focus also targets "Component 3b - Questioning and Discussion Techniques" and "3c-Engaging Students in Learning". The 2012-13 instructional focus on student-centered learning continues to inform our professional development, which also addresses 2013 DTSDE feedback for Tenet 3, SOP 3.3.

Using the new professional learning time format the school balanced full staff professional learning with individualized opportunities. This time was used for faculty conferences to foster consistency across all classrooms, department meetings fostered vertical alignment of curricula and instructional practices, grade teams fostered horizontal consistency, and PLCs (Professional Learning Communities) served to give teachers individualized professional learning opportunities. SIG funds were reallocated this year to bring in a new consultant organization, Teachers College Inclusive Classrooms Project (TCICP), whose primary focus was to help teachers develop co-teaching practices and to support teachers in designing lessons that are more accessible and engaging for the full range of students in our classrooms. All of these structures respond to the 2013 DTSDE feedback for Tenet 3, SOP 3.3.

Through a partnership with the City University of New York (CUNY), the school implemented a high school STEM program called Peer Enabled Restructured Classrooms (PERC), which is another reflection of our commitment to Rigorous Instruction. This program trains students who had previously taken a course to be teaching assistants, known as Teaching Assistant Scholars, or TAS. Past research into the PERC/TAS model shows that students who are in classes with TAS students are 1.67 times more likely to pass the Regents exam during its first administration than peers across the City. Teacher observation reports from PERC/TAS classes reflect a noticeable shift in school culture as reflected in Domain 2 and 3 components of student behavior and engagement, and we are optimistic that the Regents exam results in June and August of 2015 will confirm these observations.

The school has also addressed the 2013 DTSDE feedback for Tenet 3, SOP 3.4, by initiating new programs in the arts such as Daedalus, partnering teachers with a technology coach, and building up its long-time partnership with BRIC Rotunda and continuing its partnership with NURTUREart. The school also provided more computers and iPads to teachers and students and provided a series of professional development sessions to help them to utilize these resources more effectively. Finally, the school talent department led a series of enriching programs, including a theater and band program that provided students with opportunities to perform for the surrounding community.

The ELT program has enabled students to receive additional math, social studies, arts, and literacy instruction, which has provided students with more time to prepare for the Regents and middle school state tests. Also, students in 6th and 7th grade received additional reading time and targeted Small Group Reading Instruction (SGRI) by the school-based instructional coach in the months leading up to the state exams. Again, we expect end-of-year results on state tests and NYC Performance Tasks to improve as a result of this additional instructional time.

As a result of these efforts in the area of instruction, the school scored "Proficient" on its May 20, 2015 NYC Quality Review for pedagogy.

NYC QR Indicator 2.2: Assessment

As mentioned above teacher performance data in 2013-14 and 2014-15 revealed lower performance in Danielson's "Component 3d" which assesses a teacher's capacity to engage and support students in meaningful assessment. Student performance deficits on numerous CCLS were also of concern. This analysis revealed that students would benefit from instruction that focused on incremental growth by targeting the needed supports while students engage with challenging summative tasks (daily or unit). School leaders, lead teachers, Network staff, central staff, and contracted coaches were asked to use this overarching focus to guide their support and professional learning activity designs. Professional development from coaches and observations from administrators focused on clarity of daily and unit tasks, co-authoring of assessment criteria, and routines and structures for students to receive actionable feedback from themselves, peers, support staff or teachers.

Grade teams and departments use baseline data from NYC Performance Tasks (or "MOSLs") to drive their instructional planning in the fall and they continue to use the rubrics from the scoring guides for these tasks to score benchmark assessments throughout the remainder of the school year. Use of a consistent, vertically aligned set of rubrics across grades and subjects means that teachers track progress of students across the school in a coherent way. All grade teams also use the "Analysis of Student Work" template as a scaffold for differentiation. This allows teams to determine the learning needs of students at each level of performance, including ELLs and SWDs, and to plan for meeting these needs in a consistent way.

Areas of Focus and/or Improvement

This summary of findings from the 2012-2013 DTSDE report by the Integrated Intervention Team (IIT), which gives us an idea of the schools need relative to this element:

SOP 3.2: The IIT found that school leaders and staff did not implement "rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS)." Documents provided did not indicate the "themes, essential

questions, assessments, resources, or differentiation strategies for students in identified subgroups” or “explicit and specific CCLS content” addressed in the curriculum.

In order to improve in this area, the school must begin or continue to,

- Select and teach approved CCLS and NYS LS aligned curriculum,
- Continue leveraging academic inquiry as a tool for prioritizing and modifying curricula and plans,
- Conduct collegial reviews of curricula, tasks, and student work,
- Standardize curriculum, unit, and lesson plan templates to align to the rigor of the standards,
- Engage teachers in all departments in professional learning about rigorous instruction and planning, and,
- Provide professional learning about effective and rigorous supports for subgroups of students.

SOP 3.3: The IIT determined that teachers were not consistently differentiating to meet all students’ needs, “promote higher - order thinking skills,” and “include supports and extensions necessary for all students to access and meet or exceed grade level expectations.” Building on their feedback about instructional design from 3.2, they cited a lack of challenging tasks and “limited support for providing points of access to content that builds deep conceptual knowledge and prepares students to meet the demands of CCLS.”

In order to improve in this area, the school must begin or continue to:

- Continue leveraging academic inquiry as a tool for prioritizing and modifying curricula and plans,
- Develop summative and daily tasks that challenge students' higher order thinking skills,
- Identify and implement scaffolds and supports to offer access points for all learners, and,
- Provide students with additional challenges when they are performing at grade level.

SOP 3.4: The IIT found limited evidence that teachers consistently meet to create curricula that includes “the arts, technology and other enrichment opportunities,” which they determined limited the students’ “access to a robust academic curriculum that supports the CCLS.”

In order to improve in this area, the school must begin or continue to,

- Provide time for teacher teams to meet for collaborative student work analysis and curriculum development, and
- Engage teachers in professional learning about technology and arts integration.

3.5: The IIT determined that the school did not routinely analyze data “to inform instructional decisions” based on their review of lesson plans, which did not show evidence that teachers used data or provided the “supports and extensions necessary for all students to access and meet or exceed grade level expectations.” They also did not find evidence of effective systems for analyzing and monitoring data to drive instruction and plan strategically.

- Continue leveraging academic inquiry to drive lesson planning in teacher teams,
- Develop classroom systems and assessment routines that involve students in self-evaluation and goal setting, and,
- Use assessment strategies that allow for daily adjustments to instructional plans based on student performance.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?

7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Curriculum

Curricular alignment and consistent pedagogical approaches across the school will be the continued focus for coaching from the principal, assistant principals, consultants, in-house lead teachers and instructional/literacy coach, District office coaches, as well as support from NYC DOE Central and the Borough Field Support Center (BFSC) offices. We are in a much-improved position as we enter Year 3 of SIG as a result of the significant progress made over the past two years since the current principal was appointed. As part of the ongoing effort to improve the curriculum based on the 2013 DTSDE feedback for Tenet 3, SOP 3.2, we will continue to revise curriculum maps in department teams to increase the level of rigor, include differentiation for multiple points of access and means of assessment, and address gaps and redundancies in terms of CCLS assessed

Assistant principals collaborate with coaches on professional development and full staff professional development plans for department and faculty meetings. Teacher leaders will deliver professional development for key instructional foci in the upcoming school year.

Also, to achieve the goal of increasing the alignment of the curricula to the CCLS and the Instructional Shifts across subjects the Literacy Coach recently developed an assessment map indicating which CCLS ELA standards are addressed in ELA, Social Studies, and Science in grades 6-12 according to the written curriculum. The school also just received the results from the Survey of Enacted Curriculum (SEC) that ELA and Math teachers completed as part of the Renewal School Needs Assessment process, which shows the degree of CCIS-alignment of the delivered curriculum as reported by teachers. We will continue to draw from curricula approved by NYC DOE and NYSED as rigorously aligned with the CCLS, such as Expeditionary Learning, Advanced Placement, CUNY, CodeX, CMP3, EngageNY, and Units of Study from TCRWP at Teachers College. Taken together, these sources, along with observations of teaching, will allow us to see a full picture of teaching and learning across our school and allow us to address the gaps and inconsistencies of the written and delivered curriculum.

We will continue to focus on college readiness in all grades, and especially 9th, 10th, 11th and 12th grades by offering Advanced Placement options in ELA for Literature and Composition as well as Language and Composition, as well as AP in Spanish Language. We also continue to be a partner with CUNY in their At Home in College program, which aims to help students meet high school graduation requirements and prepare for success in college, both academically and socially. The goal of At Home in College is to enhance performance on Regents and CUNY placement exams so that students will be able to enroll in college without the need for remediation. Furthermore, the PERC/TAS program, organized by CUNY, helps students to develop rigorous habits of study and to achieve academic performance levels to be deemed "college ready" prior to high school graduation.

We expect to see improvement next year in student performance on key, high-leverage CCLS as measured by state assessments. In particular, we expect to build on the gains we have seen in the outcomes of recent inquiry cycles in Citing Evidence (CCSS ELA R.1), Argument Writing (CCSS ELA W.1), Determining the Meaning of Words and Phrases (CCSS ELA R.4), and Acquiring and Using Academic and Domain-Specific Words and Phrases (CCSS ELA)

We also expect to see improved teacher effectiveness as measured by teacher observations using the Danielson Framework rubric, particularly in Components 1e: Designing Coherent Instruction, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction.

Instructional Strategies

In the 2015-16 school year we will extend the professional learning of the past two years focusing on student-centered learning and actionable feedback as key levers for student growth. The schools 2015-16 instructional focus will result in

unit and lesson plans that reflect project based learning as the most common instructional design. Also, students will be most often be engaged in meaningful and rigorous tasks with their peers with the teacher in a supportive and guiding role.

Additionally, by the conclusion of the Renewal Program, the PERC/TAS program will have been expanded in the high school beyond STEM classes and into the humanities and as a peer support structure for ELLs and SWDs. In classrooms without TAS, teachers will be implementing similar strategies for developing student leadership in collaborative peer learning groups.

The work we began this year with Teachers College Inclusive Classrooms Project will be expanded to create consistency across the school for designing lessons with multiple entry points and a variety of opportunities to demonstrate learning. Teachers will apply the principles of Universal Design for Learning (UDL) and incorporate student choice to foster engagement for all learners. TCICP coaching also focuses on how the incorporation of technology and the arts can be used in pursuit of these goals, and this work will become increasingly evident in classrooms throughout the years of the Renewal Program.

School leaders will use teacher and student performance data from end-of-year assessments and classroom observations to identify target components in the Danielson "Framework" for additional follow up and professional development in 2015-16. The continued success of the teacher teams was a key component of this year's sustained growth. Thus, collaborative focus on tracking student progress on key standards will continue next year.

The leadership team has identified the most impact consultants and CBO partnerships and will be developing these relationships throughout the Renewal Program. Integration of technology and the arts will be supported by a tech consultant/coach and partnerships with BRIC and NURTUREart. Grand Street Settlement will be a new partner under Renewal for the 2015-2106 school year, and will collaborate with the school's existing SONYC partner, Coalition for Hispanic Family Services, about how to maximize both organizations' impact through complementary programs while avoiding duplication and competition. Our work with NYC Outward Bound will support matters of school culture, but these cultural shifts are integral to building the trust that encircles the Framework for Great Schools and is at the center of the collaborative, student-centered learning environment we aim to build.

Additionally, as a Renewal school, we will be adding an hour to the school day in line with the NYC DOE's expectations. This will occur in addition to the ELT we will continue to provide under the Priority and SIG programs and the programs to be offered by our CBO partners under the SONYC and Renewal school programs, Coalition for Hispanic Family Services and Grand Street Settlement.

The impact we expect to see next year is improvement in student performance on key, high-leverage CCIS as measured state assessments. In particular, we expect to build on the gains we have seen in the outcomes of inquiry cycles in Citing Evidence (CCLS ELA R.1), Argument Writing (CCLS ELA W.1), and Determining the Meaning of Words and Phrases (CCLS ELA R.4), and Acquiring and Using Academic and Domain-Specific Words and Phrases (CCLS ELA L.6)

We also expect to see improved teacher effectiveness as measured by teacher observations using the Danielson Framework rubric, particularly in Components 1e: Designing Coherent Instruction, 3b: Engaging Students in Learning, and 3d: Using Assessment in Instruction.

By the end of Renewal Year 2, we aspire to meet or exceed the following goals:

Our 4-year graduation rate for students receiving a Regents diploma will exceed 61.0%.

20% of students will be "college ready" in Math and ELA upon high school graduation.

Our average performance level for middle school Math will exceed 2.04.

Our average performance level for middle school ELA will exceed 2.09.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common-Core aligned curricula for all students, and implement more student-centered pedagogy, to support our target of increasing the average student proficiency rates to 2.09 for ELA and 2.04 for math, as evidenced by data from the NYS ELA and math exams, and our target of increasing the Regents Completion Rate to 34.8%, all by July 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> •Teacher teams will continue to meet in inquiry teams to assess and analyze student work samples to monitor if the curricula and assessments are meeting the needs of students, and to identify additional needs for students ready for extensions beyond the standard curriculum, as well as for students struggling to make progress toward standards in the standard curriculum. •Teacher teams will disaggregate performance data for SWD and ELLs to determine what priority CCSS need 	<p>All teachers</p>	<p>Department teams will work with the coach in 6 week cycles, September 2015 - June 2016</p>	<p>APs, coaches, department leaders</p>

<p>remediation for students and for planning stronger supports for these in the enacted curricula.</p> <ul style="list-style-type: none"> •Inquiry teams will work in 5-week cycles following protocols and procedures of the inquiry cycle. •Teachers will be trained in applying a tool for determining Common Core alignment of unit tasks, and use to refine assessment for closer alignment. . •Teachers will use the inquiry cycle to track student achievement and connect patterns to curricular and pedagogical approaches •Teachers will continue to revise curricula and unit plans based on achievement data 			
<ul style="list-style-type: none"> •Teacher department teams will continue to meet to examine refine curricula for CCLS alignment. All departments will continue to develop curriculum maps reflecting alignment with common department-specific templates. 	All teachers	September 2015- June 2016	AP, Teachers, and coaches.
<p>Peer Enriched Restructured Classroom (PERC/TAS) model will be expanded into ESL and ELA classrooms, with some elements incorporated into other classes to foster student leadership, peer tutoring and overall student engagement. The success of this model in its first year, demonstrates the potential to be high impact with ELLs and SWD.</p>	PERC teachers	September 2015- June 2016	AP, PERC Coach, PERC teachers
<p>In October, we will hold a Curriculum Night for all parents at which they will receive their child’s course descriptions. Parents will be invited to workshops on how to support students at home regarding academic habits for studying, homework and organization. These will be further reinforces at the fall and spring Parent-Teacher conferences.</p> <p>Each marking period, parents will receive a newsletter informing them about the content and major assessments upcoming in each class</p>	Parents and students	September 2015- June 2016	Teachers, Guidance Counselors, Department leads

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The school will staff administrators, teachers, paraprofessionals, and partner organizations who provide coaches. The school will secure classroom supplies and technologies which will be integral for achieving the goals and action plans in this section as well. These supplies are necessary for day-to-day instruction, modeling, demonstration, and group work. The school will leverage professional learning time built into the daily schedule and after school on Mondays and Tuesdays to support teachers as they learn and plan to implement new practices. Additionally, per session and per diem funds will be leveraged to add additional professional learning opportunities for staff during and outside of</p>

the school day. Per diem costs are incurred when teachers are relieved of teaching duties to attend workshops, inter-visitations, and other professional learning opportunities during the school's instructional day.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will continue to follow an “Inquiry Calendar” which organizes academic inquiry work for the school year. This calendar aligns with the marking period calendar and ensures that teachers will analyze student performance trends at least six times per year for students throughout the school. In addition to these formative benchmarks which end every 6-8 weeks, the school will use State exam data (January and June Regents, Spring MS exams) to assess progress towards key student performance goals. By February 2016 students will have made progress towards mastering school wide literacy and math skills as measured by inquiry and January Regents performance.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Since an IIT review in 2012-2013 when the school received "Developing" ratings for the first two of the four rated DTSDE SOPs, and an "Ineffective" rating for the fourth, the school has developed areas of strength relative to Framework for Great Schools Element 5B – Supportive Environment, which resulted in a "Proficient" rating in the May 20, 2015 NYC Quality Review.</p> <p>Gains and Strengths</p> <p>5.4: The school was rated "Effective" for statement of practice 5.4. The IIT review reported that “all stakeholders interviewed by the IIT articulated that they feel the school is safe.” Learning environment survey results, parent reports, and interviews with teachers in grade teams all confirm that effective PD on “strategies to support student learning and on identifiable resources to recognize and support students with risk factors for substance abuse” and “collaboration between teachers and parents regarding student social and emotional developmental health promotes a sense of accountability and ownership in working together to meet the goal of increased student achievement and outcomes.”</p> <p>In addition:</p>		

- The school continues to augment its traditional means of student support – guidance counseling, dean interventions, SBST evaluations, social work, and conferences with school-based staff - by using SIG funds to provide additional staff members and programs to support these initiatives. A variety of restorative practices continued to gain traction and thoughtful use throughout the school community. The school utilized fairness committees, the Circles approach to conflict resolution, and peer mediation and expects to grow each program to additional staff members and grade levels next year. As a result, the impact we have seen is an increase in the number of students and staff who request Fairness Committees as a way to heal relationships or repair harm. These committees have helped staff and students who participate to change their habits or behaviors while remaining connected to the school community. Through SIG funding and partnerships with Eskolta and Outward Bound NYC, the school successfully established a set of “Core Values” and “Anchor Behaviors”.
- PERC, Outward Bound style crew, and Restorative Circles are all pilot initiatives and will be sequenced to provide students with a 7-year social-emotional support system sequence beginning next year. Another partner, Ramapo for Children, offered coaching for new or struggling teachers about effective classroom management techniques and systems for sustaining a positive and safe school and classroom climate.
- Our focus on growth toward our school-wide goals communicates high expectations to students and provides supports to enable students to achieve these goals. Not only are these goals posted prominently, but achievements such as making honor roll, perfect attendance, and college acceptances are routinely publicly celebrated.
- Our attendance outreach efforts convey to families the value we place on high attendance and these raised expectations.

Areas of Focus and/or Improvement

SOP 5.2: The IIT rated the school’s alignment to this statement as "Developing" because they did not find evidence of an “established system that allows each child to be known by a specific adult at the school who can address and coordinate social and emotional needs.” They also did not see a written referral template and procedure for students who need support. Overall, they deemed the student services to be inconsistent. The school continues to develop its systems for ensuring that all students are known well to adults in the building. The school will work to develop and engage all students in personalized plans and supports to maintain social-emotional well-being and habits that allow them all to strive for their own goals. Further, multiple opportunities will be scheduled to provide students with positive reinforcement and celebrations that recognize their success academically and developmentally.

In order to improve in this area, the school must begin or continue to,

- Leverage advisory-type supports (Circles, crew, and the PERC/TAS program) to ensure that all students are known well to at least one adult in the building,
- Adhere to a calendar for academic counseling and support, and,
- Utilize teacher and peer advocate programs to connect students to the school community.

SOP 5.3: They also rated the school’s alignment to this statement as "Developing" because they determined that “not all stakeholders can identify their role in implementing the vision” of the school for social and emotional developmental health, and “not all stakeholders can identify their role in implementing the vision.” Further, they found that “parents

were unable to articulate specific behavior expectations that reflect the school's vision or identify how they are involved in supporting the school's vision."

In order to improve in this area, the school must begin or continue to,

- Leverage the "Core Values" and "Anchor Behaviors" in instructional planning and behavior management systems,
- Implement family workshops about strategies for managing student behaviors at home, and,
- Develop systems for directly teaching skills for self-awareness, and self-management.

SOP 5.5: On the other hand, the IIT found that the school was "Ineffective" for this last statement of practice. They concluded that "the school leader and student support staff do not have a specific plan to develop teachers' ability to understand and use data to support student social and emotional developmental health." Documentation of professional development lacked evidence of data use in this area.

In order to improve in this area, the school must begin or continue to,

- Further develop restorative justice practices to create a positive learning culture and environment for all,
- Implement alternatives to suspension and punishment in response to student incidents,
- Utilize data points at team meetings (suspensions, student incidents, attendance, academic performance, etc.) to develop systems and structures in response to student performance patterns, and,
- Provide staff with professional learning about interventions and systems to support healthy social-emotional development.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Upon completion of the Renewal program we want school stakeholders to describe JMCSS as a school that is nurturing and supportive, while holding students to high academic standards. The support and resources that come with the

Renewal schools program will to help improve our school climate, and encourage a student centered learning environment.

In order to provide the maximum level of support, we will partner with Community Based Organizations that will encourage the academic and social growth of all students. These are crucial partnerships that have begun to anchor student experiences in their immediate and broader communities.

Eskolta and Outward Bound are working with a pilot group of teachers to develop a curriculum for NYC Outward Bound style “crew” (advisory) which will roll out in the 8th and 9th grades next year. The school is planning for 6th and 7th grade students to be exposed to the “Core Values” and “Anchor Behaviors” through classroom-embedded Restorative Circles. The impact we expect to see next year is a doubling of the number of students who have the “Core Values” and “Anchor Behaviors” as organizing texts for talking about their own decisions and actions, and for setting expectations for the tone and culture of our school community. Additionally, we expect student attitudes and beliefs about the school to improve as measured by the Learning Environment Survey. The school will continue to expand its menu and use of restorative practices by increasing professional learning opportunities for staff members. Staff members who have participated in pilot initiatives over the last two years will take more responsibility for developing the capacity of their peers, allowing us to build the capacity to continue this work beyond SIG funding.

Next year, the school will continue to work with Eskolta and NYC Outward Bound experts to determine the best ways of engaging students and to design a progression of activities that supports their character and social behavior development. The school intends that the additional restorative practices will provide students with more proactive supports for their academic, social, and emotional needs. These programs will also increase the number of adults who are directly responsible for supporting youth development and student support.

A curriculum for multiple sections of “crew” to be offered in 8th and 9th grades, will be developed over the summer as the school grows its advisory/crew course to impact more students. SIG partners Eskolta and NYC Outward Bound will collaborate with school staff to design these curricula. As mentioned earlier, the 7-year sequence for building student skills to positively engage with the school community begins with Restorative Circles in 6th and 7th grade, OB-style “crew” in 8th and 9th grade, and TAS roles in science and math courses in 9th-12th grade.

More frequent town hall style meetings will be scheduled with counselors, teachers, students, and administrators to set and follow through on expectations. In monthly grade level town hall meetings, counselors will address issues such as setting academic goals, bullying, LGBTQ support, healthy relationships, and college and career planning. Counselors will also set up individual meetings with all students at least one time per semester to set both long and short term goals. Counseling groups that align to student needs will be set up, and parents will be invited to the school to discuss their child’s individual needs. All students in the school are assigned a school counselor, and the counselor’s primary responsibility is to advocate for students. They offer consistent and meaningful support through individual and group counseling, consultation, and coordination. Counselors will incorporate the American School Counseling Association (ASCA) standards into their daily practice in order to implement a comprehensive school counseling program that focus on the academic, personal/social, and career development of all students. Counselors will ensure that all students are provided with a school experience that allows them to build upon their individual strengths and maximize his/her potential.

School counselors will also collaborate closely with both school based and community social workers in order to provide both student and family interventions and assistance with issue that impact a student’s school performance. The school is currently in the process of modifying the role of the PPT meeting in order to establish a streamlined and efficient method to connect students to services.

The school has also established a peer mentor program for students who have repeated behavior issues. Instead of punitive measures, students are assigned to an older student to shadow for at least one full school day. That student also acts as a mentor moving forward. This program promises to help reduce recidivism, particularly for students with disabilities.

High school will have the opportunity to act as TAS (Teacher Assistant Scholars - PERC program) or conflict mediators to round out our approach for developing student capacity to support a positive academic and social culture among students. The NYC DOE provides weekend and/or summer training for staff in conflict mediation and the Circles process for team and community building. The impact we expect to see next year is that having the opportunity to be a Teaching Assistant Scholar (TAS) through the PERC program at any point in high school will be a capstone experience for students who have been supported in their social-emotional development through the use of Circles and Crew in grades 6-9. Together, these three experiences will represent a continuum of supports that take students from a baseline experience with self-awareness and personal accountability to a penultimate experience where they use their skills to support and direct peers as learners in a classroom setting.

Since the 2013-2014 school year, a group of faculty members have been working with a team of researchers from New York University (TAC-D) to address issues of disproportionately and the negative consequences suspensions have on student achievement. Campos is committed to reducing suspensions and keeping all students engaged in safe and productive classrooms. Throughout the year we have been monitoring and desegregating suspension data from the Office of Safety and Youth Development in an effort to take a proactive approach to discipline. As part of increased focus on restorative practices we expect to see an increase in student enrollment in rigorous courses and a decrease in the number of suspensions and referrals.

Student voice and leadership is a key component of the school's transformative vision for improvement. This year staff members reinvigorated the student council and in the coming years we will build and expand upon the increased levels of student engagement. Students are given a voice as a part of the Renewal program and through the School Leadership team, student council and principal meetings students are helping define a successful school culture.

The school is committed to raising student attendance as high attendance rates have a strong correlation with high achievement levels. One of the school wide goals is to increase students' attendance from 79.8% attendance rate to 81.4% in the high school and an 88.2% attendance rate to 89.8% in the middle school. The attendance outreach team conducts personalized phone calls to families to celebrate successes and design interventions for struggling students. In the upcoming school year the school community will continue to expand school-wide recognition and incentives for outstanding student scholarship and attendance (attendance celebrations, "On a Roll" celebrations, Honor Roll celebrations, student of the month posters, etc.) In the Spring semester the school will establish a Success Mentor program to match students with poor daily attendance to adults and peer mentors. The program involves mentors and mentees meeting regularly in school to check-in about progress towards achieving personal attendance goals. These relationships aim to connect students to the school community, staff, and peers and help them find support in addressing any obstacles to regular daily attendance. This is a research-based method that has been used successfully at other schools in New York City and should improve attendance for mentors and mentees in the remaining months of school.

One of the key factors driving the school Renewal process is our consistent commitment to monitoring and revising strategies to produce the greatest impact on achievement levels. We will use data driven approaches in all areas, including assessing our effectiveness in improving the social-emotional skills of our students. We expect to see quantifiable gains in the following categories: student attendance rates, responses on the Learning Environment Survey, graduation and promotion rates, and course pass rates. The impact we are expecting will also result in increased units of study directly addressing or embedding the Core Values and Anchor Behaviors, and increased opportunities (i.e. stand-alone "Crew" periods) for students to learn leadership and community maintenance skills in small peer groups.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, collaborative efforts to support and engage students will improve student attendance to 81.4% (from 79.8) in the high school and 89.8% (from 88.2%) in the middle school.

Additionally, by June 2016, the percentage of second and third year high school students on track to graduate with a Regents diploma will increase to 43.9% (from 30.1%).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Instructional supports</p> <p>High school students will continue to be trained as TAS/PERC teacher assistant scholars in high school Math and Science classes (Algebra, Geometry, Chemistry, and Living Environment).</p> <p>The TAS/PERC program will be expanded to provide direct language-based supports for beginner and low intermediate ELLs by training advanced ELLs to work as teacher assistant scholars in ELL supported courses.</p> <p>ELL students in the high school will continue to be programmed into co-teaching classes in Science and Social Studies for extra content support. Push-in and direct ESL instruction will continue to be offered in the middle school.</p>	<p>ELLs, SWDs, under-credited students, high school students, middle school students</p>	<p>September 2015- June 2016</p>	<p>Teachers, counselors, coaches, partner organizations, and administration</p>

<p>ICT programming will continue to be utilized in the middle school and for incoming 9th grade students transitioning from middle school self-contained settings.</p> <p>Monthly Special Ed Implementation Team (SIT) meetings will identify best practices in differentiation and inclusion for SWDs,</p>			
<p>ELT & OST programs</p> <p>SIG-funded academic tutoring and enrichment will continue to be offered after school four days per week, on Saturdays and during school vacations.</p> <p>The out-of-school-time (OST) program, funded by OSYD, will provide up to 91 students in grades 6-8 with up to 15 hours per week of enrichment and learning through the Coalition for Hispanic Family Services' (CHFS) Arts and Literacy Program, part of the School's Out NYC (SONYC) initiative.</p> <p>After-school and Saturday programs in Math and ELA will continue to be offered through the Title III program, supplemented by a guidance support group for ELL students who are new to the country.</p>	<p>All students and sub-groups</p>	<p>September 2015 - June 2016</p>	<p>Teachers, administrators, administration, CHFS, and Grand Street Settlement (GSS)</p>
<p>Social-emotional interventions</p> <p>Staff "teams" that include parent members will develop, monitor and revise behavior Intervention Plans (BIP) for students transitioning to/from more restrictive environments.</p> <p>New and continuing staff will continue to receive targeted coaching, provided through CBO partnerships with Eskolta and NYC Outward Bound for implementing</p>	<p>Students, faculty, and staff</p>	<p>September 2015 - June 2016</p>	<p>Administrators, school based support team (SBST), parents, Eskolta, NYC Outward Bound, school support staff, and teachers</p>

<p>restorative practices such as Fairness Panels and “Crew”.</p> <p>Staff members will continue to be offered training through OSYD in alternatives to suspensions and discipline, including Life Space Crisis Intervention, peer mediation, negotiation and conflict resolution.</p> <p>The Attendance Outreach committee, in conjunction with the Parent Coordinator and PTA, will conduct parent outreach to encourage students to attend Regents preparation classes and PM school for credit recovery that are offered during Extended Learning Time.</p> <p>Success mentoring program where adult and peer volunteers are matched with students whose attendance is below the threshold for being "at-risk" for chronic absenteeism. Regular in-school events and incentives will improve attendance for mentors and mentees.</p>			
<p>Post-secondary planning</p> <p>Transitional planning for SWDs in the high school will include Level 1 and 2 vocational assessment; transitional planning sessions for students and their families; and the development of a formalized action plan for each student that includes post-secondary services such as VESID and Co-Op Tech, as well as college enrollment.</p> <p>Workshops will be offered through College Bound Initiative (CBI) for all students in grades 6-12 to provide career and college information. CBI will also host college fairs and information sessions for students and their families to help them navigate the college selection and financial aid processes.</p>	All students	September 2015 - June 2016	College Bound Initiative, transition coordinator, counselors, and administrators.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school will staff administrators, teachers, paraprofessionals, and partner organizations who provide coaches and supplemental staff, like the College Bound Initiative. The school will secure or maintain classroom supplies and technologies which will be integral for achieving the goals and action plans in this section as well. Additionally, per session and per diem funds will be leveraged to add additional professional learning opportunities for staff during and outside of the school day. Again, teachers participating in professional learning may require per session or class coverages. While some programs will result in schedule modifications (e.g. "Crew"), other supports will be built into classroom routines (e.g. Restorative Circles), and the schedule (TAS/PERC). Support staff will continue to schedule their supports around students' academic schedule and needs as appropriate.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will assess progress towards our 2015-16 supportive environment goals each marking period of the school year. Additionally, calendars for different student events will be established in the summer and fall of 2015 that will act as checklists for the completion of various student events and learning series. By February 2016 the school's daily attendance will be at least 85% and the number of students in their second or third year of high school on track for a Regents diploma will improve to 35%.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In 2013, the school received "Developing" ratings for two of the four rated statements aligned to DTSDE Tenet 4 – Teacher Practices and Decisions, and "Ineffective" for the other two. Since then, the school has developed areas of strength relative to Framework for Great Schools element for Collaborative Teachers, which resulted in a "Proficient" rating in the May 20, 2015 NYC Quality Review (4.2) 90% of our teachers surveyed by AIR responded favorably to the school’s professional development plans and opportunities.</p> <p>Gains and Strengths</p> <p>The following is an overview of how the school has developed relative to Collaborative Teachers since the 2012-2013 year:</p> <p>Teachers have at least 45 minutes of common grade team meeting time every week during the school day. A school-based option allows for these grade teams to meet for a 45-minute period during the school day each week, as part of the circular six professional period. Teams were provided with initial professional development in the Collaborative Inquiry Process. Teams were also able to set norms, self-assess their approach to collaboration, define rigor and how students learn best, evaluate sources of evidence of student and teacher learning, and practice a protocol for looking at student work using the Analysis of Student Work template as a scaffold for differentiating instruction. Leaders from each grade team meet monthly to align their work to a shared set of practices and expectations, as well as to pose problems of practice to the team and the administrators.</p>		

The academic inquiry work as highlighted as a strength on our most recent SIG monitoring report. SIG funds enabled the school to identify a teacher leader who also functioned as a literacy specialist and supported the implementation of key literacy initiatives and supported individual team leaders on the use of data collection and analysis tools such as Microsoft Excel. This work has allowed us to connect much of what was happening at the team level to what was happening in classrooms and we have observed improved outcomes on the targeted skills across the board.

A core component of their work was to continue with the inquiry cycles established in 2013-14 . These cycles aligned with the end of marking periods so each team used end-of-unit assessments to monitor student progress on key literacy and math standards. Key standards or “Top Ten Skills” lists were established during the first inquiry cycle and drove analysis, task design, and instructional modifications during the subsequent cycles.

Each grade team administered baseline NYC ELA Performance Tasks to all students and worked together to assess results using CCLS-aligned rubrics and identify priority skills to focus on. In bi-weekly meetings during the cycle, teachers develop and share instructional practices to help students at each level of performance develop the targeted skill. At the end of each six-week cycle, teams once again look at student work, record benchmark assessment results for all students in a shared spreadsheet, and reflect on the outcomes of the cycle. Some teams choose to continue to address the same targeted skill, while others move on to new skills.

For example, building on the gains in Citing Evidence (CCLS ELA R.1) from the Fall Term, students in the 6th grade made dramatic improvements, with a 52% improvement in overall student proficiency compared to September. In the high school, the 11th grade team reported a 17% increase in proficiency on this high-leverage skill. The inquiry coordinator aggregates data from all teams and works with team leaders to analyze patterns and trends across the school.

Vertical initiatives shared by grade team leaders across grades and multi-grade Professional Learning Communities spread these practices throughout the school. Some rubrics and data tracking tools are used across grades 6-12.

The teacher team structure has enabled us to realize the transformative potential of the Collaborative Inquiry Process and to create safe spaces in which adults can grow as professionals. We base this work on our belief that teachers learn from and with each other and that teacher learning leads to student growth. By focusing on a range of evidence about student and teacher learning from a variety of sources, team members are able to broaden and deepen their practice in profound ways.

In addition to academic inquiry the school uses attendance data, student behavior referrals, credit accumulation rates, and other indicators of student performance for inquiry cycles. Teams of teachers meet regularly as a Safety Team, Attendance Team, and “classroom environment” PLC team to review these additional data sets. During these reviews the teams devised interventions to support student performance. As a result of these additional interventions the school has sustained higher levels of credit accumulation, provided targeted supports for students who are at-risk for failing or poor attendance, improved daily and class attendance rates, and reduced office discipline referrals.

Here are some other ways that we have addressed the feedback from the 2013 DTSDE for Tenet 4 – Teacher Practices and Decisions:

- Department teams has reviewed and revised curriculum for better alignment with the CCLS and the instructional shifts in ELA and Mathematics
- New lesson plan templates require teachers to define their expected outcomes and guide them in providing multiple access points for students.
- The school continues to focus on student-centered instruction, including integrating technology into instruction and an increased use of instructional groupings to differentiate and provide multiple access points for students.

- The school implemented a policy of high standards for appropriate student use of electronics and attire this year.
- The school developed a set of Core Values and Anchor Behaviors that describe how students can be expected to embody these values, and work in Restorative Circles in the 6th and 9th grades has begun the work of integrating these values into the curriculum.

A 2014-2015 instructional focus on clear assessment criteria and actionable feedback means that there is less variation in the level of detail in teacher feedback across classrooms.

Areas of Focus and/or Improvement

Here is a summary of the DTSDE findings of our needs relative to the element Collaborative Teachers:

SOP 4.2: The IIT rated the school’s alignment to this statement as Developing because they found that “teachers are in the early stages” of using “instructional practices and strategies” of collaborating around curriculum to raise “student engagement and inquiry.” They did not find sufficient evidence of clear, grade - level benchmarks for all students in their class visits. They failed to find “differentiated strategies based on individual student data” and “accommodations for groups of students with disabilities and linguistic needs.” In particular, lesson plans lacked “interventions and supports based on class data for all students.”

SOP 4.3: They also rated the school’s alignment to this statement as Developing because they found that teachers were not using data and “multiple strategies to plan lessons and to provide students with a wide variety of ways to engage in learning.” Furthermore, “Instructional practices observed during class visits did not address the Common Core instructional shifts in English language arts (ELA) and mathematics.” The plans the team reviewed “lacked explicit targeted goals for individual students.” They observed mostly teacher-centered instruction and found limited evidence of student engagement. The students they interviewed expressed a desire for “more project - based assignments and greater use of technology in instruction.” They also did not see consistent evidence of teachers providing “multiple points of access for students.”

SOP 4.4: The IIT rated the school’s alignment to this rating as Ineffective because “the school lacks consistent behavioral expectations, and the learning environment is not responsive to students’ diverse learning needs.” Behavior charts “were not consistent from classroom to classroom” and “most teachers employed whole - class, generic instruction that did not include differentiation for diverse learners.” The level of questioning was low and did not promote student engagement. Finally, they found that lessons were not “tailored ... to the strengths and needs of all students.”

SOP 4.5: The IIT also rated the school’s alignment to this rating as Ineffective because “teachers’ use of data to plan, implement, and adjust instruction is inconsistent.” They did not find evidence that data was used to “inform planning, monitor student progress and develop targeted interventions for students.” Upon review of student portfolios, they found that “feedback teachers provided to students varied in the level of detail.” Not all students interviewed reported that “their teachers share information with them about their progress.”

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?

6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The school is organized to promote teacher collaboration in a number of ways. Professional learning time is dedicated to the work of teacher teams, the co-teaching model is used widely to support ELLs and SWDs, and time is built into the weekly program for teacher meetings. Teachers also collaborate with partner CBOs and instructional coaches to reinforce classroom instruction and deepen their pedagogy. Teachers have been identified as specialists and leaders who can deliver professional learning, host inter-visitations, and/or act as models for their peers. Furthermore, accountability and support is also provided for these various teams through opportunities to meet with school supervisors.

Professional learning in previous school years has focused on the maintenance of student-centered classrooms and instruction, clear assessment criteria, and actionable feedback to students. We believe these features to be the hallmarks of engaging and impactful instruction and seek to maintain learned routines and classroom structures as we delve deeper into learning about effective task and unit design in 2015-16. We believe that learning occurs when students are supported and feel competent but are also faced with engaging and meaningful academic challenges that are carefully crafted by teachers. Thus, units and lessons should balance teacher modeling and directives with significant opportunities for students to grapple with challenging material and engaging tasks that require visible learning and tangible work products. This year's professional learning plan has built in significant time for teacher teams to analyze, revise, and plan units and lessons collaboratively with coaches and one another.

The school has multiple structures that allow students to deepen their learning. Advanced Placement (AP) courses, City University of New York (CUNY) "At Home in College" courses, high school courses in the middle grades, content-based electives in the ELT program, and the PERC/TAS program all provide students with opportunities to deepen their content mastery and college readiness skills. While these courses provide opportunities to explore higher level content or to deepen mastery of grade level content, we also expect unit and task design to incorporate opportunities for higher performing students to challenge themselves with additional tasks or performance items.

The school uses a variety of social-emotional supports and interventions to know students well and ensure their safety during the school day. Most prevalent are structures like Restorative Circles, Fairness Committees, TAS, and NYC Outward Bound style "Crew" which all engage students in self-awareness training and provide opportunities for students to mediate conflict or improve self-esteem. The widespread use of restorative practices, support staff, CBO staff, and the co-teaching model ensures that each classroom is filled with adults and students who are prepared to pursue and maintain an environment that upholds the school's "Core Values" and "Anchor Behaviors" and is safe and conducive to learning.

The recent updates to the teachers' contract allow for additional meeting time and professional development on Mondays after-school. Additionally, an SBO will allow circular six assignments to be used for grade team meetings one period a week. Teachers will use standardized test data, academic performance (e.g. baselines, interim assessments), and student work in a collective setting. Collaboration and shared practice professional development will lead to lessons, units, and curricula designed to be empowering to students, inclusive, differentiated and rigorous, leading to improved student performance that meets or exceeds the benchmarks established by the Renewal program.

The school plans to use community partners, Grand Street Settlement and Coalition for Hispanic Family Services, to bolster daily instruction. The organizations will both provide after school programming to reinforce classroom instruction. Additionally, staff from GSS will be hired specifically to tutor students during instructional periods. This tutoring will target students identified through inquiry and other data analysis procedures as in-need of additional, specific support.

Upon completion of the Renewal program we expect the school culture will support and encourage deep collaboration between teachers in both larger teams such as grade-level and subject area, and in smaller groups such as co-teaching teams. Teachers will play a major role in identifying ongoing professional development needs and participate in PD as both leaders and students. We expect school programming and resource allocation to continue to support teacher collaboration, and expand opportunities for meeting on a regular basis. Teachers will share practices and visit each other on a regular basis. Supervision is both supportive and evaluative, and leads to improved practice.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teacher teams will meet on a regular basis from September 2015-June 2016 to analyze student performance data and students work samples with a focus on improving teacher practice as evidenced by an increase in the average teacher proficiency from 2.58 to 2.82 on Danielson's "Component 3d".

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
To ensure that academic tasks consistently emphasize cognitive engagement and higher-order skills across grades and subjects departments will use weekly meeting time to review and revise subject-specific curriculum and	Subject teachers	September 2015-June 2016	Lead teachers, supervisors, coaches, and team leaders

student tasks to better align with CCLS requirements, including instructional shifts.			
Borough Field Support Center and school faculty conferences professional learning opportunities will help co-teachers and cross-content teams identify strategies for supporting SWDs' access to engaging, supportive, rigorous curriculum, including multiple entry points.	All teachers, teacher teams, and students	September 2015-June 2016	Administrators, supervisors, BFSC staff, counselors, social workers, and consultants
Administrators and lead teachers will promote opportunities for class inter-visitations and feedback between teachers within and across subject and grade levels.	All teachers	September 2015 - June 2016	Lead teachers, administrators, and coaches
The professional learning plan will be organized around the school's instructional focus (engaging unit and task design) to ensure that teachers receive impactful training that results in improved ratings for Danielson's "Component 3d".	Teachers	September 2015 - June 2016	Administrators, lead teachers, coaches, and BFSC staff

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school will staff administrators, teachers, paraprofessionals, and partner organizations who provide coaches. The school will secure. Classroom supplies and technologies will be integral for achieving the goals and action plans in this section as well. The school will leverage professional learning time built into the daily schedule and after school on Mondays and Tuesdays to support teachers as they learn and plan to implement new practices. Additionally, per session and per diem funds will be leveraged to add additional professional learning opportunities for staff during and outside of the school day. The school will utilize funds to secure coaches and partnerships that can provide teachers with professional learning opportunities to improve pedagogy and student engagement levels. Additionally, teachers will have the opportunity to collaborate with one another or coaches because per diem and per session funds will allow them to be released from daily instructional duties or to work beyond the end of the contractual school day.											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 we expect that the average score for teachers in Danielson's "Component 3d" will have improved to 2.70.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school's ratings for each "Statement of Practice" above are culled from the IIT School Review Report from the Spring of 2012-13. At that time the school's principal had been assigned for 8 months so many systems and practices were in the process development, of revision and transformation. It is important to note that the school's rating on many indicators related to these same SOPs during a May 2015 Quality Review improved to "Proficient". Following is an overview of the gains that have been made since the IIT visit which this most recent NYC Quality Review captured. Also identified below are areas for continued improvement and focus.</p> <p>Gains and Strengths</p> <p>SOP 2.2</p> <p>The school develops annual and long-term goals that organize work streams and influence decision-making. Using key school performance indicators (exam proficiency levels, credit accumulation rates, graduation rates, etc.) the school sets annual targets for improving academic and social performance for students. These goals are developed collaboratively with teacher teams, key school partners, and the SLT and are shared with parents and students in mailings, posters, and handouts. In addition to these annual targets the school has engaged in long-term planning as part of a three-year</p>		

School Improvement Grant for Transformation (SIG). These targets cover similar indicators and set benchmarks for each year of SIG.

The school leader's efforts to facilitate and monitor progress towards achieving each goal are grounded in a data-driven approach. A belief that student performance (academic or social) data could be organized and examined on a granular level was only beginning to take root in the Spring of 2013 during the IIT review. Since then the school has established many routines and structures for tracking student performance on key indicators of success (attendance, credit accumulation, exam proficiency levels, etc.). These systems have led to improved performance and interventions in some areas while leaving room for additional work and structures for others. Key school personnel and teacher teams have developed and are revising their own tools for data monitoring to improve outcomes for students.

Two examples of how these structures have improved student performance can be illustrated by the school's work with daily attendance and credit accumulation. An attendance team meets regularly and has supplemented traditional interventions (mailings and daytime phone calls) with outreach efforts before and after school, data review and clean-up procedures, and home visits to improve daily attendance rates. Additionally, teacher teams review credit accumulation data at the end of each marking period to identify sub-groups of students for targeted supports, celebrations, and interventions. These interventions have improved credit accumulation rates throughout the high school.

SOP 2.3

The school uses student achievement data to plan expanded learning time (ELT) programs, in-school interventions, and additional supports for students. Furthermore, the annual teaching program is built around student needs and adjusted to improve student performance. A recent shift has been towards more collaborative teaching, specifically using push-in SETSS, ICT, and ESL-content specialist models. Additionally, teacher teams are an integral part of planning student interventions during and after school. Teachers work per session to provide additional tutoring and credit-bearing courses after school hours. Counselors, lead teachers, and school leaders collaborate to identify courses and student groups that are need these supplemental services the most.

The school pursues an extensive system of distributed leadership, leveraging teachers as leaders of key initiatives. This approach validates competency and ensures a breadth of input into key decisions. These leadership opportunities are crucial for retaining high performing staff and spreading best practices throughout the school community. Additionally, the school leverages key partners and CBOs to support instructional plans and social-emotional development opportunities during and after the school day. These partners ensure additional support for specific student needs.

The school leverages all initial and supplemental funding to achieve annual goals. Additionally, the school works with restricted funding streams to support these same goals whenever possible. The school secured a SIG Transformation grant beginning in the 2013-14 school year which augments the annual budget and provides additional partnerships, student supports, resources, and personnel to help pursue annual goals. The school also seeks local grants for small scale programs to supplement core programs.

SOP 2.4

The school's leaders each provide evaluative feedback to teachers throughout the school year using the NYC Department of Education's Advance program. This aligns with NY State's laws regarding teacher evaluation. Additionally, the school uses an inquiry structure to assess student progress towards key standards in math and literacy. Credit accumulation, standardized assessment performance, and course scholarship rates are used to assess teacher impact as it aligns with observed practices. In recent school years school leaders divided observations by departments and sub-groups of teachers (e.g. untenured teachers, low-performing teachers, etc.) to ensure a strategic supervision and support plan was in place for every teacher.

The school adheres to City and State expectations and laws for teacher evaluation. Ongoing cycles of formal and informal observations provide teachers with actionable feedback aligned to the Danielson “Framework for Effective Teaching”. Additionally, the school provides teachers with tools to engage in regular self and peer evaluation of alignment with key, high leverage teaching practices.

The school currently uses teacher performance data to inform the annual professional learning plan, to differentiate supports for individual teachers, and to adjust professional learning plans throughout the school year. The school also analyzes evaluator trends to ensure calibration and inter-rater reliability.

SOP 2.5

The principal collaborates with other school leaders and lead staff members to develop and revise systems for monitoring student progress towards key goals. The principal regularly solicits feedback from stakeholders about the utility and impact of these systems and engages in collaborative revisions. Thus, the principal models the use of evidence-based systems for monitoring progress and holds other school leaders and stakeholder responsible for leveraging similar systems.

Areas of Focus and/or Improvement

SOP 2.2: The school should develop systems for engaging more students and families in developing and monitoring progress towards short and long-term goals. Additionally, the school should develop systems to ensure that school partners align their supports with efforts to improve outcomes on these key indicators.

The school will ensure that each goal of the SIG plan and RSCEP has a clearly outlined monitoring process and team of stakeholders involved in regularly monitoring progress, designing interventions, and reporting to school leaders. Additionally, each of these process teams will be accountable for reporting at predetermined benchmark dates.

SOP 2.3: The school will develop additional routines that allow teacher teams to identify sub-groups of students who are most at-risk and would benefit from alternative ELT programs and in-class supports, specifically ELLs, students who have poor attendance, and SWDs. Also, the school will refine its continuum for supporting social-emotional development to include supports during the school day at all grade levels.

The school will work with its lead CBO to expand supports for students during the instructional day. Specifically, the school and CBO will seek extensive opportunities to include CBO and other partner organization staff in classroom instruction and social-emotional support structures during and after the school day. These additional personnel should help teachers feel more supported, improving retention rates for high-performing staff.

The school will pursue additional small scale grants to specialize supports and programs for school initiatives (arts integration, technology, etc.)

SOP 2.4: The school will design systems for clearly communicating key student performance indicators and benchmark goals to teachers throughout the year. Furthermore, evaluators will incorporate these pieces of evidence into classroom observation cycles to augment the assessment of teacher practice that is measured by Measures of Student Learning (MOSL), which is a part of the APPR plan for all NYC teachers.

The school should develop systems for teachers to engage in ongoing cycles of self and peer evaluation and coaching to ensure that actionable feedback from evaluators is enacted more immediately and competently in classrooms.

The school will set benchmark dates for aggregating and analyzing teacher performance data to adjust professional learning plans. Additionally, the school will employ all evaluators in this process, not just the principal.

SOP 2.5: The school leader will work to ensure that all assistant principals have reporting and monitoring systems and structures in place to assess progress towards key goals.

The school will set benchmark dates to review the impact of existing and new systems to assess the impact and plan for adjustments to reporting and intervention procedures and routines.

The school will develop plans and systems to ensure that programs are implemented and impacts of various initiatives are visible to students, families, and other stakeholders.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Through the application of multiple school-based structures the school leader will co-author a vision and mission for School Renewal with various stakeholders (faculty, staff, students, families, partners, CBOs, etc.). Much of this vision and mission will be captured in the school’s RSCEP and SIG Transformation "Continuation Plan", two key documents for organizing the school’s improvement efforts. As the plans get underway, teams of stakeholders will work on various action plans and the school leader will organize regular opportunities to learn about progress towards key goals and provide feedback to teams as they adjust their plans mid-course. The school’s vision and mission for Renewal will be referenced in organizational documents, instructional plans, communications to staff, students, and families, and physical artifacts in the building.

Similar to systems used to ensure all other stakeholders are optimizing their performance and impact on student performance, the school leader will organize and participate in regular meetings with CBO leadership and staff to pursue alignment with the school’s instructional, ELT, and student support plans. The school expects that the lead CBO, Grand Street Settlement, will provide staff to bolster instruction during the school day, to augment efforts to engage students with the school community, and to provide direct service in ELT programs. Key leaders from each organization will be scheduled for regular meetings to organize their shared efforts towards achieving key SIG and Renewal goals for academic and social performance by students.

The school leader is responsible for optimizing the performance of all stakeholders. A teacher evaluation system aligned with the Danielson “Framework for Teaching” is the primary tool for improving teacher practice to improve student achievement outcomes. Additionally, lead teachers, assistant principals, and coaches will be leveraged to provide instructional coaching to further improve teaching practices throughout the school. Assistant principals and lead teachers are responsible for developing and delivering high impact curriculum that ensures widespread access to rigorous instruction and above average outcomes. School partners and CBOs collaborate with the school leader to provide supplemental programs to deepen academic understanding and improve social development. Cooperative planning with the school’s parent leaders will ensure access to resources and supports for families as they tend to their

children's needs outside of the school day. All of these collaborations require regular meeting time to align action plans to overarching vision and mission statements for school renewal and transformation. Additionally, these systems depend on distributive leadership and leadership capacities among the stakeholders mentioned above.

Specifically, in the 2015-16 school year the school leader will leverage the student and teacher programs to maximize time spent in pursuit of Renewal and SIG outcomes. The school's program will provide for 155 minutes per week of teacher professional learning and family outreach. Teachers will spend 80 minutes per week in structured professional learning settings, 35 minutes tending to other professional work, and 40 minutes engaging in family outreach efforts. This structure improves consistency and coherency across the school. Students also benefit from additional time spent on learning opportunities. Since the additional time for teachers to learn and plan cooperatively will take place before the school day, students will experience a seamless transition into academic and enrichment opportunities as part of the school's ELT program which will take place five days per week. In addition to these professional learning and student academic supports, the school will leverage SIG and Renewal fiscal capital to secure additional partnerships to augment plans for academic and social-emotional supports. The lead CBO will help organize support efforts across the school community to ensure that students' baseline needs are met so that they are better prepared for academic settings. Additionally, staff from the lead CBO will be active during and after the school day to support students and teachers as they work on academic material. Furthermore, other school partners will provide experiences and professional coaching to grow teacher-lead programs that augment or bolster traditional structures for academic and social-emotional development. The leader will ensure that all of these partnerships and structures align with overarching Renewal and SIG initiatives which are themselves designed to achieve key academic and wellness outcomes for students as measured by specific indicators.

In the 2015-16 school year the school will make adjustments to the supervisory structure. Each of the three assistant principals will have specific responsibilities; there will be a Middle School Director, High School Director, and Director of Operations. While the principal will evaluate every teacher at least once, and un-tenured or adversely rated teachers more frequently, the middle and high school directors will be responsible for providing professional support and evaluations for the teachers in those parts of the school. The school prioritizes face-to-face feedback after all observations and adheres to State law in providing teachers with a written observation report which outlines low inference evidence of observed practices, evaluative ratings, and next steps for improvement and professional learning. The principal will also work with the directors to identify effective coaches and peer leaders who can augment feedback and directives by pointing teachers to model colleagues and other professional learning opportunities or resources. Through periodic opportunities for all evaluators to conduct cooperative walk-throughs, the principal will ensure that there is inter-rater reliability and that raters calibrate in their understanding and application of the Danielson "Framework". The principal and directors also make a calendar of benchmark dates to analyze observation completion rates and teacher performance trends so that they can adjust pacing calendars for evaluative visits and professional learning for teachers.

The distributive leadership model that is at the heart of the leader's vision for organizing an institution ensures that multiple stakeholders are involved in setting goals, monitoring progress, and managing action plans for improved outcomes. The school will develop templates for goal setting and reporting about progress. School-based staff will have opportunities to meet formally with staff from CBOs and other partner organizations to align action plans and pursue opportunities to reinforce one another's goals and actions. All partner organizations will be required to organize their work streams under overarching Renewal and SIG goals and action items to ensure alignment of their work with intended outcomes of our own. Regular meetings will be scheduled where partner organizations and CBO staff have the opportunity to collaborate and share information with school leaders, parent leaders, staff leaders, and even students. Using benchmark goals, the school will be able to monitor and highlight progress that it is making on leading indicators throughout the course of the school year.

As described above, the assistant principals will assume different roles in 2015-16 and these are intended to streamline communication, evaluation, and support opportunities for all stakeholders. The Director of Operations role for one of the APs will ensure a direct line of communication with the school leader to a single AP who will organize, manage, and supervise all efforts to bolster social-emotional development and daily operational systems. The directors of middle and high school will be responsible for organizing coherence and consistency of vision and instructional delivery across the

middle and high school classes. Further, the school expects teacher leaders to be organized under each director to assist with professional learning, operational planning, and compliance management. The community school director will be responsible for acting as a primary point of contact for school staff, students, and families and resources that are offered or identified by the lead CBO. This person will be integral for the success of the school's Renewal plan. Regular meetings with and among each of these key leaders will be scheduled and will provide the school leader frequent opportunities to learn about and influence key work streams and student performance outcomes or trends throughout the school year.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16 school year the school leader will ensure that the organizational and supervisory structure of the school and allocation of resources create opportunities for staff and students to work effectively to improve the 4-year and 6-year graduation rates; specifically, the 4-year rate for Cohort R will improve to 60.1% and the 6-year rate for Cohort P to 64.7%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Collaboratively develop annual goals, benchmark targets, action plans, team structures, reporting calendars, and plan for communicating targets and progress with all stakeholders.</p> <p>Establish action plans for achieving each SIG and Renewal goal</p>	<p>All stakeholders</p>	<p>June 2015- August 2016</p>	<p>Principal, assistant principals, lead teachers, lead CBO, parent leaders, students, and partner organizations</p>

Schedule 2015-16 meetings with school directors (APs), lead CBO, partner organizations, staff teams, parents groups, and the student body			
Establish expectations, opportunities, routines, and protocols for teachers to engage in peer and self evaluation.	Teachers	June 2015- November 2015	APs, lead teachers, coaches
Schedule meetings with directors (APs) to learn about progress towards key outcomes (teacher evaluation, student performance, plan development and implementation, etc.)	APs, lead teachers	June 2015 – October 2015	Principal, APs, lead teachers
Develop common expectations and protocols for meetings with APs and lead teachers			
Develop professional learning and instructional plan for 2015-16	APs, faculty, and staff	June 2015- June 2016	Principal, APs, lead teachers, coaches
Schedule teacher observations and develop common protocols and expectations for implementing evaluation cycles			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school will secure administrators, faculty, staff, and coaching organizations to conduct professional learning. Additionally, the school has been programmed for significant professional learning to take place as part of the faculty’s contractual work day on Monday afternoons for 80 minutes per week. This is in addition to common learning / planning time that has also been built into the program for teachers on similar grade levels.											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015, March 2016, and July 2016 the school will report out about the number of students ‘on track’ for 4-year and 6-year graduation for the cohorts outlined above. The number of students in year 4 of high school who are "on track" for 4-year graduation be at least 45% by January 2016.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In 2013, the school received "Effective" ratings for the first two of the four rated statements aligned to DTSDE Tenet 6 – Family and Community Engagement, and "Developing" ratings for the third and fourth.</p> <p>Since 2012-2013, the school has developed areas of strength relative to Framework for Great Schools Element 5E – Strong Family and Community Ties, which resulted in a Proficient rating in the May 20, 2015 NYC Quality Review.</p> <p>Gains and Strengths</p> <p>SOP 6.2: Our strength lies in our strong systems of communication with the students and parents of our community. As revealed on the 2013-2014 NYC School Survey, 55% of parents prefer mail as the primary form of communication. As such, the school has maintained a monthly mailing to communicate about important events and to share important information (notices, teacher, conferences, field trip information, workshop opportunities) with families. Based on the school survey parents would also like to be contacted by phone. With this in mind the school will use the an automated messenger system for important updates, information, invitations, and reminders. We will also use the school’s website to disseminate information to the community. We have a Parent Coordinator on site who welcomes and address the needs of our parents as they visit our school. Since she speaks both English and Spanish she is able to communicate with the families of our Spanish speaking students. Our PTA has an office on site so they are also able to guide and help the parents navigate the school systems to retrieve information and support that they need. For example, the PTA and Parent Coordinator regularly help families set up an email address so they can view their children's EngradePro profile and grades and communicate with teachers. They also receive assistance with how to navigate housing, or other welfare</p>		

needs, and guide parents through talking to teachers, CBO staff, and other school staff who are connected to their child's education.

Areas of Focus and/or Improvement

SOP 6.3: As a Renewal School we plan to improve upon our communication modalities with families. Parents will be informed through email, face-to-face conferences with counselors and teachers, letters home through the mail and by "backpacking", phone calls to parents as well as training parents to use EngradePro. We will have translators available to translate whenever necessary. The school will continue with the monthly mailings and newsletter to communicate with families. Additionally, the automated phone messenger system will reinforce communications that are mailed home. The school will also continue to expand opportunities for families to engage positively with the school community by offering adult learning opportunities in conjunction with some ELT programs for students. PTA meetings will be held monthly in the evening and morning to increase opportunities for families to meet with key school personnel about student progress and ways that they can support their children at home.

The school will also establish a committee of staff, parents, and students to generate and publish a public calendar of fund raising, spirit events, and professional learning sessions, to ensure parents and families are able to take advantage in an increase in the number of opportunities to actively support the school and their personal and professional development. Additionally, this committee will ensure that efforts for student recruitment, marketing, and branding of programs and activities for students are cohesive and in pursuit of improved academic achievement. This will enhance the name and reputation of the school within the community.

SOP 6.4: As a Renewal School, the school will have a lead CBO, Grand Street Settlement, who will be responsible for helping to improve parent involvement and engagement with the school community. It is expected that each lead CBO will have full-time staff who are committed to improving school-family relations while increasing opportunities for families to interact positively with the school community and staff. The impact we expect to see next year is that the school's continued efforts, combined with additional outreach from the lead CBO, will positively impact family presence and involvement with the school community and boost students' performance behaviorally and academically.

SOP 6.5: We will improve the way the school shares data because families will be able to access and understand student data and progress by means of phone calls, emails, text messages, and online data systems. We will hold workshops for families to teach them how teachers and others in the school use student data and why this information is valuable. We will ensure equity in families' access to student data, and make certain that families have access to information in their native language. Also, we will designate certain computers in the school for families to use to access online parent portals, by partnering with the CBO and the school librarian to establish computer kiosks where families can access the portals. Data shared with parents will include QR findings, MOSL, Middle school Math and ELA scores specific to their children, Regents scores specific to their children. The SLT will also share findings from the data with the community.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?

3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Family-friendly policies:

In September 2015 the school leaders, SLT, PTA and lead CBO will review or develop and publicly post a family-school-community partnership policy that provides the philosophical framework for all family-school-community activities. We aim to maintain an open-door policy and climate in the school that is responsive to parents and their concerns.

At all times and where necessary, translations of printed materials and translators for all languages spoken in the school will be provided for families. Arranging for flexibility in routine tasks such as registration and orientation (telephone options, day and evening hours, etc.) to accommodate different family needs will be continued. We will consider varied family needs and preferences when scheduling meetings and school events. Recognizing the special time constraints on families will be make a priority of Juan Morel Campos when we interact with families. To make this happen school safety officers, office staff and other staff will be given on-going training on how to welcome and communicate with parents when they enter the school. School safety officers will be trained in September 2015. A monthly meeting will be held with the school safety officer's supervisor and the administrator in charge of school safety. Any issues discussed at these meetings will be turn-keyed by their supervisor.

Successful school-family partnerships require the sustained mutual collaboration, support, and participation of school staff and families at home and at school in activities that can directly affect the success of children's learning. We will strengthen the school-family partnership with professional development and training for all school staff as well as parents and other family members. Both school staff and families need the knowledge and skills that enable them to work with one another and with the larger community to support children's learning. Workshops such as Math and ELA curriculum, reading and accessing data, homework help, and health care.

Effective communication with families means that the school welcomes and consistently supports families to support their children. Two-way communication about school programs and children's progress will result in better outcomes for students. The school has established communication through multiple modalities. We have used Engrade, which is an online grading system where parents can see their child's progress on quizzes, attendance, and projects. This system can also be used to communicate directly with the teachers via email. We also send letters home through back-packing and mailing. The parent coordinator, as well as teachers, deans, secretaries, and paraprofessionals communicate with the parents on a regular basis through phone calls about attendance, Apex, PM credit classes, Regents tutoring and perfect attendance. We also have face-face conferences with parents and counselors. We have translators available to translate whenever necessary. Expectations around college and career readiness are communicated to families who are provided support in understanding and helping their children meet those needs by the College officer on site. A staff member has taken responsibility for a monthly family newsletter, which accompanies this mailing and offers ideas for how to engage with the school and/or to support students outside of school as learners.

Early warning systems will be implemented that include attendance, academic performance, and behavior monitoring to identify students at-risk of dropping out or failing. The school will provide timely interventions, in collaboration with the school's CBO.

The school engages the community and families by planning activities early in the school year that serve to introduce families and school personnel in a positive setting, rather than waiting until problems arise. These activities include , early Fall meet the teachers and other staff, workshops on literacy skills, computer skills, nutrition classes and accessing services offered by the CBO. This gives parents the opportunity to become familiar with school staff and the school building, and to meet other parents. It will also give teachers a chance to meet parents without the stress of a conference or disciplinary issue.

Teachers will also provide parents with periodic updates of class activities, assignments and expectations. This gives parents ongoing information about their child's school experience and provides the opportunity to seek more information about what is being taught and how their child is performing.

Juan Morel Campos will sponsor presentations, workshops, homework guides, library recommendations, for parents to support their child's education and this will give teachers an opportunity to learn about the students they teach. The school will continue with family engagement opportunities organized by the talent department, and where available, by arts partners like BRIC and NURTUREart.

As a Renewal School, the school will have a lead CBO, Grand Street Settlement, who will be responsible for helping to improve parent involvement and engagement with the school community. It is expected that each lead CBO will have full-time staff who are committed to improving school-family relations while increasing opportunities for families to interact positively with the school community and staff. The impact we expect to see next year is that the school's continued efforts combined with additional outreach from the lead CBO will positively impact family presence and involvement with the school community and boost students' performance behaviorally and academically. There will be a designated space for the SBO team to work with parents. This space will be equipped with the necessary resources for them to work efficiently.

The adult education offerings our school community can provide to families includes the following:

- ESL /English Language Classes (on Saturdays)
- Expanded learning programs
- Leadership training for parents to learn the many ways to foster their own and their children's education, support their families financially, and advocate for high quality education for their own and other people's children.
- Nutrition Classes/Health Classes
- Literacy Classes
- Computer Skill Classes

Families will be able to access and understand student data and progress by means of phone calls, emails, text messages, and online data systems. We will hold workshops for families to teach them how teachers and others in the school use student data and why this information is valuable. Knowing how teachers use data helps reassure families that the data are used in meaningful ways and that their child is not seen as just a set of numbers. Ensure equity in families' access to student data. Make certain that families have access to information in their native language. Also, designate certain computers in the school for families to use to access online parent portals. Partner with the CBO and the school librarian to establish computer kiosks where families can access the portals. Conduct surveys with families to identify if the student progress notes or school-wide data reports that they receive are easy to understand. This survey will find out what information parents find valuable, and ask if there are other types of data that they would like to receive in these reports. To gather more feedback about their ideas and needs, we will be holding a parent focus group

or conducting a parent survey. Involve the larger community in reaching out to families to help them access, understand, and act on student data. Work with community partners and parent leaders to help families understand the importance of attending orientations, open houses, and parent – teacher conferences. Families can learn about the schools data-sharing practices at these events and can also learn how to use data to support their child’s learning.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, multiple means of communication will be leveraged to inform families of events and will result in an 8% increase in attendance at Parent Teacher Conferences.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Early warning systems will be created to include attendance, academic performance, and behavior monitoring to identify students at risk of dropping out or failing subjects. The school will provide appropriate and timely interventions, in collaboration with the school’s CBO.</p> <p>Expectations around 9th grade transitioning and high school application process are communicated to families through workshops and PDs this will provide support in understanding and helping their children meet those expectations.</p>	<p>Parents and students</p>	<p>August 2015-June 2016</p>	<p>CBO, Administrators, Parent Coordinator, PTA</p>

Expectations around college and career readiness process are communicated to families through workshops and PDs this will provide support in understanding and helping their children meet those expectations.	Parents and students	August 2015-June 2016	CBO, Administrators, Parent Coordinator, PTA
By June 2016 the school leaders in collaboration with the Community Base Organization will organize and hold at least two parent-teacher conferences, to communicate their child's progress in school as well as the grade specific curriculum.	Parents, Teachers	August 2015-June 2016	CBO, Administrators, Parent Coordinator, PTA
School leaders will communicate high expectations to staff and will provide professional development in addressing the needs of ELLs, and SWDs, these expectations will be communicated to families. By December 2016 the school leaders in collaboration with the Community Base Organization will organize and hold two parent teacher conferences, to communicate their child's progress in school as well as the grade specific curriculum.	Parents, Teachers	August 2015-June 2016	CBO, Administrators, Parent Coordinator, PTA

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent notices will be sent out on a monthly basis. The CBO and ELL teachers will provide English classes for parents 4 hours per month. The parent coordinator and CBO will plan and carry out parent workshops and interventions to increase parent involvement.											
Phone calls, postage mail, email, and newsletters will be used to communicate with parents about important issues that involve their children, and will take place daily. Parent contact information will be updated on a regular basis.											
On a monthly basis, the SLT and the PTA will meet and discuss issues regarding curriculum standards and school improvement. In early Fall, teachers and staff will welcome parents at a Curriculum Night to enable parents to experience their children's instructional expectations.											
The PTA and the SLT will organize an annual family night that will be open to the community. CBO's will provide a series of free services to our families, including legal advice and healthcare opportunities during parent meetings and at other events from September to June, and during the summer months.											
Teachers will generate quarterly student progress reports and will update Engrade, our online grading system.											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will monitor parent attendance at parent-teacher conferences at each of the three scheduled events each in Fall and Spring of next school year. By February 2016 we will have improved parent attendance at events, namely parent-teacher conferences, by 5%

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
With ELT opportunities during the "Renewal Hour", after-school, on weekends, during school vacations, and summer recess, the school will provide every student with the opportunity to participate in at least 200 hours of ELT programs that are tailored to each individual's needs and/or interests and which will result in improved daily attendance and performance on standardized assessments (State MS ELA, Math, Science, and Regents exams).

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The "Renewal Hour" will be scheduled four days a week for students after school (Tuesday-Friday) and will be a part of their daily program. Additionally, the school will offer additional opportunities for academic enrichment and other learning before school, after the Renewal Hour concludes, on the weekends, and during school vacations. Eligible families for each program will be notified through phone calls, mailings, face-to-face meetings, and announcements to students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school's teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The school will offer different forms of ELT during the Renewal Hour and at other times with SIG and Priority funds. To sustain student interest and achieve the balance of academic learning, social development, and fun that the Renewal program intends for, the school will schedule a variety of activities. The first hour of ELT will include academic content (tutoring, credit-bearing coursework, and exam preparation) and all additional hours of ELT after school and on the weekends will be also include enrichment opportunities (clubs, sports, arts, and academic competitions/challenges). School staff will be employed to deliver, or co-deliver, much of the ELT, and certainly the academic components. The school's SONYC partner, Coalition for Hispanic Family Services, and lead Renewal CBO, Grand Street Settlement, will provide additional staff and programs to pique students interests and provide support for attendance, skill development, and social well-being during and beyond the Renewal hour.

The school's lead CBO, Grand Street Settlement will collaborate with school staff and the SONYC partner, CHFS , to identify the times of day that require the most supplemental support. Specifically, the CBO will staff before school enrichment, athletic, and academic activities, will integrate into key instructional periods during the school day, will co-facilitate operational support and content delivery in the Renewal Hour, and will provide stand-alone ELT enrichment activities for students beyond the Renewal Hour. The school plans to add Renewal Hour activities to student schedules so that they appear as part of the day's progression. Additionally, the school will offer credit and/or course marks for ELT programs to communicate the seamlessness of classroom and ELT instruction to students and families.

The school's lead CBO, Grand Street Settlement, will collaborate with school staff and the School's Out NYC (SONYC) program CBO, Coalition for Hispanic Family Services to support and engage students during and after the school day. The school will continue with its own attendance outreach efforts, augmenting them with additional staff efforts from Grand Street Settlement. Home visits, phone calls, mailings, and face-to-face meetings will all be leveraged to ensure that students attend school. To help students engage, or re-engage, with the school community the CBOs will supplement ELT programs organized by the school staff. In addition to the Renewal hour of instruction, the CBOs will provide enrichment, athletic, and expeditionary learning opportunities to students before and after the school day, on weekends, and during school vacations. Additionally, CBO staff will be assigned to students who are at-risk of dropping out or under-performing during the school day to support them in classrooms. Having mentors and supports will increase the likelihood that students attend school and take advantage of supportive and engaging ELT programming offered by teachers and the CBOs.

In addition to programming school staff to support students during class (primarily with AIS tutoring, push-in or pull out services for ELLs and SWDs, academic counseling, and one-on-one staff mentors) the school will strategically place CBO staff in different courses to add an additional layer of support and intervention for students needing accommodations. CBO staff will partner with teachers engaging in "Crew", a NYC Outward Bound structure that acts as an advisory period and connects students with adults and the school community while growing their skills for leadership and academic success. These collaborative efforts will allow students to experience tailored instruction and academic supports without being removed from the learning environment, thus, keeping them on pace for grade level performance, growth, and individual achievement.

In the 2015-16 school year the school will partner with CBOs and other school partners to increase the social-emotional supports during the school day. Specifically, the school will implement a "Crew" structure for 8th and 9th grade students which will help them to develop academic habits, leadership skills, and a sense of community. The school also is planning to expand its course offerings in technology and arts instruction with a specific focus on embedding literacy and math skills into these non-core subject areas. Outside of the school day, school and CBO staff will design and deliver a range of enrichment activities aimed at expanding the content areas students can engage with as part of the extended school day. Chess, robotics, coding, specialized arts programs, and journalism are a few of the highlights of these plans.

The school will use per session postings to advertise each ELT program and will require all instructors in credit-bearing and exam preparatory courses to be licensed in the subject area where they will deliver instruction. The school will seek opportunities to connect students in the ELT program with the same instructors they have during the school day, especially when that instructor is an “effective” and/or “highly effective” pedagogue as measured by the NY State evaluation system.

Each CBO has their own professional development plans for their staff. In addition to these plans, the school leadership and CBO leadership will collaborate to revise one another’s professional learning plans, scheduling common professional learning for staff when appropriate.

The school uses multiple pathways to communicate with families. Information about student opportunities and performance will be communicated through letters (mailed and backpacked home), automated and personalized phone calls, face-to-face meetings with staff and CBOs, announcements on the school website and school sign, home visits, PTA meetings, and parent-teacher conferences.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The school’s ELT program will be implemented by a combination of school and CBO staff. The Renewal Hour of instruction to occur as part of the school day Tuesday-Friday will be delivered by school staff. CBO staff from Grand Street Settlement and Coalition for Hispanic Family Services will be present to support instructional delivery and small group work during these periods. School administrators and supervisors for each CBO will ensure high-quality teaching and learning take place during the Renewal Hour and during other ELT programming. Combined efforts of the CBOs, supplemented by school staff, will expand ELT beyond the Renewal Hour, and will include weekend and school vacation programming for students. Again, these additional opportunities will be supervised by school and CBO administrators and supervisors. The CBOs will provide direct services to students (enrichment, athletics, and tutoring) every day before and after school, on weekends, and during school vacation. CBOs and school staff will collaborate to deliver for-credit and exam preparatory ELT, in addition to the enrichment, athletics, and tutoring opportunities, Tuesday-Friday and on Saturdays.

The primary indicators that will be monitored and analyzed to measure the impact of these programs are student attendance rates for the various programs/courses, student performance on corresponding exams and school day coursework, and student survey information about each program/course. The school will monitor daily attendance at Attendance Team meetings and will evaluate academic progress through academic inquiry meetings and after the administration of standardized assessments (e.g. MOSL, MS State exams, and Regents).

Part 4b. Timeline for implementation and completion, including start and end dates.

June-August 2015: Plan and staff ELT programs delivered by school and CBO staff. Identify courses and proctors. Develop performance monitoring systems (attendance, academic performance, student attitudes).

September-August 2016: Implement ELT programs.

Attendance monitoring will occur in conjunction with SIG monitoring reports, dates TBD

Student performance will be assessed at the end of each semester, February 2016 and June 2016

Student attitudes will be collected in November 2016, February 2016, and April 2016 to adjust plans and implementation as necessary.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

To implement the program as described above the school will need to staff teachers, administrators, deans, guidance counselors, a parent coordinator, and CBO partners. The CBOs will need to staff their own supervisors and staff (e.g. tutors, social workers, case managers, activity specialists, etc.). The programs will run effectively when staff and students have access to instructional materials, field experiences, and classroom spaces to run effectively. Lastly, the school has already planned a daily program that provides the time for ELT to occur as described above.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Attendance monitoring will occur in conjunction with SIG monitoring reports, dates TBD. The school expects at least 50% of eligible students to participate in each program.

Student performance will be assessed at the end of each semester, February 2016 and June 2016. The school expects improved performance on standardized measures for participating students.

Student attitudes will be collected in November 2016, February 2016, and April 2016 to adjust plans and implementation as necessary. The school expects to sustain or improve student attitudes about the ELT programs.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, 90% of our students and families will be engaged, serviced, and supported by different programs, and CBO designed experiences and supports that promote students' well-being and remove barriers to learning. This will be measured by PTA attendance and parent involvement in activities.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

GSS has nearly a century of experience realizing a vision of holistic and integrative services for thousands of New York City students and families. Our approach to building a Community School will reflect and expand that vision, as we develop a relationship with school and community that enhances academics, health and mental health services, social services, expanded learning, positive youth development, and family and community supports. GSS will provide thoughtful and organized coordination, and will research and leverage deep community resources, engage families and the community, enhance academic and other supports available to students, and contribute to a productive community hub that buoys students and families and narrows the achievement gap between students of low- and higher-income families.

GSS is well-versed in Community School tenets such as tailoring programming to meet school needs, and providing programs for all ages. The agency also regularly works with families from diverse populations, including English Language Learners; LGBTQ populations; students with disabilities or developmental delays; and families in shelters, and the child welfare and criminal justice systems. GSS is also very experienced in providing successful supports to Title I schools and schools that are struggling.

We will work in the community to build new resources for the school, and can leverage a wealth of existing social services programs in Manhattan and Brooklyn. GSS has strong partnerships, and developed linkage system to ensure that students and their families receive the services needed. As a Settlement House we offer a wide array of services which are available at no cost. This includes referrals to our Single Stop program: multifaceted case management support to resolve issues such as landlord/tenant conflicts, domestic disputes, poverty pertaining to housing/food/childcare, and connection to taxes and securing benefits.

With over a decade of successful collaborative relationships with School Leadership Teams (SLTs), we understand goal setting and annual planning, and can translate these into objectives to ensure students receive support for socio-emotional development, academic success with on-time promotion.

We examine the school's assets and needs through meetings with SLTs, and review of data and reports. GSS will engage the principal, guidance counselors, teachers, and parents in the planning and implementation process; we will design activities to enrich and contextualize topics from the school day.

GSS will provide qualified teachers and tutors to supervise homework that are familiar with the curricula and pedagogy. This team will help students with assignments, review their understanding of the day's concepts, ensure preparation for class, and help them set and attain academic goals. GSS staff will create a work plan and calendar for ongoing contact with school staff and follow it closely to ensure close alignment with each grade level. Staff will sit in on school committees —such as the School Leadership Team, Building Council, and Safety Committee, to stay

apprised of ongoing news and activities. We will regularly attend meetings with faculty and parents; we will create presentations for faculty twice or more each year, and hold community resource fair.

Mid-Year Update: GSS's Community School Program at Juan Morel Campos Secondary School includes mental health services, academic support, enrichment activities, family engagement, and social services. GSS school-based staff members provide individual counseling to a caseload of 49 students, facilitate four therapeutic/support groups, support the school's mediation program, and engage in crisis and risk assessment. GSS staff members have also provided teachers with professional development on childhood trauma and GSS is subcontracting with Ramapo for Children' to provide paraprofessionals with coaching on how to work with students with disabilities. GSS's academic support services include one-on-one and small group tutoring in Regents Exam subject areas for high school students and in math and ELA for middle school students. In order to supplement students' academics, GSS has also implemented two enrichment programs (after school cooking and in-school dance), engaged 35 high school students in out-of-school internships, facilitated 10 educational workshops on topics ranging from HIV/AIDS to Native American Heritage, and spearheaded six student trips. Finally, GSS works closely with families to support their engagement in their children's learning and to facilitate access to social services. GSS staff members have conducted phone outreach to every Campos family prior to each Parent Teacher Conference, been present at every Parent Association meeting, gone on 33 home visits, and hosted four family trips/events. GSS is currently subcontracting with family engagement consulting firm, Verdant Learning, in order to further strengthen its family engagement work. Additionally, through its Single Stop program and on-site full-time Case Manager, GSS has provided families with comprehensive case management and access to government benefits and other services.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

GSS has collaborated with NYC's DOE/Title I schools for over 40 years. We believe in an on-site, collaborative approach working closely with school administrators, staff, and teachers for the benefit of students and families. GSS knows that respect, sharing of resources, collaborating to solve problems, and planning in advance are critical to a successful collaboration and positive outcomes. GSS staff maintain a proactive, cooperative approach and an open-door policy with all school staff. This is crucial when addressing emergencies or crises, and we coordinate closely with school staff to ensure best outcomes. We know that the school's principal, on-site security and maintenance staff, guidance counselors, and teachers, as well as other on-site CBOs, are all invested in the well-being of the students and management of the school building, and we support coordination of goals among all those invested.

GSS will foster collaboration among our staff, our organization and the school, by 1) weekly supervisory visits to the school by GSS youth division leadership; 2) the hire of an experienced Community School Coordinator to run the

program, working closely with school staff/administrators; 3) daily check-ins between GSS leadership and site staff, and on-site meetings to follow up on any school concerns; 4) GSS staff attendance at school-sponsored events, meetings, and training sessions; 5) available on-site staff for Pupil Personnel Services meetings focused on attendance and counseling services; and 6) informal and formal weekly meetings with key school administrators to ensure ongoing communication of needs/coordination to achieve program goals. Open communication will ensure that any conflicts can be resolved thoughtfully and efficiently, and with a focus on providing the strongest possible supports to students.

Mid-Year Update: GSS hired a full-time Community School Director for Juan Morel Campos Secondary School by August 5th, 2015. GSS's Community School Director participates in weekly Student Success Summits, bi-weekly Cabinet Meetings, bi-weekly one-on-one meetings with the principal, monthly SLT meetings, monthly School Safety Meetings, and frequent informal communication with administrators and other school staff. GSS conducted a needs assessment in September by surveying caregivers at the school's September Back-to-School Night, surveying students, and meeting with school staff. This needs assessment served as the foundation for GSS's program implementation at Campos. A follow-up needs assessment will be conducted at the Campos Community School Forum on May 25th, which GSS is collaborating with school staff and families to organize.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community School Coordinator will oversee the proposed program. She or he will hold at least a Bachelor's degree, preferably a Masters, in education, social work, community organizing, or related field, and will have a minimum of five years' successful, relevant experience working in a youth-serving program and a minimum of three years' experience in a managerial/supervisory position in youth programming. The Community School Coordinator will meet all qualifications for SACC licensure where appropriate, will preferably be bilingual (Spanish/English or other fluency as appropriate). The ideal candidate will have an appreciation for and sensitivity to diverse languages, cultures, traditions, and family structures. He/she should also have strong communication and interpersonal skills, and strong technology skills.

The Community School Coordinator will be responsible for general day-to-day oversight of the Community School, including arranging, coordinating, and implementing the initiative's strategies, services, and resources in consultation with the principal and the School Leadership Team. S/he will organize the Community School subcommittee of the School Leadership Team; liaise with the school, other CBO partners, and City agencies on behalf of the initiative; participate in the development and implementation of the Community School plans as part of the School Renewal Plans and consistent with the expectations of the principal and the School Leadership Team. The Community School Coordinator will also help to facilitate the parent and community engagement efforts.

Grand St. Settlement believes that the most effective program leaders are those dedicated to being caring and positive role models to young people, and inspiring staff to do the same. We are proud that many of our program leaders grew up in the neighborhoods they now serve many were, in fact, Grand St. Settlement participants themselves. This is certainly not a requirement for a successful Community School Coordinator; however direct experience with and relation to the daily lives of participants is a great asset for any youth development leader. Grand St. Settlement Youth Services leadership will seek a Coordinator who is ready to collaborate with the directors of other GSS youth programs to share resources, opportunities, and knowledge. He/she should be prepared to support staff in their professional development, and should have experience tracking participants' benchmarks toward

meaningful objectives. Finally and critically the Community School Coordinator must have the experience and ability to collaborate closely with the school principal and staff to enact our shared vision.

Grand St. Settlement has a robust supervisory structure in place to support comprehensive Community School programs in multiple sites. The Community School Coordinator will be supervised by Thanh Bui, Deputy Director of Youth and Community Development, whose role is dedicated to overseeing all Grand St. Settlement youth programs. Ms. Bui will perform weekly supervisions to ensure compliance with DYCD and Grand St. Settlement requirements, and attainment of program goals. The Youth & Community Development Department at Grand St. Settlement holds monthly Managers Meetings for Program Directors and supervisors of all youth programs to ensure collaborations, integration, and resource sharing between directors of different projects. The Executive Management Team meets weekly and will stay apprised of Community School start-up and ongoing activities. Community School staff will participate in agency wide trainings, meetings, and team-building activities to ensure awareness of all GSS programs and full integration into the GSS web of services. The Fiscal, Development and Evaluation and Compliance Departments will assure that grant funds are managed appropriately and ensure ongoing fundraising and grant reporting for the proposed program.

Mid-Year Update: GSS's full-time Community School Director is a Licensed Master Social Worker with eight years of experience in the youth development and social service fields. The Community School Director is responsible for planning, coordinating, and implementing GSS's on-site programming, supervising GSS's on-site staff, and maintain clear communication with school personnel.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Beginning in May 2015, GSS will collaborate with the school on an intensive community school planning phase, building on the work already done by the school prior to our selection as CBO. Activities during this planning phase will include: 1) Assets and Needs Assessments, 2) Community School Forums, 3) Planning Focus Groups, and 4) Hiring Staff for Community School Team.

GSS will work closely with all school stakeholders in order to build relationships among partners and design efficient and effective protocols for planning and ongoing communication. This will begin with close collaboration with the principal, through whom the Community School Coordinator will connect and build relationships with other school staff (guidance counselors, teachers) and parents. The Community School Coordinator will also immediately begin to support the school in existing activities, such as PTA events or other special events.

The plan that emerges during this phase will be determined by the assets and needs assessment, the available funds, and feedback received from the school and through forums and focus groups. GSS will coordinate a plan including broad parent and community engagement, mental health service enhancements, and expanded learning and enrichment.

Based on the needs and budget of the school, GSS can begin providing direct services within the planning period. This might include summer break activities such as a summer bridge program to prepare incoming 9th graders for high school, family case management, or parent meetings. Full direct services will begin with the start of the school year in September 2015.

Mid-Year Update: In addition to a full-time Community School Director, GSS has hired one full-time Social Worker, two full-time Case Managers, four part-time Tutors, one part-time Outreach Worker, and one part-time Activity Specialist. GSS's school-based team works closely with school staff to coordinate these staff members' schedules and to target appropriate students for services.

Part 3c. Timeline for implementation and completion, including start and end dates.

May 2015

- Preliminary needs analysis with the principal and the School Leadership Team to prioritize programs and services and to inform the work plan and budget, beginning the comprehensive engagement process to develop a strategic Community School plan. This will include:
 - Initial data analysis with principal
 - Community Resource Assessment
 - Mental Health Readiness Assessment
 - Needs Gap Analysis
- Complete a work plan and budget for the Community School

June 2015

- Community School Forum, attended by school staff, students, parents, and community members, to facilitate an open discussion about the vision and priorities for the Community School. Stakeholders will also complete surveys at this event. GSS will provide incentives to participation.
- Begin direct service activities as appropriate (i.e., case management, meetings with parents)

July 2015

- Focus Groups with leaders in the school community (parents, teachers, etc.) to further hone the Community School Plan. Focus Groups will be conducted at mutually convenient times for staff and parents, such as over breakfast or during afterschool hours.
- Continue to launch direct service activities as appropriate (i.e., summer bridge program)

August 2015

- Continue Focus Groups
- Complete hiring process for positions identified during the planning process (positions may include Education Specialist, Expanded Learning Director, Outreach Specialist, Tutor, Case Manager, Social Worker, and other positions based on school need)
- Complete Community School Plan that reflects goals and plans for the 2015-2016 school year
- Continue to launch direct service activities as appropriate

September 2015

Full direct services are in place.

Mid-Year Update

August 2015

- Community School Director was hired.
- Hiring process for other staff positions began.
- Collaborative planning involving the Community School Director and school staff began.

September 2015

- Full-time Social Worker and Case Manager were hired. Part-time Tutors, Activity Specialist, and Outreach Worker were hired.
- Full direct service provision was in place.

October – December 2015

- A second full-time Case Manager was hired.
- GSS service provision was expanded to include a student internship program, family trips, attendance incentives, and enhanced mental health services and family outreach.

January 2016

- GSS's Community School Director worked with school administrators to assess Campos's progress towards Renewal and Receivership goals. GSS and Campos staff engaged in collaborative action-planning in order to target progress towards these benchmarks.

February - April 2016

- GSS service provision continues.
- GSS staff engages in collaborative planning with school staff and families in order to organize a Community School Forum.

May 2016

- GSS, school staff, and Campos families host a Community School Forum at which a school/community needs assessment will be conducted with diverse stakeholders.

- The results of this needs assessment is used to inform the Campos Community School Plan for the 2016-2017 academic year.

June 2016

- The Campos Community School Plan for 2016-2017 is finalized.

The Community School Plan informs the creation of an FY17 Community School budget.

Section 8: 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)	Students at-risk or who previously have not met proficiency levels on State ELA exams.	Small group tutoring, reciprocal teaching, co-teaching, and the Wilson Reading System.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Mathematics	Students at-risk or who previously have not met proficiency levels on State Math exams.	Small group tutoring, co-teaching, and one-to-one instruction.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Science	Students at-risk or who previously have not met proficiency levels on State Math or Science exams.	Small group tutoring, reciprocal teaching, co-teaching, and one-to-one tutoring.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Social Studies	Students at-risk or who previously have not met proficiency levels on State ELA exams.	Small group tutoring, co-teaching, and reciprocal teaching,	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are mandated for services, exhibit behaviors that put their academic standing or well-being at-risk, and/or who demonstrate behaviors requiring temporary interventions and support.	Academic and social-emotional counseling and coaching sessions.	Small group and one-to-one counseling sessions.	As needed: During the school day, after-school ELT, weekend ELT, and vacation ELT.

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment efforts at the school include:</p> <ul style="list-style-type: none"> - Administrative presence and outreach at NYC DOE organized hiring fairs, - Recruitment outreach to local teacher preparatory programs (Brooklyn College, Hunter College, and Teachers College at Columbia University), and, - Recruitment from pools of teachers with proven records of growing effective teachers (New York City Teaching Fellows and Teach for America). <p>When programming students for classes each semester, the school administration and master programmer seek to match all students with Highly Qualified Teachers in each of their classes. Furthermore, teachers are matched to classes based on their expressed preferences, to whatever extent possible, every semester. The school also sets aside money in the budget to fund certification for teachers who are asked to teach courses out of their professional licensing areas. Thankfully, this has not occurred in recent years. Were the school to find itself with a shortage of HQTs, the HQT money set aside in the budget would be offered to teachers who needed additional certification.</p> <p>School leadership also seeks ongoing professional development opportunities to retain and support all teachers in the school. NYC DOE Network staff offer full-staff, group, and individual professional development opportunities on a variety of instructional topics and content areas. Additionally, the school leverages existing staff members as instructional leaders who share expertise with their colleagues through structured professional development during the school day. Lastly, the school leadership allocates funds to ensure that teachers have access to coaches in literacy and mathematics throughout the school year.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Through the development of its own PD, BFSC-designed learning opportunities, partner organization coaching, and outside vendors and professional development series, the school differentiates the opportunities available to teachers, paraprofessionals, school leaders, and other staff members.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
When given a choice, teachers review the different assessment options available for their grade and content-area. When appropriate, the school conducts faculty and department meetings about different assessments and/or to review item-analysis reports and other results for action planning and instructional modifications. Assessment results are reviewed by grade teams which meet weekly and at annual IPC conferences with teachers.

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

<p>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 (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	659,896.00	X	Sections 4, 5, 6, 7, 8, 9 and 10
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$133,829	X	Sections 4, 5, 6, 7, 8, 9 and 10
Title II, Part A	Federal	0		
Title III, Part A	Federal	18,276.00		Sections 4, 5, 6, 7, 8, 9 and 10
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,772,021.00	X	Sections 4, 5, 6, 7, 8, 9 and 10

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Juan Morel Campos Secondary 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. Juan Morel Campos Secondary 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)

Juan Morel Campos Secondary 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Juan Morel Campos Secondary Sc</u>	DBN: <u>14K071</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

This year, Juan Morel Campos Secondary School will be offering a supplemental program after school to assist middle school and high school ELLs with their skills in English literacy.

Our Skill Builders Class will support Middle School English Language Learners in building and improving their skills in the reading and writing modalities. This program is needed based on the data from the 2014 NYSESLAT scores which reflected that reading and writing are the area of greatest struggle for our ELLs. This program will also support students in acquiring the necessary skills to achieve improvements in academic performance as well as on state examinations. These students will be from grades 6, 7 and 8. Twenty ELL students will participate in the Supplemental Instructional Class-Skill Builders. Using the English 3D Program from Scholastic, dictionaries and glossaries in this class will give the ELLs the opportunity to practice reading and writing skills. The students will read and write articles about current societal issues and problems. Students will engage higher order critical skills to provide solutions to a variety of societal dilemmas, and they will read and write about these as well as organize and present their thoughts to the group. Students will create portfolios of their best work. In order to also strengthen their listening skills, students will also view various content area videos and create written summaries and enter into small group debates around the topics.

This program will take place afterschool on Wednesdays and Thursdays, on the dates listed below, from 2:35 pm - 4:35 pm. All classes will be taught in English by a certified ESL teacher.

For our high school students, we will have an after-school program on Wednesdays and Thursdays, from 2:35 to 4:35pm. There will be three high school classes, each with 20 students. The first, taught by a licenced ESL teacher, will explore the themes from their Global History classes during the Title III programs. They are studying ancient civilizations up through modern times. The focus themes will be cultural diffusion (ideas-technology-food-disease), geography, beliefs systems, trade, arts and conflicts. This will support the ELA CCLS as students will be required to read and annotate excerpts from the Global History and World History texts, leveled online resources, and primary sources. Student will be required to respond orally, in paragraphs and essays. Students will engage in debate and defend their position using evidence from historical texts from around the world, regarding historical concepts as they relate to current events, such as "Should police officers be required to wear cameras?" and comparing ideas of radical and moderate leaders during the French Revolution and today. Students will practice reading, analyzing, writing, speaking and listening skills through these debates. Students will create a project from a select culture will help our ELLs with reading and analyzing texts, and increasing their vocabulary. Comparing and contrasting characteristics are important concepts in ELA CCLS and will help students English language acquisition, score better in class and on assessments.

A second high school class of 20 ELLs will run on the same schedule during after school will teach 20 ELL students key ideas in geometry and algebra in a more visual and hands-on manner to ensure understanding of those critical concepts. This will be taught by a certified ESL teacher. The course will develop the students' academic vocabulary needed to understand and explain the mathematical concepts. Hands-on materials and on line resources will be used that are not used for these students during the day program. Common Core aligned materials including selected Engage NY units that are not used for these students during the day program as well as online resources will be used.

The third high school class will be for 20 ELLs and taught by a licensed ESL teacher. This class will focus on academic vocabulary development and interdisciplinary, content area reading and writing skills. This supplementary program will target the CCLS and NYS ESL standards that most directly impact ELL performance in content area classes. This class will use the Academic Vocabulary Toolkit (1 and 2) by

Part B: Direct Instruction Supplemental Program Information

Kate Kinsella and Reading and Vocabulary Development: Concepts and Comments, by Patricia Akert and Linda Lee. With these programs, students develop reading skills and systematically increase their active vocabulary while exploring and expanding critical thinking skills. Additionally, students will become proficient in using a thesaurus and dictionary to help themselves in content area reading and writing. To focus on the targetted non-fiction reading skills particularly needed in content area classes, this supplemental program will engage students in non-fiction reading through National Geographic's Active Skills for Reading (book 1), by Neil Anderson, which uses thematically organized reading passages to teach reading comprehension and vocabulary skills.

All three of these supplemental classes will be offered in two-hour sessions on Wednesdays and Thursdays, for a total of 38 sessions.

Session dates are: October 29, 30

November 4, 5, 12, 13, 19, 20

December 3,4, 10, 11, 17, 18

January 7, 8, 14, 15, 21, 22

February 11, 12, 25, 26

March 4,5, 11, 12, 18, 19, 25,

April 1, 15, 16, 22, 23, 29, 30

Part C: Professional Development

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

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

Begin description here: _____ ESL faculty and other teachers of ELLs from Juan Morel Campos Secondary School will form a professional study group, the theme of which is co-teaching ELLs in the inclusive classroom. Over the past year, we have reprogrammed most of our ESL support to be in a co-teaching model with content area teachers and our teachers have been asking for more training in this. The professional study group will be comprised of 1 administrator who supervises ESL, 4 ESL teachers, 1 social studies teacher and 1 science teacher. They will read "Collaboration and Co-Teaching: Strategies for English Learners" by Andrea Honigsfeld. This reading will help ESL teachers to develop strategies and systems to co-teach with general education teachers in content areas. By including general education teachers in the study group, they will develop greater sensitivity to the needs of ELLs and learn to incorporate strategies to better support ELLs in the classroom and their access to the full curriculum. The administrator will gain a better understanding of the similarities and differences of ESL co-teaching as compared to special education co-teaching, and will be better able to support all co-teaching partnerships.

All members of this study group will implement their learning and present their learning at a faculty conference in June 2015. The study group will meet three times, discussing a set of chapters at each meeting. At each meeting, teachers will make connections to their own practice, adapt and implement strategies laid out in the book, and report back to the group at the following meeting about the findings of those experiments.

The study group sessions and the focus of each meeting will be a set of chapters of the book:

Monday, January 5, from 2:35pm to 3:55pm: The essential components of an integrated, collaborative ESL program, and how co-teaching supports ELLs.

Thursday, February 5, from 2:35pm to 4:05pm: Best practices for co-planning, and collaborately instructing and assess ELLs.

Monday, March 2, from 2:35pm to 3:55pm: How ESL teachers can best help support and train content area teachers in best practices of teaching ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: _

This year, our school began a partnership with Coalition for Hispanic Family Services (CHFS) who are currently operating a middle school after-school program every school day focusing on arts and literacy . Many of middle school ELLs attend the after-school program run by this organization. The Juan Morel Campos Secondary School in conjunction with CHFS hopes to provide as many opportunities as possible for our students to excel and keep their parents informed about community and academic services and support available to them at through CHFS and at Juan Morel Campos. We plan to do this by means of three 90 minute informational meetings held after the end of the school day. The meetings will be conducted by two ESL teachers from the school, one bilingual guidance counselor from the school, and the Director of the CHFS Arts and Literacy After School programs, along with the CHFS site director for Juan Morel Campos.

The subjects of the meetings will include:

MEETING 1: Thursday, January 22, 2014 5pm - 6:30pm: The Home and School connection for ELLs

1. An introduction from CHFS and overview of the academic and social services that they offer, focusing on their middle school literacy support, with bilingual staff members, which students can attend in addition to the Title III program. They will also focus on how CHFS can help connect families to community resources to support families with navigating the public school system and advocating for students with special needs.

2. Discussion with parents lead by both CHFS Arts and Literacy Director, JMC's bilingual guidance counselor and an ESL teacher about the importance of home-language literacy, and strategies to support the literacy goals of the supplemental program at home.

3. School staff will lead a workshop on communication between children/parent and parent/school in ways that best support student success in school.

- MEETING 2: Wednesday, March 18th, 2015, 5pm - 6:30pm Planning for College

1. The school's College Bound counselor and bilingual guidance counselor will make a presentation about the services and supports available in school through her office, as well as an overview of the college application process in the United States. How to pay for college will also be discussed. She will help middle school parents understand the benefits of early planning and help high school parents plan a timeline of steps in the application process starting with exams in 11th grade.

2. Additionally, the bilingual guidance counselor will lead a discussion to get feedback from parents about how the school is supporting their students. This feedback will be brought to the school's leadership team for planning for future improvements to our programs.

- MEETING 3: Wednesday, May 13th, 2015 5pm - 6:30pm

Reflecting on Success and Planning for the Future

1. This meeting will be a celebration for students who have regularly attended the supplemental Title III program. Parents of ELLs need to recognize the need for positive reinforcement of their children's academic accomplishments. The celebration will also serve to educate parents of ELLs about the importance of the connection between home and school.

2. The Title III program teachers and bilingual guidance counselor will then lead a workshop for caregivers on examining the academic progress of their ELL students through the current school year

Part D: Parental Engagement Activities

and setting goals for the coming year.

Provide parents/caregivers with all available data on their student: NYSESLAT, NYS middle school reading and math exams, school report cards, transcripts, attendance and late starts, class cuts, IEP goals. School staff will provide coaching to caregivers about how to make meaning of the data and how to align supports at home with student needs. Core supports of home language literacy and academic engagement will be emphasized.

Part E: Budget

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

Allocation Amount: \$21872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$0.00</u>	-
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$0.00</u>	_____
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$0.00</u>	_____
Other	<u>\$0.00</u>	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0													

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

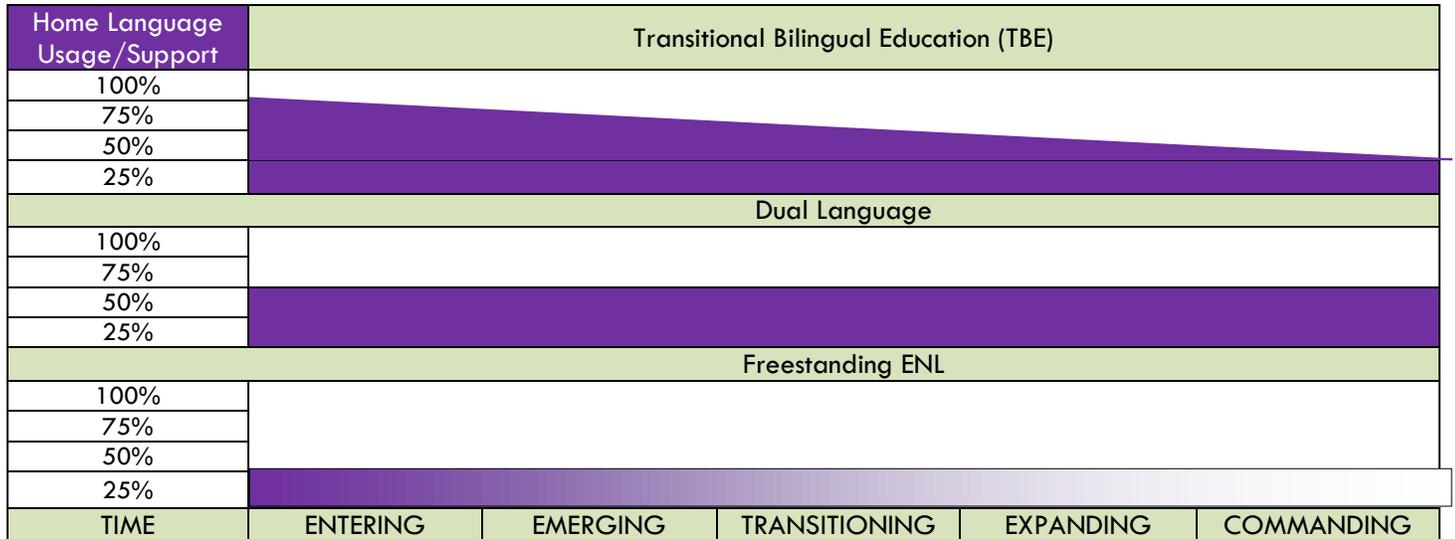


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name:		School DBN:	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K071** School Name: **Juan Morel Campos Secondary School**
Superintendent: **Alicja Winnicki**

Before you begin, please check the following:

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

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

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

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

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

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent-guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 136 ELLs at 14K071, with home languages of: 111 in Spanish, 19 Yiddish, 1 Hebrew, 1 Mandarin, 1 Chinese/Other, 1 Urdu, 1 Arabic and 1 Bengali. With a substantial former-ELL population, we habitually send all home communications in both English and Spanish. No parents have requested communications in any other language. All the Yiddish speaking parents are bilingual in English. However, the DOE Translation and Interpretations Unit will be utilized if a parent/guardian should request these services for other languages. This was indicated on the HLIS as well as confirmed orally by a teacher or counsellor who speaks the parent's home language. During parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards, which are also updated as needed. Parent surveys are distributed in Spanish and English, or another language if requested and available. If it is not available, an oral translation of the survey is provided by a staff member or the Interpretations Unit. The ATS Report of Preferred Languages (RAPO) is updated regularly in order to maintain accurate information on parent language choices. Additionally, counsellors review Blue Cards for information on home language, teachers survey students for home language preferences, and the Parent Coordinator notes language preference when parents enter the main office.

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

44% percent of the school's population reports English as the primary language, and 52% speak Spanish. Arabic, Urdu, Mandarin, other Chinese, Bengali and Hebrew are each spoken by less than 1% (one student in each of those languages). The school's demographic is made available on the school's official DOE website. Teachers survey students for their parent/guardian's preferred language, and this information communicated to them as well by the ENL teacher who serves the child. The DOE Translation and Interpretation Unit is called upon if other language needs are requested.

Part B: Creating a Communications Calendar

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

Documents which are distributed to parents/guardians and require translations are: annual handbooks and curriculum information (beginning of the school year), parent-teacher conference announcements (two weeks prior to each conference date), Student rights and discipline policy (as soon as made available by the district), ELL parent orientation information letters (1-2 weeks prior to orientation), all NYS testing dates including NYSESLAT (on a rolling basis prior to each test relevant to the particular grade/group of students), ELL entitlement and non-entitlement letters, as well as letters from teachers, counsellors and school leadership.

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

14K071 holds three parent conferences throughout the school year. The first, in late September, introduces parents to their children's new teachers and counsellors, provides curriculum information, and an introduction/reminder of available school support services, including that which comes from our in-school Community Based Organization partner. The next two conferences, held in November and March, are focused on student progress and grades and are held directly between teachers and parent/guardians, frequently including the student. The ENL Coordinator (teacher) holds a parent orientation for any newly enrolled ELL parent/guardian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers, counsellors, deans and administrators communicate with parents throughout the year in order to address questions/concerns as well as any possible issues in or outside of the classroom. In addition to these meetings, a designated one-to-one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

Part C: Providing Language Assistance Services

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

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, 14K071 is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. If the translation of the documents cannot be completed by a staff member of the school, it will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

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

If a parent who has requested translation services visits or calls the school, a teacher or staff member who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speaks the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently many school staff members that are proficient in Spanish available to translation and interpretation services for parents/guardians. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff have been made aware of the LAC's role in the coordination of parent language needs and have been notified to contact the LAC and document the language needs of parents should any new information surface about parent/guardian needs. Staff members are provided with information on the use of translation services and over-the-phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of ELLs. All teachers and school staff members are given copies of the "I speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

14K071 has a multicultural welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language ID guides are kept at the security desk as well as in the main office. Information for parents on the NYCDOE's translations and interpretations services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. At 14K071, the school staff are aware of language assistance services provided by the school by using ATS Reports, Emergency Contact Cards, IEPs, roster of bilingual staff and the guide to Translations and Interpretation Unit Services.

Part F: Monitoring and Quality Control

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

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parent/guardians and students. In order to gather feedback from parents, we will have ENL teachers conduct face-to-face interviews with parents during the two conference dates in November and March, asking specific questions about their needs as well as the needs of their students. Our PTA works with the SLT to convene a group of parents of ELLs for an open conversation about how they perceive language services at the school and to solicit their suggestions for improving it. Additionally, our CBO partnership and attendance outreach team will use our data of ELLs to be sure a bilingual staff member is part of the outreach team to families of struggling students, asking specifically about how language services could help the families as well as the students integrate more successfully with the school community, insofar as attendance and academic success.