



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>23K284</b>
<b>School Name:</b>	<b>P.S. 284 LEW WALLACE</b>
<b>Principal:</b>	<b>KEVA PITTS</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

**Section 1: School Information Page**

**Section 2: Executive Summary and Organizing Principles**

**Section 3: School Leadership Team (SLT) Signature Page**

**Section 4: Renewal School Narrative**

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

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

**Section 6: Expanded Learning Time (ELT)**

**Section 7: Community School Description**

**Section 8: Academic Intervention Services (AIS)**

**Section 9: Title I Program Information**

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Gregory "Jocko" Jackson School Number (DBN): 23K284  
Grades Served: Pre-K - 8  
School Address: 213 Osborn Street, Brooklyn, New York 11212  
Phone Number: 718-495-7791 Fax: 718-495-7839  
School Contact Person: Keva Pitts Email Address: Kpitts2@schools.nyc.gov  
Principal: Keva Pitts  
UFT Chapter Leader: Dawn McDonald  
Parents' Association President: Joseph Legree  
SLT Chairperson: Tessil Hobson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Alexandra Teitel**

**District Information**

District: 23 Superintendent: Mauriciere de Govia  
Superintendent's Office Address: 1665 St. Marks Avenue, Bklyn, NY 11233  
Superintendent's Email Address: mdegovi@schools.nyc.gov  
Phone Number: 718-240-3677 Fax: 718-385-3768

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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	Keva Pitts	*Principal or Designee	
x	Dawn McDonald	*UFT Chapter Leader or Designee	
x	Joseph Legree	*PA/PTA President or Designated Co-President	
x	Rhonda White	DC 37 Representative (staff), if applicable	
x	Shanell Curtis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Alexandra Teitel, Partnership With Children	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Shanell Curtis	Parent	
x	Jacqueline Richey	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Michelle Morman	Parent	
x	LaShauna Warren	Staff	
x	Celia Caesar-Barrow	Staff	
		Staff	
	Maureen O'Dea	Other Contributor	
		Staff	
		Staff	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		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.

P.S./I.S. 284 The Gregory "Jocko" Jackson School of Sports, Arts, and Technology formerly known as The Lew Wallace School is located in the heart of Brownsville, Brooklyn. Our school is the home to approximately 587 students in grades Pre- K through eight. According to our school's School Quality Snapshot, 66% of the students are African-American, 32% Hispanic, and 1% White. We have approximately 23% of students with IEPs, 9% ELLs and 90% economically disadvantaged. Last year, 8% of our students met standards on the state ELA exam and 10% of students met the standards on the state mathematics exam. 85% of our 8<sup>th</sup> graders earned enough credit to be on track for high school graduation which is slightly better than the district average of 81% however slightly lower than the city average.

The mission at our school is to continue our tradition of a family-centered environment that supports a solid academic foundation, social and cultural sophistication and prepares our students for the colleges and careers of the 21<sup>st</sup> century. This year, we have become a Community School and have selected Partnership With Children (PWC) as our lead CBO. Through PWC, we have a Community School Director on-site whose focus is on strategy and implementation around community and family engagement, attendance improvement, academic enrichment and school culture. In addition, we have a PWC Social Work Director, two PWC Social Workers and three PWC interns who all work with students in individual and group counseling sessions and full class interventions. PWC also provides professional development and support for teachers as needed. Our school has also begun partnerships with Arts Matter and the Presidential Turn Around Arts Program, with a focus on using the arts to enhance academic achievement. Through Arts Matter, we have a theater teacher and a music teacher who work with all of our 6<sup>th</sup>-8<sup>th</sup> grade students. Through Turnaround Arts, we are receiving professional development on arts integration into all classes, resources and access to opportunities for our students, such as the rights to musicals and the chance to meet celebrity artists.

For academic enrichment, we are continuing to partner with 21<sup>st</sup> Century in order to offer after-school and Saturday options, like martial arts, basketball, dance, visual art and soccer for 4<sup>th</sup>-8<sup>th</sup> grade students. We are also starting a new partnership this year with Brooklyn Community Services to provide afterschool homework help, enrichment curriculum and activities for K-5 students. We are also conducting a community needs assessment in order to determine what other kinds of enrichment opportunities students and families are looking for; once this assessment is complete, we will seek out additional program partners in order to provide students and families with the services that will ensure that students are growing and learning in their classrooms.

Our school also now has Expanded Learning Time, so every student is receiving an additional five hours of instructional time each week. During this ELT time, students are rotating between four different enrichment blocks aimed at building students' math and literacy skills: Hands-on Math, Book club, Computer Math and Visual Thinking Strategies.

In order to engage families, we are hosting monthly events, including open houses, performances, holiday celebrations, community school meetings, award ceremonies, field trips and student-led conferences. We are also conducting a community needs assessment in order to determine what kinds of workshops families would like to have at the school; once that is determined, we will be hosting those workshops regularly. Topics may include computer skills, job training, financial literacy, ELL classes, parenting and continuing education. In order to ensure that our families are supported and that communication is strong, we have a team of school staff focused on this job, including our Community School

Director, Parent Coordinator, Family Worker, Attendance Teacher and Americorps Fellow. We also send regular communication home to families through students' backpacks, including a monthly calendar and newsletter.

At P.S./I.S. 284, we believe that students learn best when they are in an environment where they feel comfortable and are free to make mistakes. As a school, we pride ourselves on using a variety of strategies to ensure that all students are able to contribute to the lessons. Through the use of technology, manipulatives, and engaging tasks we are able to motivate and educate our students. Students are also beginning to expand their learning and understanding through the use of questioning and discussion. The arts are also utilized in all of our classrooms to enhance student achievement.

At P.S./I.S. 284, we have special populations such as Students with Disabilities, English Language Learners, overage students, and students in temporary housing. All of the above mentioned students have specific needs that we have to address daily. Our SWDs, ELLs, and overage students require more support than other students. Some of their academic needs require small settings, more explicit instruction, additional services and differentiated instruction. Our students in temporary housing have different needs such as uniforms, school supplies, and social-emotional support.

Over the past year, we have made progress in all of the elements however, some more than others. The elements where the most progress was made are Rigorous Instruction, Collaborative Teachers, Strong Family-Community Ties, and Trust. The two areas that are more challenging than the others are Supportive Environment and Effective School Leadership. For the past three years, family engagement has risen based on the New York City Survey and attendance logs. Every year, we establish different ways to bring the community into the school. As a community school, we envision an influx of the community becoming a part of our school with the assistance of Partnership for Children.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths (2014-2015 Quality Review document)</p> <ul style="list-style-type: none"> <li>Every student across the grades has access to a Common Core aligned curriculum in math and ELA.</li> <li>Teachers assess the students using school-wide, teacher created, and end of unit assessments.</li> <li>Units of study and lesson plans are anchored in the Common Core State Standards.</li> </ul>		
<p>Needs (2014-2015 Quality Review)</p> <ul style="list-style-type: none"> <li>Teachers need to implement a plan to track and monitor student learning using data such as summative, formative, end of unit and teacher created assessments. In addition, using conferencing notes and student work as forms of assessing the students.</li> <li>Implement an interdisciplinary curricula targeting the arts and technology through new school-wide initiatives such as the Turn Around Arts Program and Arts Matter.</li> </ul>		

## **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)

The teacher's will be implementing ReadyGen in Kindergarten through fifth grade. Teachers College Writing and GoMath will be implemented in all grades. We will continue to have a Math Regents class for the eighth grade students. To ensure that the instructional shifts are evident in the classroom, teachers are asked to add the instructional shifts to the lesson plans in addition to observing the shifts during classroom observations. The teachers will use the Danielson Framework to assist them in writing engaging lessons that address the needs of all of their students. In an effort to build on the students' reading levels, we are expanding classroom libraries to include a wider variety of genres and levels on topics and theme that are of interest and relevant to the students.

The Expanded Learning Time will be used school-wide for small group targeted instruction. In order to ensure students are engaged in rigorous learning experiences, the school along with the CBO will identify and hire an educational specialist. The educational specialist will have teaching degrees and credentials, and a School Building License. A part-time education specialist, with at least a Bachelor's degree in Education and with expertise in ELA (English Language Arts) and Math, will work closely with the school principal, assistant principals, program director, and teachers to provide comprehensive pre-planning, ensure curriculum alignment, and ensure learning benchmarks are achieved across the program. The educational specialist will utilize his/her expertise to increase student skill-building by making strategic decisions using student data, including assessments, and by providing teachers with resources to address student learning challenges and reinforce skills.

This year, teachers in the elementary division will teach to their strengths. One teacher will provide ELA and social studies instruction and the other teacher will provide math and science instruction to the students. All students will engage in instruction that is both rigorous and fun. Technology will be used in most lessons through the use of videos, games, and presentations. Teachers will use various assessments to inform their whole and small group instruction. The various assessments include but are not limited to school-wide assessments, unit assessments, teacher created assessments, conferencing notes, quizzes and soft data such as teacher/student opinions and reflections. The data is collected by the teachers and the data analyst. During teacher team meetings, teachers and the data analyst will examine and analyze the data to identify the student's strengths and weaknesses to in turn inform next instructional steps. This upcoming school year we would like to improve on our curriculum mapping team. Our goal is to have the team revise the curriculum more often to include revisions based on data results.

By the end of year two, we expect to show measurable growth of .08 in ELA as evidenced by the NYS exam and an increase of .10 on the Math NYS exam.

**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.

By June 2016, we will improve the rigor of ELA for all students, as measured by a .08 increase (2.12 to 2.20) in average student proficiency on the New York State ELA Exam.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Systematic approach to assess the students understanding to inform next instructional steps.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team</p>
<p>Teachers’ College Writing units will be infused with the Ready Gen ELA Curriculum.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>
<p>An ELA prototype will be created and implemented throughout the school to create a system of uniformity.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>
<p>School leaders will determine a common grading policy and will use common rubrics across departments (example: Common Core and Teacher’s College) grade levels that provides teachers and students a clear picture of progress toward Common Core focus</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>

<ul style="list-style-type: none"> <li>• Teachers will use multiple formative and summative assessment strategies, including student self, peer assessment, and daily checks for understanding to get a complete picture of student learning so that they are better informed in how to adjust instructional practice.</li> <li>• Administrators will monitor this work by attending Inquiry Team meetings and analyze the data from the assessments on an ongoing basis</li> <li>• Professional Development on effective ELA strategies will occur weekly during the Monday Professional Development session. Professional Development would include:             <ol style="list-style-type: none"> <li>1. Differentiated instruction/assessing multiple entry points</li> <li>2. Using assessment in instruction</li> <li>3. Using questioning and discussing techniques</li> </ol> </li> <li>• Administrators and teachers will hold parental workshops, in conjunction with the Parent’s Association and Parent Coordinator that target effective ELA strategies that parents can use at home. Workshops for parents will take place during Parental Engagement time as well as after school in order to include parents’ different schedules</li> </ul>			
---	--	--	--

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> 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>Instructional resources needed to implement the above action plan include Ready Gen, Go Math, Ready, Prentice Hall, Pearson Success Net, iReady, MyOn, TC writing and Glencoe NY Science.</p>											
<p>Human resources include the AIS team, ESL teacher, SETTS provider, parent coordinator, literacy/math coach, and Administrative team</p>											
<p>Per session/ Per diem funds are also needed to ensure that teachers have adequate and up-to-date training in the above instructional programs and supports.</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> 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.</p>
--

We will use beginning of the year test to diagnose deficiencies, mid and end of unit assessments. There will be interim benchmarks. The results of all assessments will be tracked by classroom teachers, the Data Analyst Team and Administrators. MOSL beginning of the year, mid-year and end-of-year exams will also be given to show the growth students have made so the appropriate modifications can be made.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths</p> <ul style="list-style-type: none"> <li>With the assistance of “I Will Graduate” and the “21<sup>st</sup> Century Grant,” the students have an opportunity to partake in an array of enrichment activities that help with their social-emotional development.</li> <li>Families are afforded the chance to participate in on campus workshops facilitated by faculty members and/or CITE consultants.</li> </ul> <p>Needs</p> <ul style="list-style-type: none"> <li>Based on the Supportive Environment component in the Framework for Great Schools Report, students should receive social-emotional guidance from qualified individuals that can provide them with the support that is needed to help them press toward academic achievement.</li> <li>Based on the high number of incidents in the OORS system, we need to improve peer interactions and decrease unwanted students behaviors by reorganizing the current PBIS system</li> </ul>		

## **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?

It is our goal that all stakeholders describe our school as a warm inviting place. We are a school where students come first in all decision-making. Our school has a shared decision-making process where we work collaboratively through consensus and no-fault. We take a holistic approach linking academic growth to social, emotional, physical, speech and language development. Our CBOs are full partners who meet the needs of our families (examples vision, dental, OST, fitness, recreation, social –emotional and entertainment events.) CBOs will be seamlessly integrated into the school in a targeted but flexible way. Our primary CBO Partnership with Children will be the bridge between the school and CBO services. Partnership with Children will have a full time MSW on site at school with MSW interns providing social emotional support. These staff members will be meeting with students, teachers and parents providing an array of comprehensive services.

We will have student voice on SLT and the through the student government. A student leadership advisory group will be created having representation from every grade and will present to the SLT. Our students will have opportunities for youth development activities, including service-learning, youth leadership training, and youth involvement in school projects. Students are also surveyed and invited to participate in focus groups in order to assess what their needs are.

We will be using the CASEL as or SEL framework. Using the 5 competencies (self- awareness, social awareness, self-management, relationship skills, and responsible decision making) to drive our SEL planning implementation. We are also using PBIS to manage student engagement. PBIS activities include monthly celebrations of student work, attendance, improvement and citizenship, the distribution of Jocko Bucks to award excellence, incentive activities and more.

We will be proactive in collecting and using data to drive not only academic programs but also social emotional learning strategies. We will strengthen our Pupil Personnel Team to effectively to look at students and families from a holistic lens and create action plans. There will be accountability for action plans and they will be revisited at PPT meetings which will take place monthly with key stakeholders, including parents of students who are being conferenced. Students will be triaged at PPT meetings who exhibit mental health, behavioral and attendance challenges. Partnership with Children will provide individual counseling, small group counseling, full classroom intervention classes and/or advisories. Families will be provided with casework services and connected with additional resources as need. We are also creating a Family Resource Room where families can come for access to workshops, computers, books, and more. We will measure social – emotional development from using data such as attendance, incidence reports, suspensions and the Partnership with Children SEL rubric. This will be shared with teachers, parents and other CBOs working with students.

For attendance improvement, we are launching an Attendance Matters campaign to promote the value of being in school and reward students when they come consistently ready to learn. Elements of the campaign include monthly attendance celebrations, a more rigorous follow-up protocol for students who are chronically absent (and/or late),

family outreach and weekly Student Success Summits where a team of staff come together to match students with interventions specifically tailored to the root causes of each student’s attendance challenges.

**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, there will be 3.0% increase (88.0% to 91.0%) as evidenced by attendance reports and a decrease in suspensions OORS reports.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>All students and families will be afforded the opportunity to receive in-house social-emotional support from a licensed professional provided by the school and/or Partnership for Children to assist in the increase of attendance, a decrease of tardiness, and a reduction in bullying, school violence and suspensions.</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO,</p>
<p>Monthly positive postcards to parents and students.</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO</p>
<p>Attendance assemblies and certificates issued through a new school initiative titled “Attendance Matter.”</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO, PBIS Team</p>
<p>Administration and other staff will integrate positive behavioral intervention and support (PBIS) that will foster a positive school environment and maintain a safe and respectable school community</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO</p>

PBIS-The school will develop a “respect for all” program where all students will receive lessons on:

1. Character Building
2. Restorative Circles
3. Weekly Mentoring Programs
4. Chasing our Dreams Program

Health

1. Cookshop-promoting a healthy lifestyle
2. The 21<sup>st</sup> Century Grant (Basketball, Stepping, ....

Social/Emotional Learning

1. CHAMPS
2. BOX- B O X
3. Trust Mentor
4. Girl Talk
5. Partnership with Children
6. 73<sup>rd</sup> Precinct Partnership
7. “I Will Graduate”-Building positive interactions through social –emotional enrichment in dance, martial arts, song writing and African Drumming
8. Boys Group

Academic Support

- 1 Myon
2. i-Ready
3. k-6ThinkCentral
4. Pearson Success Interactive Resources
5. AIS-Academic Intervention Support

Technology Based Support-Khan Academy, Learn Zillion, Frontrow

**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.

Per sessions, per diem, Staff to conduct home visits, School-wide activities for staff, students, and families.

**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 <sup>st</sup> Century		C4E
X	Title I 1003(a)		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 mid-point benchmark that will be used to determine the effectiveness of our goal will be the student and parent surveys.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>As evidenced by observations and lesson plans, teachers provide multiple entry points for all students in an effort to ensure that they are cognitively engaged.</li> <li>Teacher teams meet regularly to plan, look and student work and analyze data to inform their next instructional steps (Quality Review 2014-2015)</li> <li>The “Tuning Protocol” is used by teachers to assess student’s work for the ELA curriculum (Quality Review 2014-2015)</li> </ul> <p><b>Needs</b></p> <ul style="list-style-type: none"> <li>More planned internal and external intervisitations for teachers to observe their colleagues and teachers of other schools best practices (AIR Assessment 2015)</li> <li>Create a schedule where all teachers collaborate to plan in all subjects (ELA, math, science. Social studies, foreign language and physical education) (Air Assessment 2015)</li> <li>Establish grade leaders/dicvSION leaders to create, refine and revise curriculum guides and create pacing guides for instructional purposes.</li> </ul>		

## **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 majority of the teachers’ schedules have a built-in time for teacher collaboration weekly. During the meetings, the teachers look at student work using the “Tuning Protocol,” examine student data, plan instruction and look at common assessments. Most of our teachers create lesson plans together with the exception of including what is needed for their specific group of students. Last year, we had a curriculum mapping team that created and refined the unit plans however, this year we would like to establish grade leaders to take on that role. In addition to grade leaders, we envision to hiring an instructional coach to implement running records accurately and effectively, an additional data analyst to provide the staff with more genuine data that can be used to improve instruction and model teachers to demonstrate best practices.

To ensure that all students are safe in their classrooms, the teachers, dean and security guards regularly monitor student activity. Next year, we would like to have more school aids in the hallways posted at certain areas that students may tend to gather. Through the implementation of our improved PBIS system, the teachers will be trained on effective ways to ensure all students safety.

Teachers should review the soft data that is collected as they circulate their classrooms during instruction, conferencing notes, and exit slips provided to them from the students. Teachers should review student work collaboratively in teams. By reviewing students work in teams, teachers can identify trends and share best practices that can be used to their colleagues classrooms. In addition, teacher teams should look at common assessments and determine skills that the students have mastered and the skills that need to be re-taught.

We intend to use community educators in the collaborative teaching approach by having them tutor students when possible.

## **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.

By June 2016, using the Danielson Framework and the Collaborative Teachers Framework for Great Schools, the administrative team will work collaboratively with the teachers and paraprofessionals to ensure that the teaching practices (challenging tasks, discussions and higher order thinking questions) reflect how students learn best through timely actionable feedback and classroom intervisitations.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Weekly collaborative planning among teachers for all teachers.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>
<p>Classroom intervisitations internally and externally to allow teachers to observe their colleagues and teachers in other school best practices.</p>	<p>All Teachers and Paraprofessionals</p>	<p>October 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>
<p>Differentiated professional development</p> <p>Professional development</p> <ul style="list-style-type: none"> <li>• Weekly professional development-facilitated by Reading Coach, teachers and administrators</li> <li>• Monitor professional development in teacher teams and division meetings</li> <li>• Identify successes and challenges in practicing these strategies and discuss how to improve them for better outcomes</li> <li>• One hour of Expanded Learning Time for all students will include a variety of pedagogical strategies to meet the interest and needs of our students</li> </ul> <p>Teachers will work with parents during their Parent Engagement time by highlighting their child’s specific needs. Then showing them skills and strategies that they can reinforce at home to help their child to become successful in school.</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>

<p>Instructional Programs</p> <ul style="list-style-type: none"> <li>• I-ready</li> <li>• ReadyGen</li> <li>• Teachers' College Writing</li> <li>• Go Math K-8</li> <li>• Myon- Online Reading Program</li> <li>• Pearson ELA Grades 6-8</li> </ul>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, technology Teacher, Teachers</p>
---	---	---------------------------------	--

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> 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>Per session funding, Schedule adjustments for collaborative planning</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> 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.</p>
<p>The administrative team will access the teachers data to determine if they are improving in the component of 3C.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths</p> <ul style="list-style-type: none"> <li>Decisions are made with the students interest as a priority in regards to staffing, budgeting and instruction.</li> <li>The administrative team and the cabinet meet regularly to look at classroom observation data, student data (assessments, OORS reports, student work, etc...)</li> </ul> <p>Needs</p> <ul style="list-style-type: none"> <li>Establish a system to identifies and monitors teacher progress in the Danielson Framework.</li> <li>Provide the teachers with timely actionable feedback to instruct next steps.</li> </ul>		

**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?

The school leader will continue to articulate the shared vision and mission throughout the whole school community. On the first day of school, each staff member is given the mission and vision statement to post in their classrooms. As you walk through the hallways, the mission and vision statement is posted on all floors. The principal along with the administrative team will continue to have an open door policy with the teachers as well as the CBO. The mission and vision of 284 will be at the forefront of our work for the students.

Through the use of staff, student and parent surveys, we will gather feedback from the school community to help us improve in the areas that concern individuals the most. We will seek advice from the CBO to assist us in meeting the needs of those individuals. With student academic, social and emotional success as a priority, all programs will be implemented based on the student's needs. The collaboration with Partnership for Children will help the school to bring in programs that are best for the school community by evaluating all options, designing a strategic approach and then beginning to recruit appropriate partnerships.

A teacher observation schedule will be created with dates that will ensure every administrator observes every teacher. The administrator will schedule a post-observation conference with the teacher in a timely fashion to share actionable feedback with the teachers. The administrator will also share the feedback with the others administrators and will give the teacher a turnaround time to see if the next steps are being implemented. The time between informal and formal observations, the administrative will conduct snapshots and make instructional rounds and provide the teachers with actionable feedback within 24 – 48 hours.

In an effort to support a shared accountability, the school community would like to meet monthly and/or communicate through newsletters and school Messenger what is going on in our school. More information in regards to the school's accountability will be disseminated regularly so the school community can be kept abreast of our school's status. The school will seek out assistance from the district representative and CBO pursue other ways to get the information out to the community.

### **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.

By June 2016, school leaders will provide professional development and feedback to teachers on more effective assessment strategies that can be implemented before, during and after instruction which will result in a 10% increase in the aggregate teacher score for Danielson Component 3C.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Professional development on various assessments strategies will be implemented during weekly professional time. These professional developments will be facilitated by teachers and administrators of our building. Other outside professional development opportunities will be offered to teachers during the course of the year. Teachers will share the various assessment strategies that they have successfully used in their classrooms. Then the strategies will be analyzed by teachers for their effectiveness in identifying common trends between students of individual classrooms, in common grades and across grades, during their Teacher Team meetings. Both qualitative and quantitative needs assessments professional development workshops will be given.</p>	<p>All Teaching Staff</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Data Analyst, Lead Teachers</p>
<p>Differentiated professional development will be provided to teachers to address the needs of our ELL and SWD population. In addition, teachers will be trained on writing quality IEPs with standard based goals.</p>	<p>All Teaching Staff</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Data Analyst, Lead Teachers, CITE</p>
<p>With the assistance of Partner With Children, more opportunities for parental engagement will be available to the families.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Partnership With Children</p>

**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.

Per session, Schedule adjustments

**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 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		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.

To determine if we are providing the staff with effective professional development to address their needs, a survey will be used and analyzed. If the needs are not being met, the professional learning plan will be modified to reflect the changes.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths</p> <ul style="list-style-type: none"> <li>Families receive frequent communication from the school via monthly school calendar, School Messenger, letters (bilingual), flyers, parent notes, progress reports and report cards.</li> <li>Families are afforded opportunities to attend school assemblies, parent association meetings, various school activities and parent workshops.</li> </ul> <p>Needs (2015 AIR Assessment)</p> <ul style="list-style-type: none"> <li>Increase parental engagement in the school.</li> <li>Assess the families to identify their needs from the school community.</li> </ul>		

**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?

Families will be welcomed into the school by providing services that they are in need of. Through the distribution of monthly calendars and newsletters, regularly distributed topical flyers and School Messenger calls and texts, we will reach out to the school community to inform them of what is available at the new community school in the district. The safety officers and staff will develop the sense of urgency that is needed for us to become a place that the community wants to be a part of. The staff and safety officers will attend in-house professional development on what is expected of us as a school as a whole.

In order to provide services and resources to families, our school is developing a Family Resource Center where parents will be able to have meetings, do work, and have internet access to complete resumes, apply for jobs and more. In addition, we also plan to offer topical workshops to parents as identified in the needs assessment. Possible workshops include a GED preparation program or ELL classes. The parents/guardians would have the opportunity to attend the classes with their children or independently.

We would like to have more parental engagement so the families can have a more active role in their child's learning. During regular forums, open houses and Community School meetings, families will be invited into the school to gain more of an understanding of the Common Core Standards, what their children are learning in school, and how to access certain information in regards to the child's progress. They will also be invited to contribute to the community through volunteer opportunities, collaborative brainstorm sessions and more. Workshops will be offered based on the family's needs.

The school will continue to receive information on how to obtain and access their child's data in the middle school using Skedula and the new resources provided by the DOE. They will also receive progress reports, report cards, and online data through iReady regularly. Teachers can provide the families with more detailed information on their children during the open house, Family Engagement meetings, and parent-teacher conferences.

### **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, school leaders in collaboration with the school's Community Based Organization will use multiple means of communication to inform families of events and services available to them in or near the school resulting in a 5% increase in parents starting on the New York City Survey or Quality Review that they have been invited to and attended an event (workshops, program, services, etc) provided by the school.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Families will be given periodic school surveys to identify their needs and concerns. The Parent Coordinator will also provide workshops for parents in conjunction with the Parent Association</p>	<p>Families</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>
<p>Partnership with Children will host several events throughout the school year to get to know our families and their needs. These events will allow our parents to participate in school activities. The Turnaround National Arts Program will provide professional development. They will work with families and provide opportunities for family engagement and effective communication strategies.</p>	<p>Families</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>
<p>The school will effectively communicate with families in a timely manner through newsletters, fliers, School Messenger, letters/postcards, emails and the school’s website to address attendance, academic performance and behavior monitoring in order to identify students at-risk. The school will also communicate positive behavioral and academic progress for those students who are meeting those benchmarks.</p> <p>Our school will continue to involve parents by recognizing their work with our school community through special parent award ceremonies, holiday shows and breakfast/dinner with the principal events.</p>	<p>Families, Students</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>

**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.

<b>Part 5b.</b> 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 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> 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.</p> <p>At each event parents are asked to sign in. This allows us to see which families we are reaching and which we need to reach out more to. Interim school surveys will provide data about how parents view the school and the number of parents who are completing the survey.</p> <p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
--

## 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.
By June 2016, the percentage of students proficient in ELA will increase by .08% as measured by the New York State ELA Exam. By June 2016 the percentage of students proficient in math will increase by .10% as measured by the New York State Math Exam

### **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.				
Research as shown that more learning time can lead to higher achievement, better attendance, and healthier attitudes and habits that put students on the path for success. Therefore, all students in grades K-8 scoring a level 1 and 2 are targeted for ELA and Math services. Additionally, all students will be encouraged to participate in the grade appropriate extended learning programs. The extended learning time will be customized to meet the needs of all students. Students will be able to participate in multiple programs based on interests.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• 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.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

Our extended learning time programs are designed to meet the social/emotional needs of the child. By offering a variety of programs and other incentives, students' attendance will increase. Our program will have individual as well as well as group activities which will foster collaborative interactions and team spirit. In addition, our programs will help develop students' thinking skills so that can make better decisions for themselves and others. Working in groups also pushes students to take on leadership roles within their groups. Our K-8 programs will also include math, science and literacy and will be aligned to the Common Core Learning Standards. This program also includes a Robotics component. All academic programs will be taught by NYS certified teachers.

**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.

PS/IS 284 teachers will implement the ELT program with a small team of school leaders designing and supporting the strategy, including the Principal, the Data Specialist, the SPED Liaison and the Partnership With Children Community School Director. In addition, classrooms will receive extra support from our afterschool program provider, Brooklyn Community Services in order to increase one-on-one support for students during this time block. The programs will be evaluated by the students using surveys and monitoring students' progress .

**Part 4b.** Timeline for implementation and completion, including start and end dates.  
 21<sup>st</sup> Century – September 2015-June 2016  
 Partnership with Children September 2015-June 2016  
 PS/IS 284 After School program (Extended Learning Time)- September 2015- June 2016

**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.  
 CBO Director  
 Teachers  
 Materials-General Supplies, Instructional Materials, Incentives  
 Consultants

**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 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

X	21 <sup>st</sup> Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		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.  
 We will monitor the progress and make improvements when necessary during Teacher Team Meetings and Inquiry Team Meetings. Daily attendance will be taken to monitor students' participation. We will use the Mid-year MOSL exams, and classroom assessment to monitor the progress of our students.

**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, Partnership with Children will identify and implement strategies that increase the frequency and quality of parent involvement in the school as evidenced in an increase of parent surveys.

### **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.

Partnership with Children will work to increase parental and community involvement in the school, improve attendance, connect the school with academic enrichment and health services, and to support in the promotion of a positive school culture. In order to increase parental and community engagement, Partnership With Children will plan events and workshops, conduct surveys, regularly speak with families during phone calls and home visits and support in the sending out of regular communication materials such as the monthly calendar and newsletter. They will also help to plan student-led Parent-Teacher conferences as well as other workshops to address family needs. Overall, they will increase the lines of communication between our school and families.

To improve attendance, Partnership With Children will focus on chronically absent or late students, with the goal of increasing student attendance from 88% to 91%. In addition to using the strategies identified in the Attendance Matters Campaign, Partnership With Children will provide individualized and group counseling to students who are chronically absent.

For academic enrichment, Partnership With Children will work with families to ensure that they are made aware of access to programs within the school and the larger community. Family outreach will include conversations about the academic supports that each student requires; when appropriate, Partnership With Children will facilitate connections with external providers in order to ensure that each family has access to the resources necessary for their student to succeed.

**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.

We will work in partnership with the CBO to meet the needs of our children and community. The Community School Director will lead the implementation of needs assessment. Social workers will conduct student assessment needs by gathering information from a variety of sources including school administrators, teachers, parents, interaction with students, observations and analysis of relevant student data. Students will then be placed in the appropriate level of care based on their need. Levels of care would be mental health services, individual counseling. In addition, social workers will meet with assigned students weekly to work on social, behavioral, emotional, academic family, and attendance goals. Social workers will help students build social skills, provide tools to effectively express themselves and manage conflicts, and teach leadership skills.

Additionally, social workers will provide intervention strategies in the classrooms to help minimize bullying and help underscore the benefits of healthy relationships. Staff members of Partnership with Children will provide information on other services such as health care clinics, housing resources, legal aid and other emergency assistance programs. Social workers will help parents navigate systems and advocate on family's behalf. Partnership with Children will organize and host various school-wide events and trips to strengthen relationships, promote a positive school culture and expose students to activities that will widen their perspectives and enrich their lives.

### **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.

School Administrators, social workers, and staff from Partnership with Children will oversee and ensure the implementation of these programs. Partnership with Children will conduct yearly surveys to determine parent satisfaction with the services provided and to identify any areas that need to be strengthened. Additionally, Partnership with Children will conduct phone interviews and in-person focus groups with parents to gather information about families experiences with the program.

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

The staff members of Partnership with Children will work with the school community to provide support based on the needs assessment. This implementation will require regular collaboration, the designation of space for counseling sessions and a Family Resource Center and openness for activities to take place during and after school.

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

Implementation will begin September of 2015 and end in June 2018.



**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State Test Scores, performance tasks, class assessments, EZR assessment	Success Maker, iReady, myOn, small group, Foundations Cookshop, and Afterschool program.	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During and after school.
<b>Mathematics</b>	State Test Scores, performance tasks, class assessments, EZR assessment	Success Maker, iReady, myOn, small group, Foundations Cookshop, and Afterschool program.	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During and after school.
<b>Science</b>	State Test Scores, performance tasks, class assessments	Individual and/or small group instruction.	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During and after school.
<b>Social Studies</b>	Performance tasks, class assessments	Individual and/or small group instruction.	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During and after school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated and non-mandated, recommended by teachers or service providers.	Whole, small, and/or individual		During school.

## 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

### 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.
Highly Qualified Teachers will be recruited through the use of Teachers of Tomorrow Program and the New Teacher Finder. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status. Professional development opportunities will be offered to those teachers that are not Highly Qualified.

#### 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).
All Staff members will engage in ongoing differentiated professional development on the newly adopted CCSS curriculum. Professional development will be implemented into the schedule and take place on Mondays and Fridays. The staff will engage in weekly schedule professional development on instructional practices relative to the CIEs and Danielson. In addition, afterschool workshops are facilitated by the Professional Development Team and outside consultants.

### 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.).

- Parental Involvement- Monthly parent/family workshops
- Early Intervention Services
- ECERS Assessment
- CCSS aligned Pre-K Program

**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.

- Data Analyst in conjunction with the Inquiry Team works collaboratively to disaggregate the data in an effort to disseminate the results to entire staff and community that is used to create appropriate assessments.
- Data Analyst conducts bi-weekly scheduled data talks with teacher teams as a means of providing professional development regarding the importance of data analysis and its implications.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	623,473.00	X	Pages 11-34
Title I School Improvement 1003(a)	Federal	\$16,979	X	Pages 11-34
Title I Priority and Focus School Improvement Funds	Federal	\$122,999	X	Pages 11-34
Title II, Part A	Federal	37,556.00	X	Pages 11-34
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,218,571.00	X	Pages 11-34

### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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. P.S./I.S. 284, 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. P.S./I.S. 284 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

P.S./I.S 284 , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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>PS/IS 284</u>	DBN: <u>23K284</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>55</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </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: Begin description here: \_\_\_\_\_ The rationale for the direct instruction supplemental program is to support ESL students who are at risk in the area of English Language Arts and mathematics. Most ESL students did not make one year or more progress on the most recent New York State Assessment. The school's newly admitted ELL's are those who have lived in this country for one year and whose English Language proficiency is far behind their grade level. Therefore, ESL students in grades Kindergarten through eight will be targeted for after-school support with one ESL teacher (certified in TESOL, K-12) and two common branch teachers - one first grade teacher with Bilingual Common Branch certification (1-6) and one Kindergarten teacher (certified in Early Childhood) - at a minimum of two days after school. Each session will last for two hours (from 2.50 p.m. to 4.50 p.m.). Students will be divided into two subgroups: Beginners and Intermediate/Advanced. Beginners will be provided with appropriate reading materials that will include illustrations to help clarify the texts, texts that contain repetitive and predictable phrases, and high-frequency vocabulary words. Intermediate and advanced students will receive instruction which meets their needs and promote critical thinking, reading and writing skills, and text analysis which will result in an improvement of student achievement.

- Students will participate in 48 sessions across a 24 week period for two hours with one ESL and one common branch teacher. The ESL teacher will use manipulatives, paraphrasing of materials, think-alouds, visuals, and imagery to support the English language development of the ELLs in the supplemental instruction program. Students will be given multiple opportunities to engage in turn and talk, think-pair-share, small-group, and whole group discussions in order to build their oral language skills in English. Students will also be engaged in activities from MYOn reader, mathletics, and Boardworks. Teachers will have students do activities on smartboard and iPad to enhance better learning.

- Academic material to be covered during the program for elementary school is:

1. Reading comprehension tasks (for the period of six sessions) - students are read to dual language books, answer comprehension questions, and illustrate the story read aloud.
2. Academic enrichment through the arts (for the period of twelve sessions) - creating a collage on a particular topic (superheroes, fairy tales characters, seasons, holidays, etc.)
3. Developing phonics skills through play (for the period of six sessions) - students master phonics skills when playing table games (rhyming bingo, vowels bingo, space lotto, pack the backpack bingo).

Academic material to be covered during the program for middle school is:

1. Reading comprehension tasks (for the period of six sessions) - students read dual language books, have group discussions, answer comprehension questions, and present their answers to the whole class.
2. Developing writing skills (for the period of six sessions) - students are involved in tasks to improve mechanics, grammar, the use academic vocabulary, and organization.
3. Developing effective discussion techniques (for the period of six sessions) - students work collaboratively to discuss current events.
4. Academic enrichment through social interactions (6 sessions throughout the school year) - students go on field trips (movie theater, restaurant, and museum).

### 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: \_\_\_\_\_ The ESL teacher will receive professional development to support pedagogic growth and understanding of the Common Core Standards, its alignment to instruction, and how instruction can be shaped for ESL students. The ESL teacher will also engage in intervisitations to schools throughout New York City in which successful ESL programs/intervention/support are taking place. Professional development will be ongoing throughout the school year from September to June and it will be job embedded or take place after school. School administrators will suggest videos as needed or aligned to the school's focus.

Professional development will also be provided by CITE consultant. The consultants will address topics such as:

Understanding the Common Core Standards (2 hours) - takes place in October, from 3 p.m. to 5 p.m. (on Friday).

Using Manipulatives to Drive Instruction (2 hours) - takes place in November, from 3 p.m. to 5 p.m. (on Friday).

Effective Questioning and Assessment (2 hours) - takes place in December, from 3 p.m. to 5 p.m. (on Friday).

- In addition to the ESL teacher receiving training, other teachers who service ESL students will receive direct support through the aforementioned consultant services.

### 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: \_\_\_\_\_ Parent engagement is critical to the success of students and the general school community. Parents will be invited to participate in various workshops which support the academic and social progress of their children. Parent activities will take place from October through June. Workshops will be hosted by the ESL certified teacher and an interpreter. Parents will receive notifications through fliers, school calendars and phone messenger. Topics to be covered for parents are:

1. Homework diner for ESL parents - one hour workshop (during the school day) that takes place in fall;

2. Ways to Promote Students' Literacy at Home - one hour workshop that takes place after school (on Tuesday, from 4 p.m. till 5 p.m.) in winter;

3. Summer Loss - one hour workshop that takes place after school (on Tuesday, from 4 p.m. till 5 p.m.) in spring.

All communication (i.e. letters, flier, phone messenger) about school events and parent meetings will also be provided in the parents' home language.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$8,924 Per session</u>	<u>Afterschool program:</u> <u>Two teachers (1ESL and 1 bilingual) will be paid at teacher per session rate for forty eight 2-hour sessions.</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$927 -Teacher Professional Development</u> <u>\$206 - Parent Workshops</u>	<u>3 Professional Development Workshops (1 Fall, 1 Spring) given to TitleIII teachers (1 ESL teacher and 2 common branch teachers)</u> <u>One hour long parent workshops, conducted by one ESL teacher and one bilingual teacher, will take place after school two times a year.</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	- <u>\$500 - arts and crafts supplies (crayons,glue, construction paper), printer paper, incentives</u> <u>\$193 - snacks and refreshments</u>	- <u>Materials that teachers need for students to use in the program</u> <u>Providing snacks and refreshments to parents attending the workshops</u>
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>\$ 450</u>	<u>Field trips to a movie theater (twice a year), restaurant (twice a year), musems (twice a year)</u>
Other	<u>0</u>	_____
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____

**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 <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>284</b>
School Name <b>PS/IS 284 Gregory Jackson School</b>		

### 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 <b>Keva Pitts-Girard</b>	Assistant Principal <b>Keisha Ferguson</b>
Coach <b>Jacqueline Reid</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Olga Naymushina, ESL teacher</b>	School Counselor <b>Keishaia Griffith</b>
Teacher/Subject Area <b>Albert Zeno, 1st grade teacher</b>	Parent <b>Shanell Curtis</b>
Teacher/Subject Area <b>Nanette Fantauzzi, K teacher</b>	Parent Coordinator <b>Janie Sanders</b>
Related-Service Provider <b>Debra Pascall</b>	Borough Field Support Center Staff Member <b>Shirley Vargas</b>
Superintendent <b>Mauriciere De Govia</b>	Other (Name and Title) <b>SETSS Tessil Hobson</b>

### 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	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>500</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	37	<b>Newcomers</b> (ELLs receiving service 0-3 years)	29	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	29	3	5	6	1	3	2		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____

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	5	2	5	5	1	6	3	10					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
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)		2		1	3		2	2	4					0
<b>Emerging</b> (Low Intermediate)			2	2			1		3					0
<b>Transitioning</b> (High Intermediate)					1	1	1		2					0
<b>Expanding</b> (Advanced)		3		2	1		2	1	1					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	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							1							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				2		1	4	2	4					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5								0
4		1	1						0
5	7	1	2						0
6	2	2	1						0
7	9		1						0
8	7								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		1				0
8	5		1						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				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
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.  
 Paste response to questions here: All students in grades K-8 are assessed with i-Ready and MyOn programs. This data is useful in a number of ways. First, it provides teachers with data about their students' areas of strength and weakness: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text). Teachers are able to determine what reading level and approximate grade level their students are at in order to differentiate instruction appropriately and provide students with independent level text. Also, it allows teachers to find the instructional level of text they use during guided reading. With this information, teachers can provide their students with the skills they need in order to grow and function at the next reading level.  
  
 Additionally, ELLs partake in the Beginning of the Year assessment which demonstrates their levels of English language proficiency and allows the ESL teacher to group them accordingly. It also helps to create appropriate differentiated lessons in order to better serve them. During the periodic assessment, the teacher is able to see if the students have made any gains and if there is a need to modify the instructional delivery.  
  
 According to the data received, the teachers plan their lessons in the way that benefits students of all levels. Lessons are differentiated to meet the needs of all the students. The teachers use flexible grouping to support students with deficiencies to enhance their skills. It also allows teachers to incorporate technology effectively.  
 Additionally, after receiving the assessment results, teachers conference with the students to create a plan with their individual goals so that the students can take ownership of their learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
  
 Paste response to question here: One of the major findings from the Spring 2015 NYSESLAT data was that our ELLs continue to score the lowest in writing. Additionally, the scores in listening and reading dropped from the Spring 2014 to the Spring 2015 NYSESLAT.

This may be due in part to changes to the NYSESLAT this year. Additionally, the only students who scored Proficient on the 2015 NYSESLAT were students in grades 4-5. Also, students in grades K-5 had greater proficiency level gains than students in grades 6-8.

By comparing the results of NYSITELL and NYSESLAT, the teacher can observe if the students demonstrate any academic growth and if there is no academic improvement. Comparing the results of the two tests allows the teacher to identify students who need additional academic support or services. In terms of our school, the majority of the new-comers in grades 2-8 barely speak any English. So the results of the NYSESLAT allowed us to identify how much English the students have acquired during the year. Which allows us to make instructional decisions about which areas need to be developed.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the information generated by the AMAO tool in order to find out which modalities need improvement. We use AMAO I to identify the percentage of ELLs who are making progress. In our school, the most progress is achieved by the students in grades K-2. The data shows that the grades 3-8 make little progress. We use AMAO II to identify the percentage of ELLs attaining proficiency. In 2015 we only had 4 students out of 56 who tested out.

According to the data received, this year, a greater emphasis will be placed on exposing our ELLs to more listening, reading, and writing opportunities with nonfiction text. Students are also more exposed to the arts programs and technology. Students will receive drama and music classes. They are also able to do on-line learning. Students will also learn and practice the following skills to assist them in the listening and reading modalities: determining important facts, note taking and annotation skills, listening for the gist, comparing and contrasting characters and events, non-reliance on understanding every word, and using context clues to understand challenging vocabulary.

Further, ELL students will be given increased opportunities to write in response to nonfiction information as well as skills in making text-based claims.

Additionally, analysis of the data revealed our ELLs need more exposure to academic vocabulary. Speaking about the scores on this year's NYSESLAT slightly decreased because students were expected to use more academic vocabulary in the speaking tasks. The ESL teacher and all content teachers, in accordance with the CCLS instructional shifts, will increase our students exposure to and use of academic vocabulary in speaking, listening, and writing tasks in the classroom.

4. 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?

The only program model offered at PS/IS 284 for English language learners is a freestanding ESL program. Only Spanish speaking students are assessed with the Spanish LAB when they are newly enrolled. After that assessment, the school does not give any assessments to students in their native language. However, newly enrolled students on our campus generally have low levels of literacy (writing and reading) in their home languages.

ESL teacher regularly meets with the content area teachers to discuss the results of the assessments. According to the data received from periodic assessments, the teachers plan their lessons in the way that benefits students of all levels. Lessons are differentiated to meet the needs of all the students. The teachers use flexible grouping to support students with deficiencies to enhance their skills. Discussing the assessment results allows the teacher to identify students who need additional academic support or services. It also allows teachers to incorporate technology effectively.

Our school has a number of teachers who speak Spanish which is the native language of ELLs. The teachers who do not speak Spanish refer to google translate in order to scaffold instruction and facilitate comprehension.

5. 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](#).]

Classroom teachers generally confer with the ESL teacher regarding ELLs they feel may need additional academic support within the Response to Intervention (RtI) framework. The classroom teachers and ESL teacher work together to devise a plan to help support students and bridge the gaps they have in regards to the mainstream curriculum. The ESL teacher will do additional testing to pinpoint the specific deficits a student has, offer suggestions to the classroom teachers on how to address the ELLs deficits, and also work to address those deficits when he pulls the students out for ESL services. The ESL teacher and classroom teachers also assess ELLs regularly to determine their progress in closing the gap between their current performance level and grade-level readiness. For example, all students in the school are given the i-Ready and MyOn assessments to determine their reading level. However, ELLs who are newcomers or who cannot test with the i-Ready and MyOn are then given a phonics screener by the ESL teacher to determine their proficiency in phonemic awareness and reading readiness in English. Once the data is collected, the ESL teacher and classroom

teachers then devise an intervention plan (according to the interventions described in the RTI guide for ELLs) as well as a progress monitoring schedule to measure how well the ELLs who need additional support are progressing.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- According to the data received from periodic assessments, the teachers plan their lessons in the way that benefits ELL students of different levels. Lessons are differentiated to meet the needs of all the students. The teachers use flexible grouping to support students with deficiencies and those who have not acquired the second language to the required level to enhance their skills. It also allows teachers to incorporate technology effectively. The data also allows the teachers to make instructional decisions if the material has to be retaught. Additionally, after receiving the assessment results, teachers conference with the students to create a plan with their individual goals so that the students can take ownership of their learning.
- Our teachers are also aware of the ELL students' proficiency levels in the modalities of listening, speaking, reading, and writing. This information is considered when planning lessons and grouping students in class. Differentiation is provided to address the language needs of all ELLs and instructional supports and ESL techniques are utilized to provide scaffolding and entry points into lessons in the classrooms. Additionally, all classroom teachers are provided with information on the stages of second language development.
- Our teachers are also aware if the ELL students in their class who have the SIFE status. In the case with the SIFE students, the teachers would pair them up with their bilingual peers and provide them with dual language materials so that these students develop their first language literacy while acquiring the second language.
7. 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?
  - How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The ESL teacher and school leadership analyze and discuss data from the NYSESLAT annually once the scores become available. From the data, we look for trends, possible problem areas, and modalities that our students are the strongest in. The ESL teacher then looks closely at the instructional practices and materials used in the previous year and reflects on their efficacy. After the reflection, decisions are made by the ESL teacher and school leadership on which programs and instructional practices might work best to meet the needs of our students. Also, the ESL teacher and school leadership devise a list of students who need the most support and target those students for the extended day program as well as the Title III after-school program. The ESL teacher also makes decisions on the instructional focuses for the school year.

The Title III after-school program is evaluated by comparing the growth of the students who participated in the service to those who did not. One key finding from the 2014-2015 school year was that students who regularly attended the Title III program had higher growth rates on the 2015 NYSESLAT than students who did not stay.

Additionally, the Title III AMAO Estimation Tool is used by the ESL teacher to determine if our school met AYP for ELLs. The results are shared with school leadership. Additionally, the ESL teacher uses the data from the AMAO Estimation Tool to evaluate instructional practices and program models from the previous year and makes adjustments to better meet the needs of our ELLs at PS/IS 284.

## Part IV: ELL Identification Process

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

- 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.
- There are four steps in the ELL Identification Process. First, the school must administer the Home Language Identification Survey to determine the student's home language. If the student's home language is English, the ELL Identification Process terminates at this step. If the student's home language is not English, then the school must administer a more in-depth interview with the student, review his/her school work, review the IEP (if applicable), and determine if the students should take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification process terminates. If the student is eligible to take the NYSITELL, the school must administer the test. After the test is administered, the answer documents must be scanned into ATS within 10 school days of enrollment. The school must inform parents of the results of the NYSITELL and ELL status using the standard parent notification letters (entitlement, non-entitlement, continued entitlement). Last, all new students whose home language is Spanish (according to the HLIS), must be

administered the Spanish Lab during the 10-day testing window. After the Spanish Lab is administered, answer documents must be scanned into ATS within the 10-day testing window.

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).

To determine SIFE status, a parent/guardian has to fill out the HLIS where they need to indicate prior schooling. If there are any indications that a student has had an interruption or inconsistency in formal schooling, oral interview has to be administered. If the student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, LENS has to be administered.

3. Describe the identification process 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).

Once there is a new ELL with an IEP, the LPT has to determine if that student should take the NYSITELL. The LPT is comprised of the school administrator, a certified ESL teacher, the director of special education, the student's parent/guardian, and a translator. The LPT has to consider the information gathered from the HLIS, the student's history of language use in school and home or community, the results of the individual evaluation which includes assessments administered in the student's home language, and information provided by the Committee on Special Education as to whether the student's disability is the determinant factor affecting his proficiency in English. Based on this evidence, the LPT must determine if the student has language acquisition needs or if the student's disability is the determinant factor affecting proficiency in English.

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.

After a student at PS/IS 284 is determined to be an ELL, the parents/guardians of that student are sent the Entitlement Letters in their home language. The Entitlement Letter also contains the date for the parent orientation. The letter instructs the parents to contact the ESL teacher if they are unable to attend the meeting at the scheduled date and time. Additionally, parents are also notified by phone to remind them of the meeting.

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).

Parents/guardians of the students who is undergoing the ELL Identification Process, are informed that they have the right to apply for the Re-Identification Process within 45 school days of enrollment should they believe that a student has been misidentified as an ELL or non-ELL. The school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent/guardian or the student's teacher.

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.

At the parent orientation meetings, parents are shown the video and are given the opportunity to discuss the program options. The ESL teacher and a translator inform the parents that our school only has a freestanding ESL program and would become a part of the program here. However, they are also informed that if they would prefer one of the other two program options, we would assist them in finding a school that offered the Traditional Bilingual Education of Dual Language program model.

If parents choose ESL as their first choice, students are placed in the program at PS/IS 284 and begin receiving services immediately. If a parent chooses another program as their first choice, the parents are contacted by a staff member who speaks their native language within five school days of the school's receipt of their Parent Survey and Program Selection form. They are given information of the closest schools to their address that have the program of their first choice. However, they are informed that their child will still be placed in the ESL program at PS/IS 284 while they are enrolled at our school.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the parent-orientation meeting, the parents complete the Parent Survey and Program Selection Form. The forms are immediately collected after the meeting from the parents before they leave. If parents do not attend the meeting, they are contacted to schedule an individual meeting to discuss the program choices and to complete the Parent Survey and program Selection forms. All forms are collected and stored by the ESL teacher in the ESL compliance binder located in room 221.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection forms are not completed and returned, the parents are contacted by phone to ensure that they complete the forms and return them to school in person or send them with their child. The parents are informed that these forms indicate the placement of the student in the program offered in the school in a timely manner.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are sent home with students. In addition, parents are also notified by phone (by a person who speaks their home language) to ensure that the parent is aware that their child is receiving ESL services.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ESL teacher keeps all the ESL students' documentation in a compliance binder located in room 221.

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.

At PS/IS 284, the NYSESLAT is administered over a 30 day period. The ESL teacher begins receiving testing materials in the spring, takes inventory, and stores the materials in a locked and secure location until testing begins. The ESL teacher and testing coordinator at our school attend training on administering the NYSESLAT in the spring and then train all pedagogues who will administer the test. The ESL teacher then prints the RELC report from ATS to ensure all students who are eligible to be tested are included in that report and also have a preprinted answer document for all sections. Blank answer documents are carefully bubbled for all students without a precoded document.

Parents are notified a month prior to the testing window and given information on the test in their native language. They are also encouraged to ensure their students maintain regular attendance during the testing window.

The speaking section of the test is administered first. All students are tested by the Spanish teacher or another pedagogue and their performance of the task is immediately scored by the test administrator.

Once the speaking section is administered to all students, the listening, reading, and writing sections are administered in small groups by the ESL teacher. The students are tested in a quiet and comfortable testing environment with minimum interruptions. Once all sections of the test are administered, the test and answer documents are locked in a secure location. Pedagogues who are not the ESL teacher or ELA teacher of the students tested are then selected to score the writing portion. Before scoring, they are provided with training from the ESL teacher and testing coordinator on how to score the writing. The scoring guides and rubrics are reviewed and discussed during the training. The ESL teacher and testing coordinator also ensure that no more than 50 percent of one child's writing assessment is scored by an individual scorer.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued Entitlement and transitional support Parent Notification letters are sent home with students. Additionally, parents are notified by phone about the information that the letters contain.

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).

For the past few years at PS/IS 284, a majority of the parents select the freestanding ESL program after viewing the video and given the opportunity to ask questions about each program. Most recently in the fall of 2014, 7 parents have selected the freestanding ESL program as their first choice, 1 selected dual language as their first choice, and 2 selected transitional bilingual program as their first choice. Parents do ask questions about the other program offerings in our meetings. We do let parents know that our school only offers the freestanding ESL program and that if they desire another option for their children, we would assist in helping them find a school that offers their primary choice. Most parents choose the freestanding ESL program. This could be due to the proximity of our school to their residence.

## 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.

Paste response to questions here: Our school utilizes a pull-out model to meet the service mandates for our ELLs. Students are serviced in grade bands using a blocked, ungraded, and heterogeneous program model. Students of all proficiencies are served in grades K-2 together, grades 3-4 are served together, and grades 5,6,7, and 8 are served separately. Former ESL students in grades 5-8 receive integrated ESL services during the ELT (Extended learning Time) where an ESL teacher works in collaboration with a content area teacher. Former 3<sup>rd</sup> grade ESL students are provided with push-in ESL services. Due to the fact that there is one ESL teacher at our school, this was the only programming model to implement that ensured our students received the minimum program requirements.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Our school only offers a freestanding ESL program. One ESL teacher serves them. Beginning and Intermediate students receive 360 minutes of ESL instruction per week during their ELA instructional block from the ESL teacher. Advanced students receive 180 minutes of ESL instruction per week from the ESL teacher and 180 minutes of instruction per week from their ELA teacher. We utilize a blocked, ungraded, and heterogeneous program model to ensure our students receive their minimum program requirements. Additionally, Former ESL students receive 90 minutes of integrated ESL services during the Extended Learning Time or through a push-in model.

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.

Our school only offers a freestanding ESL program. In the ESL program, the ESL teacher pulls students for services by grade level a majority of the time. The teacher plans lessons aligned to the NYSED ESL standard as well as the CCLS for the grade level in the areas of listening, speaking, reading, and writing. The ESL teacher employs best practices and research-based methods in instructing ELLs. Additionally, newcomers receive an additional 100 minutes of instruction per week in the small group extended day program on Tuesdays and Wednesdays.

In math, teachers use Spanish language texts for students in grades 1-5 to provide native language supports for students. In science, social studies, and math, content teachers have access to the NYSED bilingual glossaries to use when planning their lessons and to provide native language support to students in grades 3-8.

Additionally, the ESL teacher regularly confers with content teachers and pushes into the classrooms once per week to provide instructional strategies and techniques to teachers to use in providing their ELLs entry points into the lesson. Some of the strategies include pairing ELLs with limited language skills with a bilingual student with proficiency in English, the use of realia, total physical response, the use of pictures when introducing new vocabulary, the use of graphic organizers, cognates, and sentence stems and scaffolds.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we only offer a freestanding ESL program, there are no assessments given to students to monitor their progress in their home language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

For speaking, the ESL teacher keeps anecdotal notes and conducts formal assessments on each student 3 times per year to measure English acquisition. Additionally, the students are formally assessed with the Periodic Assessment for ELLs twice per year.

For listening, the ESL teacher formally and informally assesses students regularly with listening tasks in English. The ESL teacher will play an audio clip or show a video in which students are encouraged to take notes in a manner that best meets their learning needs. Then students are required to answer a series of questions based on the information presented. Students are encouraged to use their notes.

For reading and writing, ELLs are assessed twice per year with the Periodic Assessment for ELLs. Additionally, running records are kept on students who are reading significantly below grade level using the MyOn and i-Ready assessments. Also, each ESL student

who is able to present written text in English must complete a writing piece at the end of each unit of study taught by the ESL teacher.

All ESL students are assessed annually with the NYSESLAT in the spring.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Students with Interrupted Formal Education (SIFE) are identified upon enrollment in our school and are closely monitored to determine where their deficits lie and what their academic and social needs are. An instructional plan is developed based on what the specific needs of the SIFE student are. Additionally, SIFE students participate in the freestanding ESL program at our school and also participate in the Title III after-school program. As the need arises, outside CBOs are contacted to support SIFEs both socially and academically.

Newcomers receive an additional 100 minutes of instruction per week and also participate in the Title III after-school program. Our school is in the process of ordering the English Now curriculum. The ESL teacher will use this program to meet the English acquisition needs of newcomer ELLs.

The ESL teacher supports ELLs receiving 4-6 years of service during the instructional day. The targeted instructional focus depends on the proficiency level of the specific student(s). For instance, if a student scored proficient in listening and speaking on the previous year's NYSESLAT but advanced or lower on the reading and writing modalities, the ESL teacher devises lessons that are primarily aimed to build the reading and writing skills of the student(s). The same approach is used for ELLs receiving more than 6 years of service. The ESL teacher closely analyzes the historic testing performance of long-term ELLs to identify trends and modalities in which the students score the lowest. Additionally, the ESL teacher verifies which students have an identified learning disability. If they do, the ESL teacher analyzes the qualitative and quantitative data in the IEP and employs the instructional recommendations in instructing students with disabilities.

Former ELLs receive additional time on state assessments as allowed by the NYSED for two years after scoring proficient on the NYSESLAT. Additionally, Former ESL students receive 90 minutes a week of integrated ESL services during extended learning time and through a push-in model.

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.

In order to ensure that the student's academic progress has not been adversely affected, the principal consults with a qualified staff member in the school, the parent/guardian, and the student. Based on the recommendations, the principal has to determine if the student requires additional support services and provide them with those.

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?

At PS/IS 284, the K-5 teachers use Go Math for mathematics instruction, Ready Gen and TC Writing for ELA instruction. The 6-8 teachers use Prentice Hall for ELA instruction and Go Math for mathematics instruction. Besides that, the school uses the i-Ready, Think Central, and MyOn as supplemental programs to reinforce reading and math skills. All curriculum used contain interventions for both students with disabilities and ELLs. Teachers use the interventions and instructional strategies provided in the curriculum coupled with recommendations from the IEP to meet the needs of ELLs with disabilities. All teachers within the school differentiate classroom tasks to meet the needs of ELLs with disabilities as well and incorporate UDL principles in lesson delivery to meet the learning needs of all students.

Additionally, some ELLs with disabilities receive SETSS support. In this setting, they receive more individualized attention from the SETSS provider in a small group setting. ELLs with disabilities also participate in the freestanding ESL program at PS/IS 284. During pull-out sessions, their individual language acquisition needs are addressed by the ESL teacher.

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 e response to question here: ELLs with disabilities at PS/IS 284 are placed into three instructional program designs determined by the IEP team: ICT settings, 12:1 or 12:1:1, or general education with SETSS services. ELLs with disabilities, depending on proficiency level, are serviced at the same time through the freestanding ESL program as the other ELLs in their grade band through pull-out services.

### 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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

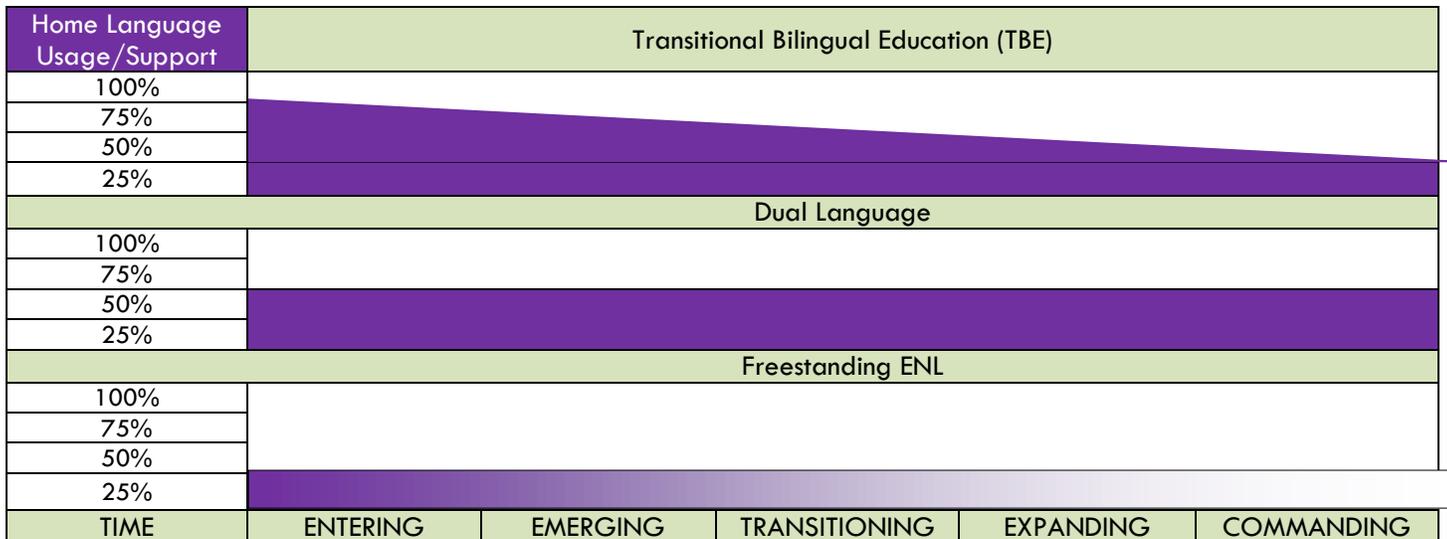


\*Note: “other approved services” does not apply to New York City at this time.

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. In all content areas, differentiation occurs within the classroom to meet the needs of ELLs depending on proficiency level. Teachers use heterogeneous and homogenous groupings within their classrooms to meet the needs of ELLs at all proficiency levels. When students are grouped by ability level, the teachers target ELLs with less English proficiency, differentiate their assignment or task, and provide them with the supports to enable them to meet the cognitive demands and complete the task. Additionally, sometimes teachers will use mixed-ability groups. The purpose of these groupings is to provide ELLs with exposure to more fluent and proficient speakers of English. In this arrangement, ELLs have a model for both spoken and written conventional English, have the opportunity to engage with more proficient speakers of English, and have the opportunity to hear and use more advanced vocabulary and sentence constructions in English.

Additionally, the school offers an after-school Title III ESL program for intermediate students. The students receive an additional 2 hours per week in English in reading and writing. The aim of the Title III ESL program is to build the cognitive academic language proficiency of intermediate ELLs.

Additionally, the ESL teacher uses the Newcomer Program and Middle School Intervention program to address the needs of beginners and intermediates who have severe difficulties with reading and writing and English and low levels of literacy in their home language. The intervention takes place during the periods in which the targeted students are slated to receive ESL services from the ESL teacher.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Many of the instructional programs and practices are fairly new. The current ESL teacher joined the staff of PS/IS 284 in the fall of 2014. Also, the number of students served in ESL has also doubled, making it difficult to make an accurate comparison and evaluation of the programs in place at the school before.

The Title III after-school program and extended day program for our ELLs have produced desired effects. Anecdotally, ELLs who participated in the extended day program are using spoken English more regularly in their classroom settings and made gains in their ability to listen to and understand content in English. ELLs who participated in the Title III after-school program, as a whole, made greater gains on the NYSESLAT than students who did not attend the after-school program.

12. What new programs or improvements will be considered for the upcoming school year?
- The school leadership decided to purchase the Languagenut online program for the upcoming school year to meet the needs of our ESL students. We are also working on the after-school program curriculum to ensure that our ESL students get additional support.
13. What programs/services for ELLs will be discontinued and why?
- The schools in not discontinuing any programs for ELLs from the previous year, but looking to expand our program offerings to better meet the needs of our growing ELL population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ESL students are encouraged to take advantage of several supplemental and after-school services at PS/IS 284. Many of our ELLs participate in Century 21 - sports and arts programs, Turnaround arts - program designed to infuse the curriculum with arts, and Title III after-school supplemental instruction (ESL club) - aimed to provide additional instruction to ESL students. In all programs in our school, ELLs are assigned to a bilingual facilitator or placed in groups where there are bilingual students that can translate for the participant learning English.
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.
- All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries and textbooks. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads and computers in their classrooms where they can use applications designed to support their English language acquisition and access to the general curriculum.

PS/IS 284 also provides Spanish math texts to ESL students who are literate in their home language. Additionally, students have access and can borrow Spanish language reading materials and dual-language books from the ESL classroom.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- PS/IS 284 only has a freestanding ESL program. All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads in their classrooms where they can use applications designed to support their English language acquisition and access to the

general curriculum. Additionally, the classroom teachers who do not speak the home language of the ELL will partner the student up with bilingual students who can translate and offer assistance and support to students with less English proficiency. Also, the ESL teacher and content teachers employ cognates (Spanish to English) in lesson delivery to support ELLs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ESL teacher in our school works in collaboration with the content area teachers to ensure that the students of all ages and levels receive required services. The teachers analyze the results of periodic assessments in order to indicate what additional resources can be utilized to meet the needs of the students.

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).

PS/IS 284 currently does not have any programs that support newly enrolled ELLs before the beginning of the school year. Students do not usually enroll far enough in advance for this to become feasible.

However, the ESL teacher or a Spanish-speaking staff member gives new ELLs who enroll throughout the school year a tour of the school if they have no English proficiency and introduced the students and parents to members of our school community such as the nurse, school secretaries, guidance counselor, etc. Also, two elementary school teachers speak Spanish and will welcome the parents and students and provide information about our school, answer questions parents might have, and inform parents of after-school offerings available for their students. There is also an ESL club designed for newcomers that meets once a week after school led by Spanish-speaking staff members where students are able to discuss their concerns and experiences with moving to a new location, learning a new language, and explore their own culture as well as the cultures of other ESL newcomers.

19. What language electives are offered to ELLs?

The school currently only offers Spanish to students in grades 3-8. Spanish is the home language of the majority of our ELL population.

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.

All staff members receive ongoing professional development regarding instruction for ELLs throughout the school year. The ESL teacher weekly attends common planning meetings across the grade levels and discusses issues and strategies with teachers regarding their ELL population. Additionally, the school has hired an ESL consultant from CITE to provide in-house professional development for staff. Also, during monthly staff meetings, grade level meetings, and vertical team meetings, teachers receive ongoing professional development on differentiation strategies to use for their ESL students.

All the teachers in our school attend in-house PDs every Monday. Our teachers also started doing the inter-visitation (within the school and outside) so that they can share and exchange their teaching strategies, ideas, and experiences in order to grow professionally and implement new techniques in their teaching styles. The facilitators of the Monday PD's are the assistant principals, the literacy coach, the ESL coordinator, and the bilingual teacher.

At this time, our school is working on the topics of the workshops for the content area teachers. Topics usually cover the needs of different categories of students, aligning our lessons to the Common Core Standards, developing reading comprehension strategies, and exploring ways to make instruction more effective.

The ESL teacher also receives more than the minimum 7.5 hours of professional development annually through workshops offered through the NYC DOE Office of English Language Learners. Part of the workshops that the ESL teacher attends are geared towards aligning the lessons to Common Core Standards: incorporating non-fictional texts to develop reading comprehension, using evidence to support the claim, developing academic vocabulary, developing second language fluency by engaging in meaningful conversations, and demonstrating command of the second language by making oral presentations.

The guidance counselor in our school receives information from high schools and colleges on trips that our students can take to visit them. She also conducts workshops on the weekend about transitioning to high schools. She also meets one-on-one with a parent to discuss different options for high school.

### 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?

At PS/IS 284, we strive to meet the needs of all members of our school community and are making every effort to include families in our school-wide activities with different home language. A majority of our parents who speak a language other than English at home speak Spanish. All notices and fliers for school-wide events are translated into Spanish.

The school annually holds individual meetings with ELL parents/guardians and communicate with them via the phone in order to discuss the goals of the program, their child's language development progress, their child's English language proficiency results, and language development needs in all content areas. Our school records attendance of the individual meetings and keep them on file. Our school also keeps on file copies of the letters sent home. Additionally, our school keeps the record of parent outreach by phone indicating parent and student's name, reason for calling, and date.

During the enrollment process, parents receive a questionnaire in which they select what language they wish to receive communication from the school. Also, during enrollment parents are introduced to at least 1-2 Spanish-speaking staff members they can communicate with regarding school-related issues. Further, parents participate in an annual survey to measure their thoughts about the school. Needs of parents are usually ascertained from the survey results and the school leadership and staff uses this data to make the necessary changes to satisfy the needs of parents in our community.

When we have parent meetings of any kind, the school ensures that either a bilingual staff member is present or a bilingual parent is present to translate the information into Spanish for our Spanish-speaking parents. The school holds an annual Hispanic Heritage Month assembly and Hispanic Food Potluck to welcome and recognize our parents of Hispanic heritage in our school community. Additionally, our school holds a number of activities for ELL parents. Among those are: Homework diner for ESL parents ; Ways to Promote Students' Literacy at Home workshop ; and Summer Loss workshop. All communication (i.e. letters, flier, phone messenger) about school events and parent meetings will also be provided in the parents' home language.

Currently, our school works in collaboration with the Community Based Organization - Partnership with Children. This organization provides social, emotional, and academic support to the students in our school.

### 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.

Paste response here:

## **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: **23K284** School Name: **PS/IS284**  
Superintendent:

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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.

At enrollment, all parents complete a language preference form for written and oral communication from the school. The preferences are recorded in ATS and on the school emergency cards. This data is then aggregated. Any communication sent home school-wide is sent in both English and the home language of the parents. In-house staff members are available to translate the letters into Spanish, which is the language other than English that a majority of our parents speak. Also, teachers and staff members are aware of bilingual English/Spanish staff members who are available to provide oral and written translation to parents.

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.

Most of our non-English parents speak Spanish, and the family of the Former ESL student (tested out in spring 2015) speaks Bengali.

## Part B: Creating a Communications Calendar

---

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

The documents that are distributed among the parents and require translation are parent-teacher conference announcements, after-school program information, calendars, newsletters, general overview of student curriculum, NYS testing dates, and parent notification letters. Staff members writing letters use Google translate or other on-line translating services to translate drafts from English to Spanish. A Spanish-speaking in-house staff member will proofread the document before documents are sent out. These procedures take no longer than 24 hours.

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.

Among the formal face-to-face meetings with the parents, our school has parent-teacher conferences that take place in September, November, March, and May. Additionally, the teachers communicate with parents by phone on a weekly basis during the parent outreach session. Also, an ESL teacher conducts parent-orientation meetings with the parents of newly enrolled students.

## 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.

Since most of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating written communication to parents. The other low incident languages at our school are Mandingo and Bengali: all of these families noted on their language preference forms they preferred written communication in English from the school.

Staff members writing letters use Google translate or other on-line translating services to translate drafts from English to Spanish. A Spanish-speaking in-house staff member will proofread the document before documents are sent out. These procedures take no longer than 24 hours.

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.

Since most of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating and interpreting oral communication to parents. The other low incident languages at our school are Mandingo and Bengali: all of these families noted on their language preference forms they preferred oral communication in English from the school. These families are able to orally communicate in English as well.

We have a sufficient number of in-house staff members with the capability of providing oral interpretation and translation between our Spanish-speaking parents and staff members. If families need to be contacted, a staff member will ask one of our bilingual English/Spanish staff members to interpret. The first grade Spanish bilingual teacher usually provides this service. Additionally, parents who come to the main office who are Spanish-speaking only receive interpretation service from one of the school staff or safety officers.

All meetings with parents are translated by either a bilingual English/Spanish staff member or a bilingual parent volunteer.

#### **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.)

All the staff at our school receive the T&I Brochure explaining how to use translation services and over the phone interpretation service. The staff also participate in in-school workshops and attend PDs outside of our school to study how to better use the T&I services.

#### **Part E: Providing Notice of Language Assistance Services**

---

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

##### Checklist of Notification Requirements

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

The school sends out flyers and notification letters in the language that is spoken at home. Parents are also invited to the workshops conducted by a teacher and an interpreter.

## **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)

In order to gather feedback from parents on the quality and availability of services. The school sends out a parent survey to indicate the areas of strength and those that need improvement. The school also obtains necessary information during the Open School Night/Family Night when the parents are encouraged to express their opinion about the quality of services needed. Translation and interpretation is provided at all times.