



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	32K291
School Name:	J.H.S. 291 ROLAND HAYES
Principal:	JANICE BRUCE

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Roland Hayes School Number (DBN): 32K291
Grades Served: 6 to 8
School Address: 231 Palmetto Street
Phone Number: 718-574-0361 Fax: 718-574-1360
School Contact Person: Antonios Pappas Email Address: apappas@schools.nyc.gov
Principal: Antonios Pappas
UFT Chapter Leader: Shaneika Johnson
Parents' Association President: Gina Gonzalez
SLT Chairperson: Pauline Carbado
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gina Gonzalez
Student Representative(s): _____

CBO Representative: Max Margolius

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-2954 Fax: 718-935-4314

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Antonios Pappas	*Principal or Designee	
X	Shaneika Johnson	*UFT Chapter Leader or Designee	
X	Gina Gonzalez	*PA/PTA President or Designated Co-President	
	N/A	DC 37 Representative (staff), if applicable	
	Gina Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	N/A	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Pauline Carbado	Staff	
X	Juli-Ann Waite	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Nancy Palomino	Staff	
X	Maria Deicela	Parent	
X	Delia Moreno	Parent	
X	Patricia Colon	Parent	
X	Bessie Harris	Parent	
		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.

Roland Hayes is a middle school with approximately 370 students from grade 6 through 8. The school's demographics is 19% Black, 77% Hispanic, 2% white, and 2% Asian students. The student body also comprises of 23% English Language Learners and 23% Special Education students. At I.S. 291, our mission is to inspire all students to become leaders and achievers by guiding them in discovering and building on their individual strengths to ensure life-long success. We believe that students learn best when teachers create learning experiences for students that contain multiple entry-points and allow for student to student discussion by using complex text where students can select and cite from sources. Using our School Improvement Grant (SIG) we have been able to create partnerships to offer learning opportunities that ties into how we believe students learn best.

The school has identified a high leverage instructional priority (instructional focus) that is directly aligned to our set of beliefs about how children learn best. It responds to the needs of all students, allows for multiple teaching strategies that is supported through professional learning, and was developed collaboratively based on multiple sources of data rooted in the needs of the school. Our school's instructional focus is professional development of all teachers leading to increased classroom conversations (student-to-student discussions) and enabling all learners to access their grade's curriculum (multiple entry points).

For the 2015-16 school year, the school will continue working on the following strategies to ensure curricular rigor:

- 1) All teachers using the workshop model
- 2) Teachers will ask open ended questions (Essential Questions)
- 3) Group work throughout each lesson
- 4) Resource centers with lesson specific scaffolds and tools
- 5) Exit slips and/or other forms of formative assessment
- 6) The use of Common Core aligned curricula and rubrics
- 7) Peer and self-assessment
- 8) Effective feedback
- 9) Peer questioning and discussion

More...

The school's ELL population is 23% and due to this number the school realized it required additional support from an organization that would provide strategies that supports this subgroup. The Internationals Network supports educators at I.S. 291 by providing professional development and shoulder-to-shoulder coaching that supports them with implementing strategies that would support student achievement with English Language Learners (ELLs). The Internationals' approach is to support teachers in improving their practice with ELLs.

The element of the Framework for Great schools that we have made the most progress in is collaborative teachers and rigorous instruction. Teachers across the school participate in inquiry-based collaborative teams that use effective protocols to examine classroom practice, analyze assessment data, and assess student work to identify its impact on student learning and outcomes. The school uses Datacation to create, scan, and examine assessments. Teachers engage in inquiry-based meetings to examine data reports from Datacation to improve teacher practice and inform next steps. Curriculum maps reflect the use of assessments that measure student progress. Teachers administer pre-, mid-, and post-assessments for all units in Mathematics and English Language Arts. Social Studies and Science teachers administer pre- and post-assessments to measure student progress. School leaders and teachers use Datacation to monitor the successful implementation of the assessment cycle. Teachers use assessments to identify gaps that may exist in English Language Arts and Mathematics. After data analysis, teachers modify curriculum maps and add scaffolds for ELLs, SWDs, and the highest achieving students to ensure all students are able to enter and exit lessons cohesively and at the level of their ability. In addition, at team meetings teachers share best practices and modify lessons and/or curriculum based on student data.

Expanded Learning Time (ELT) and our community partnerships work in collaboration to support students' social and academic needs. A well-rounded education encompasses both the academics and the development of the child. Together we will provide a balance in education with hands-on learning, a pathway into college and career readiness, enrichment activities, as well as enhance the social and emotional development of each student. The ELT program affords our students the opportunity to receive individualized academic instruction in both ELA and Mathematics taught by experienced ELA and Mathematics teachers.

The ELT also offers enrichment programs held in collaboration with our CBO Wediko and other partners such as Century21 which develops students' social and emotional skills, as well as, reinforces and teaches discipline. Students experience the benefits of self-expression, physical exercise, a sense of joy, increased levels of self-esteem, enhanced levels of communication, and teamwork skills in a welcoming environment.

32K291 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	405	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
				N/A
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.6%	% Attendance Rate		87.9%
% Free Lunch	89.7%	% Reduced Lunch		1.4%
% Limited English Proficient	23.0%	% Students with Disabilities		24.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		18.7%
% Hispanic or Latino	77.8%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		10.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.3%	Mathematics Performance at levels 3 & 4		5.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As evidenced by our 2015 Quality Review, the area of focus was indicator 1.2 (Developing teacher pedagogy). ADVANCE data has demonstrated that teachers require extra support in “Using Questioning and Discussion Techniques (Danielson 3b)” and “Engaging All Students in Learning (Danielson 3c).” The school’s instructional focus for SY 15-16 is addressing those needs. The school’s instructional focus is “Striving for student-to-student discussions and multiple curricular entry points for all students and in particular for our SWD, ELL and Highest Achieving Students (HAS) subgroups.”</p> <p>The school’s Principal will lead a strong professional development effort, collaboratively conceived and endorsed by all teachers, in order to support teachers using questioning as a “vehicle” to promote student-to-student discussions. The Danielson Group will continue the work it started last year and will support the Principal’s initiative.</p> <p>Goldmansour & Rutherford (G&R) will continue to provide coaching to the teachers. Coaching will be focused on developing teacher skill to plan units and lesson plans with multiple curricular entry points for all students and in particular for the SWD, ELL and HAS subgroups.</p>		

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 school's instructional focus has embedded the Instructional Shifts. Our instructional focus intends to encourage teachers to create learning experiences containing multiple entry-points that will allow a diverse group of learners with various strengths and needs to access the core content and skills and subsequently, through questioning, generate ideas and discuss them in the classroom."

The school designed curriculum maps aligned with the Common Core Learning Standards (CCLS) and the Instructional Shifts that incorporate essential questions, scaffolds for subgroups, information to help bridge what students know to what they need to learn, grade-specific performance standards-based tasks and extensions for higher achieving students. Teachers are expected to use data in order to identify trends that will inform the planning of rigorous units of study.

English Language Arts (ELA) - The school will continue using the Expeditionary Learning (EL) curriculum. Our teachers modified the curriculum map to meet the needs of the student population at I.S. 291. For example, teachers modified maps to include a balance of informational and literary text by using a standards matrix to make sure there was consistency and balance between the two genres. The maps also demonstrate the need for students to be engaged in tasks where they must use text-based evidence, form and develop an argument, and write from sources using academic vocabulary. Teachers incorporate Teachers College (TC) professional development aimed at supporting them in the implementation of the writing workshop coherently across all grades.

Teachers will use Engage NY as a resource to support SWD, ELL and HAS. Engage NY lessons will be modified to meet our school's needs if necessary. In one instance, last year, for a lesson on peregrine falcons (a bird species), teachers felt some students may not know what they were or how they looked. Teachers had select SWD and ELL visit National Geographic online (www.animals.nationalgeographic.com) to locate information and pictures on peregrine falcons. Students then conducted inquiry based discussions around what they learned about these birds and how that information related to the text. On another occasion, teachers modified the same task on the peregrine falcons to meet the needs of the HAS subgroup by offering the students the option to conduct a mini research project on peregrine falcons around the question of "how the species compares with other predatory species in various ecosystems."

In addition, the needs of the students that have challenges decoding words will be addressed through the use of the Wilson Program. In addition, the school will gauge mastery through frequent assessments two times per month, using previous state exam questions, exemplars and model questions from Engage NY.

Mathematics - Engage NY will be used to create the Common Core Curriculum maps by teachers in conjunction with CMP3, Impact Math, and other resources. Teachers will continue to supplement, modify and refine the curriculum maps to meet the needs of all students and in particular of the SWD, ELL and HAS. For example, last year, teachers used BrainPop (an online site that demonstrates various concepts and content graphically) to make math content on ratios more accessible to our SWD and ELL subgroups. Another instance of a curriculum modification used to reach to our

student subgroups included the use of a downloaded YouTube video on numbers raised to a certain exponent. The video visually demonstrated the concept, allowing for an extra “entry point.” Teacher will continue to support their students by providing dictionaries, iPads (helped students get information in their native language) and various other computer based math enrichment programs such as IXL and Khan Academy.

All math units have pre-mid- and post assessments and tasks that support the instructional shifts in mathematics. The data is posted on Datacation (school’s system for uploading and monitoring of data) so that teachers can collaboratively investigate student achievement and use that data to inform their teaching. In addition, the school will gauge mastery through frequent assessments two times per month, using previous state exam questions, exemplars and model questions from Engage NY.

Social Studies - I.S. 291 will use the newest version of New York City’s Scope and Sequence for Social Studies to create curriculum maps. All units have essential questions and are aligned to the CCLS. Teachers use Engage NY to obtain resources for curriculum maps. Social Studies teachers will collaborate with ELA teachers to implement similar modifications for SWDs, ELLs and HAS subgroups. Modifications include videos and clips for ELLs, use of I-Pads for SWDs and some extensions for highest achieving students such as working on communicating ideas and understanding through additional essay assignments.

Science - I.S. 291 will also use the newest version of New York City’s Scope and Sequence for Science to create curriculum maps. All units have essential questions and are aligned to the CCLS. Science curriculum maps are modified for SDWs, ELLs, and HAS SUBGROUPS. For example, grade 8 science teachers used modified task handouts with visual prompting and Brain Pop for a unit on reproduction in order to make the curriculum more accessible for SWDs and ELLs. Other approaches include Double Bubble maps for comparing, structured organizers for note taking- Cornell notes, use of I-pads so students get the information in their native language and use of Google Translator.

I.S. 291 will immerse its Highest Achieving Students in scientific inquiry. The school has established partnerships with Transit Tech Career and Technical Education High School. Our students will be enrolled in a 12-week Transit Tech HS boot camp that will train them in a CTE program of their choice. Students will have the option of choosing one or all programs offered in Computer Engineering and Basic Electrical. Upon successful completion of the course students will take the IC3 Certification Exam, which is an industry-leading certificate. All courses will be taught by their licensed high school staff and receive assistance from our teachers. Although open to all 8th grade students, a special emphasis will be placed on our over age population. These courses are also offered to parents, staff, and family members of students.

In addition, the school has incorporated the Switch Electric Vehicle ChasisLab into its curriculum. ChasisLab is a step-by-step curriculum for teaching electric vehicle technology. The program is designed for 9th graders and up. Since I.S. 291 is an intermediate school, selected 8th graders will work collaboratively with Transit Tech Career and Technical Education High School students and teachers in building the car. It is a 16-week course taught and assembled in the school lab/shop and classroom.

Finally the school is increasing professional development support for the science teachers through participating at the Urban Advantage (UA) series of professional development aimed at helping teachers produce lab reports based on inquiry and data gathered.

The Expanded Learning Time (ELT) program affords our students the opportunity to receive individualized academic instruction in both ELA and Mathematics taught by experienced ELA and Mathematics teachers. ELT and our community partnerships work in collaboration to support students’ social and academic needs. A well-rounded education encompasses both the academics and the social-emotional development of the child. As such, the school has partnered with Wediko Children’s Services, Creative Connections, and the Beacon program to provide college and career curriculum, academic support, standards based arts education, and social-emotional skill building as a way of supporting academic culture. The team will provide a balance in academic instruction including hands-on learning activities, a pathway into college and career readiness, enrichment activities and direct support to students with additional challenges facing them academically and personally.

The school has identified a high leverage instructional priority (instructional focus) that is directly aligned to our set of beliefs about how children learn best. Our students learn best when they are provided with a variety of learning pathways (multiple entry points) to access the curriculum, as well as, opportunities to think critically and respond to open-ended questions (Essential Questions) leading to vibrant, cognitively demanding classroom conversations (student-to-student discussions). The school's instructional focus was developed collaboratively based on multiple sources of data rooted in the needs of the school.

The following is what the pedagogical practice will look like, what the mode of instruction will be and what classes will look like:

- 1) All teachers use the workshop model.
- 2) CCLS aligned units include lessons allowing for group work and student collaboration.
- 3) Lessons provide multiple entry points.
- 4) Teachers use resource centers with lesson specific scaffolds and tools.
- 5) Exit slips and/or other forms of assessments include essential questions as described by Jay McTighe and Grant Wiggins in their work "Essential Questions."
- 6) Assessments and feedback are rubric based, rubrics are in student language.
- 7) Peer and self-assessment
- 8) Peer questioning and discussion

Teachers look at a multitude of assessments that include state scores (Math, Science and ELA, as well as, NYSESLAT) and identify key standards where students underperformed collectively and/or as sub-groups. Based on this data teachers will decide which "entry point" may be used most effectively for which group. Small group instruction during the workshop model's independent practice section will be differentiated so multiple activities will apply to different groups of students leading to the same lesson's understanding (learning objective/AIM). For example, students will be asked to demonstrate their understanding of the Human Body (7th grade Science curriculum) through creating high-quality products of their choice such as presenting to their classmates how eating a healthy breakfast helps academic performance (digestive system). Besides a presentation, other entry points to be used include designing a web page on nutrition, create healthy and authentic recipes, etc.

Teacher teams meet and examine student data and student work weekly (inquiry cycles). During these meetings, teachers share best instructional practices that include different approaches on curricular entry points in order to best reteach specific standards. These meetings will be used as opportunities for sharing best instructional practices. In addition, teachers receive feedback from the administrative team and guidance on creating lessons that scaffold content as an entry point for students that need additional help. After-school programs (including ELT) capitalize on high interest enrichment activities as a curricular entry point. All curricula have questions aligned to the Depth of Knowledge levels that grow in cognitive complexity and help support cognitively engaging and challenging tasks

A S.M.A.R.T. goal setting process will take place during school year 2015-2016. Teacher goals will be focused on students achieving academically. Community educator goals will be focused on improved attendance. Every SWD and ELL will be under at least one adult's goal. All students will get personalized attention in terms of academic achievement and improved attendance. School rosters will be uploaded to Google Docs and each child's academic (or social emotional) mentor will be known to all. Based on reviewing assessment and attendance data, each student's team will

come together for decide an action plan or intervention if necessary. The goal setting process and the transparency provided by Google Docs will be one way for consistency of the effort across grades and programs.

In addition, a bulletin board rubric will be developed and used by all teachers (including community educators) to showcase high quality work that is happening across grades and content. Finally, everyone, including after school educators, is expected to deliver instruction through the workshop model. A workshop model template has been developed collaboratively and shared with every teacher and our school's CBO, Wediko, in order to ensure instructional consistency across grades and programs.

Teachers administer pre-, mid-, and post-assessments for all units across grades and content. Post unit assessments will be used to measure students' mastery of key skills, concepts and standards at the conclusion of each unit. In addition teachers will assess all students twice a month (formative assessment) in order to ensure gaps in instruction and student learning. The school uses Datacation to create, scan, and examine assessments. Teacher teams will meet regularly to examine and analyze data gathered. Teacher teams will collaborate using the "Looking at Student Data Protocol" to identify next steps and implement necessary interventions including curricular revisions including scaffolds for SWDs, ELLS HAS subgroups. Finally, teachers will use data gathered to provide targeted instruction during small group instruction within the classroom, afterschool, and during Academic Intervention Services (AIS - Students receive AIS twice a week in ELA and Math).

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, SWDs and ELLs will demonstrate a 2% gain in ELA and Math as evidenced by the New York State Assessment. Teachers will use ongoing assessments, such as benchmark assessments to inform their instructional decisions, in order to provide students with timely and relevant feedback to monitor, assess, and ensure student achievement.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p><u>Professional Learning</u></p> <p>The school’s culture is one that fosters professional collaboration, promotes shared leadership, and strengthens teacher practice. Strategic programming will support content grade level common planning as well as interdisciplinary common planning across all grades and content areas every week.</p> <p>Teachers across the school will participate in inquiry-based collaborative teams that will use effective protocols (such as the Socratic Seminar and Looking at Student Data protocols) to examine classroom practice such as questioning and discussion techniques, analyze assessment data, and assess student work to identify next instructional steps including curricular entry points.</p> <p>The strategies that will be used are as follows:</p> <ul style="list-style-type: none"> • Teachers will modify curriculum maps by adding scaffolds for SWDs and ELLs, as well as extensions for the Highest Achieving Students (HAS) to ensure all students are able to “cognitively enter and exit” lessons cohesively and at the level of their ability. • Teachers will share best practices and modify lessons and/or curriculum based on student data. • The school will use Datacation to create, scan, and examine assessments. Data gathered will be analyzed during teacher team inquiry-based meetings. Data reports from Datacation to improve teacher practice and inform next steps. • Teachers will engage in inquiry-based meetings to examine their work asking open ended 	<p>All Students with a strong focus on ELLs, SWDs, and the Highest Achieving Students.</p> <p>All Teachers.</p>	<p>September 2015-June 2016</p>	<p>Teachers Leaders and Administration will facilitate teacher team meetings.</p> <p>The School Leadership Team will decide on PD scheduling and shoulder-to-shoulder coaching based on the frequent cycles of observations.</p>

questions (Essential Questions) to promote classroom discussions.

Sources for the professional development that will support this work include:

- School Principal’s initiative to improve questioning and discussion techniques in the classroom through reviewing research based literature “Essential Questions” by Jay McTighe and Grant Wiggins. Subsequent inquiry-based teacher-team meetings will use the Tuning Protocol for looking at teacher/student work (lesson plans and units), as well as observing teacher practices (inter-visitations).
- The Danielson Group consultants will guide teachers in learning the Framework’s language; they will anchor professional development around the Framework, promote collaborative, accurate, and fair observation practices, and subsequently elevate the level of classroom rigor. Consultants will use shoulder-to-shoulder coaching for teachers in need of improvement.
- The Goldmansour & Rutherford (G&R) group will support the teachers in the area of pedagogy. G&R will provide professional development to our school focused on multiple entry points for the ICT classrooms. G&R is also committed to helping teachers support students with significant disabilities in general education and inclusive settings on all grade levels. G&R coaches have specific expertise in profound and severe disabilities including spectrum disorders and behavioral challenges. Professional development will revolve around implementing Tier I and Tier II strategies, how to develop adaptive materials that will be used in the classroom and supports in differentiating curriculum and instruction at different levels for a variety of students. G& R will also support our para-professionals with specific ways they can better support students in the classroom. In addition, G&R will continue the support with our speech therapist with shoulder-to-shoulder coaching and case studies with specific students.
- There is still a need at I.S. 291 for teachers to incorporate technology in the classroom which will allow our students to be fully prepared for the 21st century. TEQ will provide shoulder-to-shoulder coaching as well as lesson planning and unit planning support to our teachers twice a

<p>month. Technology will be used as an entry point.</p> <p>Science and technology content teachers will be trained in coding the NAO Robots we purchased. This training will support our students in being able to code and program robots. This training will lead to a collaboration between science and technology content areas. TEQ will provide shoulder-to-shoulder coaching and technology integration into lesson plans and unit plans. Technology and science teachers will be supported in coding the NAO Robots purchased.</p>			
<p><u>Family Engagement</u></p> <p>We will engage parents in learning about the academic work their child is currently engaged in, as well as offering programs to serve their own needs. In order for parents to be engaged in the school community they need to have a voice and be connected to their students' work as well as to school personnel. The school will provide many workshop sessions for parents and family members. Some proposed parent workshops include "Why CCLS?" and "Academic Achievement and Income." In addition, partnering organization 21st Century has been requested to provide a menu of parent workshops to be integrated to the parent workshop calendar. Our Community School Partner, Wediko, will work to help coordinate these family programs, and provide additional family engagement workshops based on data gathered from parents about their areas of interest and need.</p>	Parents	September 2015-June 2016	Parent Coordinator will continue communicating with parents and scheduling workshops

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Educational Consultants will be used for Professional Learning. The Danielson Group will provide 12 sessions, Goldmansour & Rutherford will provide 18 sessions, Teq will provide 15 sessions. Teachers will provide instruction to students during Expanded Learning Time or ELT (17 teachers x 155 minutes for the school year – pro rata).</p> <p>Smartboards, Ipads, laptops, Elmos, and printers will be purchased in order to supplement instructional resources for students. Achieve 3000 will be used for instruction and will require the purchase of the program with professional learning hours. In addition, instructional materials such as consumable materials, textbooks, classroom libraries, and writing tools to supplement student resource centers in every classroom will be purchased.</p> <p>Per diem subs will be used in order to provide coverage to teachers during individual debriefing sessions with educational consultants as part of the professional learning process (20 days x 10 teachers). Additional coverages will be provided for teachers to conduct inter-visitations, debriefing sessions, and professional learning by department (15 teachers x 20 days). Per session will be paid for curriculum writing including development of modifications,</p>
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extensions, and scaffolds for all lead teachers in ELA, Math, Science, Social Studies, Technology, Art, Music, Health, and Physical Education (9 teachers x 60 sessions x 3 hours per session).

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	X	21st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

As a predictor of growth, the school will use the baseline and mid-year benchmark assessments for ELA and Math in February 2016.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school community works together to develop a culture that is safe and conducive to improving student success by supporting the social emotional skills of students. However, the school has not yet implemented a systematized approach to using data to identify and support student social and emotional needs. This limits the school’s ability to ensure social, emotional, and academic success for all students.</p>		

Part 2 – Summative Vision for Supportive Environment

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> How would you want school stakeholders to describe the school? What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students? How is student voice and leadership supported? What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)? 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?

We would like stakeholders to describe the school as a place where students feel emotionally safe and supported, as well as, a place where students feel safe to take cognitive and academic risks. We want stakeholders to describe the school as a welcoming community for all parents and family members where they can come to find help, support, and all resources they need to be able to support their child academically as well as social and emotionally.

The school has partnered with Wediko as its CBO. Wediko will work during Expanded Learning Time (ELT) and throughout the week. Wediko's school-based services will provide child-focused clinical consultation as well as school-based individual, group, and family therapies. Wediko consultants will work together with I.S. 291 school leaders to assess each school's needs and to develop intervention strategies for action. Starting points for consultation include bullying, transitions that are disorganized or ineffective, or classrooms that are not spending adequate time on learning. Wediko clinicians will develop relationships with our students and help them through individual counseling grow socially/emotionally. Wediko consultants will share their expertise with our teachers, guidance counselor, parent coordinator, SBST team, etc. The ultimate goal is to create a positive environment in which children can feel safe to grow and achieve success. Wediko's success will be measured against attendance (ATS) and infractions (OORS) data.

The school's dean will lead the effort to create the Student Council. Its purpose will be to serve as a liaison between the student body and the administration. Additionally, the School Council will seek to cultivate and strengthen school spirit and pride. In addition to being a valuable learning experience, having a Student Council demonstrates to the students that they have a voice in the school and that staff value their input. The biggest value of the Student Council, however, is to provide students with a model of the democratic decision-making process and leadership.

Our school will adopt the PBIS social-emotional learning framework. Our CBO partner Wediko will provide direct support in setting a clear set of expectations through PBIS including professional development starting on 10/26/2015. This will ensure the effective implementation of practices that promote independent living and college and career readiness.

In order to be proactive in promoting improved social-emotional skill, the school will implement a variety of incentives such as the "Hawk Bucks." These are one dollar and five dollar bills that students use to "buy" incentive items every Friday during lunch periods at the "Hawk Store." This incentive program has proven to be effective as students have been helping teachers, speaking politely, and being on time to classes. Other incentives include extracurricular activities such as basketball (CHAMPS), cheerleading, yoga, art, and chess club. In addition, there will be field trips for students that have demonstrated improvement in grades, attendance, and behavior. Examples of such field trips will be Brooklyn Nets games, New York Mets and UniverSoul Circus.

We will continue our efforts to support the school in supporting our overage students and have our social worker working with the Achieve Now grant. This grant has demonstrated positive gains in the attendance of our overage students during the 2014-2015 school year.

At I.S. 291 we believe that when our students grow socially-emotionally, they are happier students, they like school more, they don't miss classes and they behave well. This is, we will measure our success for providing our students with social-emotional skills against attendance data (ATS) and number of infractions (OORS).

Our community will respond to our student social and emotional needs with compassion and care. The community will make a huge effort to understand these needs, where they stem from and how instruction can help. Teachers will be meeting regularly with our CBO's clinicians on a monthly basis to review research based strategies that can help our students with such needs.

School will monitor attendance and identify students who are most at-risk of becoming chronically absent. When a student is absent, a phone call will be made on the same day at home. We will try to prevent students from becoming

chronically absent. We will offer to families workshops designed to educate students, parents, families, teachers, and communities about the importance of consistent school attendance. Also, our school's partnerships with Beacon, Fyrezone (Martial Arts), Art Therapy, etc. are providing enrichment programs aim to be incentives for attendance for students who are chronically absent, truant, or stopped attending school altogether.

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 a 2% student attendance increase.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>ATS attendance data will be used to monitor daily student attendance.</p>	<p>Targeted Students</p>	<p>September 2015- June2016</p>	<p>Administrators, Dean, Wediko (CBO)</p>
<p>For our overage students we will have the social worker working with the <u>Achieve Now</u> grant. This grant has demonstrated positive gains in the attendance of our overage students.</p>	<p>Overage students</p>	<p>September 2015- June2016</p>	<p>Social Worker</p>
<p><u>Breaking the Cycle</u> will continue to provide professional development to our teachers regarding culturally responsive strategies that will result in less disruptions in class.</p>	<p>Administrators, Teachers and Dean</p>	<p>September 2015- June2016</p>	<p>Administrators and Breaking the Cycle</p>

Parents will be contacted immediately when a child is missing a school day.	All students	September 2015- June2016	Attendance monitoring team.
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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.											
Counseling in Schools will continue to provide mental health support to students identified by the school as needing the additional support. The school social worker will provide additional mental health services to individual students, groups of students, overage students, and families after school and on Saturdays for 39 sessions. Teachers, the dean, and administrators will be provided with professional learning sessions by Breaking the Cycle, 20 sessions.											
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	X	21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
ATS data will be used throughout the school year. A midpoint check will take place in February 2016. If the desired results are not met, we will adjust our program accordingly.											
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As per the 2014-2015 Quality Review, in the area of Assessment the school scored a proficient due to the implementation of common assessments, performance-based rubrics and grading policies aligned to the school’s curricula which allowed teachers and school leaders to gain a clear understanding of student progress toward goals.</p> <p>In addition, the Quality Review stated that effective curricular and instructional adjustments and actionable feedback lead students towards the advancement of goals.</p> <p>With these findings it is imperative that I.S. 291’s culture of inquiry and collaboration that was developed in the 2014-2015 school year continue throughout the 2015-2016 school year.</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? 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? How are teachers providing opportunities for to deepen learning for higher achieving students? 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?

Teachers across the school will participate in inquiry-based collaborative teams that will use effective protocols to examine classroom practices. Protocols to be used include the “Looking at Student Data” and “Looking at Student Work” protocols. These protocols will allow teacher teams to analyze assessment data and assess student work to identify our school’s instructional impact on student learning and quality of outcomes. Teachers will collaborate during the week (Circular 6), as well as, PD Mondays to continue looking at student performance and deepen their knowledge in student inquiry.

Classroom teaching will be interactive. Teachers will be trained to step out of traditional, teacher centered roles and involve their students into conversations with each other (student-to-student discussions) through asking open-ended questions (Essential Questions). One underlined principal that will influence the creation of units and plans is that every unit will be matched to an Essential Question and each lesson’s AIM/Learning Objective will address it throughout the delivery of the unit. In addition, the workshop model will be used to help students master reading comprehension skills and develop their writing skills. The school is collaborating with the Teacher’s College to train teachers carry this task successfully. Teachers work in teams to refine elements of their lesson plans and units. For example, the tuning protocol will be used to assess is questions planned for a lesson are Essential, meaning, will they engage students and promote student-to-student discussion.

Teachers will provide the students the opportunity to “talk their minds” and establish cultures the promote conversations in the classrooms. Through asking open-ended questions (Essential Questions), the teachers will be able to assess student thinking as students learn the art of responding to a question, making connections to text, utilizing academic vocabulary and agree or disagree with evidence.

Teacher has put several measures in place to ensure a safe environment for all. Measures include a safety center with directions to exits during an emergency and a roster to ensure everyone’s presence. In addition, the school is developing a set of norms for all the students to adhere to. This set of norms includes defining respect in terms of respecting adults, classmates, the building, the community, oneself and the environment. The school’s CBO Wediko is leading the effort to train the teachers on the correct use and implementation of this plan. Finally, there is in place a referral process by which students in need of social-emotional support find an adult to support them. Absent students’ families receive a phone call and a visit every time they don’t come to school.

The school will continue to use Datacation to create, scan, and examine assessments. Teachers will engage in inquiry-based meetings to examine data reports from Datacation to improve teacher practice and inform next steps. Curriculum maps will reflect the use of assessments that measure student progress. Teachers will administer pre-, mid-, and post-assessments for all units in Mathematics and English Language Arts. Social Studies and Science teachers will administer pre- and post-assessments to measure student progress. School leaders and teachers will continue to use Datacation to monitor the successful implementation of the assessment cycle. Teachers will use assessments to identify gaps that may exist in English Language Arts and Mathematics. After data analysis, teachers will modify curriculum maps and add scaffolds for ELLs, SWDs, and the highest achieving students to ensure all students are able to enter and exit lessons cohesively and at the level of their ability. In addition, at team meetings teachers will share best practices and modify lessons and/or curriculum based on student data.

IS 291 will continue efforts to establish a culture of professional collaboration through teacher teams that meet consistently and use protocols to evaluate student work and strengthen teacher capacity in ensuring the effective integration of the CCLS, so that it results in improved teacher pedagogy and increased student learning. For example, the School Reform Initiative (SRI) provides numerous protocols for meetings and activities that will support the structure of cohesive teacher team work ([www. Schoolreforminitiative.org](http://www.Schoolreforminitiative.org)).

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, there will be a 2% increase in ELA and Math scores in all grades as evidenced by State assessments.

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Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teacher teams will examine student work and analyze assessment data of students in the school's lowest third subgroup, which includes ELLs, students with disabilities and students approaching grade benchmarks. Teachers across grade levels and core subjects will share inquiry team findings and engage in common planning sessions to support alignment with the Common Core Standards. Teachers will use Datacation to track and identify trends and next steps.</p>	<p>All students, including SWD, ELL and HAS (higher achieving students)</p>	<p>September 2015-June 2016</p>	<p>Lead teachers and Assistant Principals will oversee teacher teams by attending the meetings and reviewing action plan documents.</p>
<p>I.S. 291 needs to support teachers with pedagogical strategies that will promote student achievement. The school's Principal will plan and provide professional development to all teachers in three inquiry cycles: 1) Review research-based literature (Jay McTighe and Grant Wiggins "Essential Questions"), 2) Looking at teacher work and 3) looking at student work. In addition, the school will continue to use Danielson and Goldmansour & Rutherford groups to support our teachers' pedagogical needs as evidence by Advance with a focus on questioning and discussion techniques, engagement, and rigorous assessments (against HESS matrix).</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>The Principal Assistant Principals will schedule professional development sessions for teachers based on frequent cycles of observations.</p>

Teachers will use data from teacher teams and Datacation to provide targeted instruction during small group work within the classroom, afterschool (Extended Learning Time), and during AIS. Students will receive AIS twice a week in ELA and Math. Using data teachers will be able to provide scaffolds specific to each student, reading strategies, and small group individualized instruction.	All Students	September 2015-June 2016	The principal will make sure that programming allows for AIS periods during the week. School leaders will track progress through Datacation.
Formal and informal strategies will be used at I.S. 291 to encourage parent/family involvement and communication. The goal at IS 291 is to continuously build parent capacity and awareness so that parent and school can work collaboratively to increase student achievement. Specific actions and strategies have been given to increase family and community involvement are indicated below: 1) Teachers will use the time allotted on Tuesdays to meet with parents either in person or by telephone to inform parents of their child's progress. 2) Teachers will give students actionable feedback on ways they can improve their work not only on the current task but also for the future tasks. 3) The school has a parent workshop calendar that provides parents with a plethora of workshops to support them with their middle school child. Workshops range from "Helping Your Child Succeed in School" to "Technology Workshops for parents."	Parents and Guardians	September 2015-June 2016	Parent Coordinator will oversee workshops and teachers will maintain a parent communication log.

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.											
Datacation, a data and assessment system along professional learning sessions 5 per year, will be purchased in order to help teachers manage all student data sources. Teachers will attend professional learning sessions in order to effectively implement Data Driven Instruction and analyze student data 20 teachers x 3 hours per week x 10 weeks.											
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	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

A mid-point check will take place in the Spring of 2016 using the spring benchmark to identify if students have made progress toward the annual goal.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	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).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school leader creates a school community and learning environment with the input of stakeholders, which embraces and promotes student achievement. However, the school has not yet developed or implemented overarching systems in all critical areas. Leaders make strategic decisions to organize resources concerning. School leaders use Advance to conduct short frequent observations and provide actionable feedback to students. School leaders use Advance data to target specific practices that are areas in need of improvement. Advance data demonstrated that there was a lack of engagement, discussion and questioning techniques, and the use of multiple entry points. In order to support teachers in these areas school leaders used the Danielson Group to provide shoulder to shoulder coaching and professional development.</p>		

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 leaders will articulate a shared vision and mission to the entire school community. Important initiatives will be communicated to select teacher teams. For example, the Principal's initiative to introduce professional development on "Essential Questions" by McTighe and Wiggins was introduced to the administrative, SLT and UFT consultative teams. In addition, the Principal will be communicating important decisions frequently to the entire staff via e-mail utilizing targeted or global (all staff including CBO staff) e-distribution lists. These e-mails will be gentle reminders of school expectations, as well as, e-mails aimed to share classroom successes (student and teacher) and progress (such as informing everyone about attendance issues).

The CBO will be given time to systematically meet with all teacher teams monthly. This will be an opportunity for the CBO to introduce its mission and how it plans to help our students best. The CBO director will be meeting with the administrative team weekly to communicate issues and processes that need to get mainstreamed. For example, we have already simplified the referral process and "fused" the already existing one (utilized by the school's SBST) with the one the CBO needs to use.

The above mentioned referral process is to be used for helping our students at the social-emotional level. The teachers are sharing steps that have already been taken to solve a problem (interventions) and the CBO is continuing the effort by providing mentoring and personal counseling to all students in need. Moreover, weekly CBO meetings, chaired by a school's Assistant Principal, will involve the guidance counselor, parent coordinator and members of the SBST team in order to brainstorm, share best practices. One of the goals of these meetings is to identify all students in need of social- and share the number of all students needed help to as many professionals as possible for an even more personalized service to our students.

The administration will use the ADVANCE data system to assess teacher growth. The administrative team will view video clips of teachers delivering instruction and rate them for norming purposes. Teacher will be supported by in-house professional development (Principal's Initiatives, Danielson Group, G&R, TEQ, etc.) and by other organizations such as Teachers' College (TC) and Urban Advantage (UA). More specifically, TC will help select ELA teachers with the writing process and UA will work with our 8th Grade Science Teacher to develop the teacher's skill in producing lab reports based on student inquiry and data gathered and analyzed. In-house teacher support will be happening weekly. The mentioned collaborations with TC and UA will be happening on a monthly basis and the teachers will be visiting these institutions labs. The administration will hold the CBO accountable on attendance reports generated by ATS and student misbehavior incidents entered to OORS.

Every student receives core subject instruction (ELA, Math, Science and Social Studies) daily. In addition, AIS instruction targets groups of students on specific standards in need as identified by data gathered through assessments (formative and summative). ELA and Math instruction has been structured to back-to-back periods for the implementation of the workshop model. Teachers' schedule has been designed to provide opportunities for teacher teams to meet daily (Circular 6) in order to review research based literature, exchange ideas on it and look at student work and student data.

There will be teacher observations as described by the ADVANCE process based on teachers selecting from a menu of options offered by the DOE. In addition, administration will be running pilot programs and provide support to individual teachers in different areas. For example, the Principal is piloting support to a new teacher for creating an exemplary classroom environment. The Assistant Principals are pairing with other teacher and follow the Principal's process to train and assist more teachers create an exemplary environment. Feedback to teachers is entered to ADVANCE or, in the event of a pilot, in person through one-to-one weekly meetings.

The CBO will share accountability with the school's efforts to increase attendance. For example, every CBO educator will create a S.M.A.R.T. goal in which a specific number of students will be coached/mentored and assisted making sure they don't miss school. This is a direction by which the school is attempting to establish relationships with the students to earn their trust and understand the importance of attending school daily. One of the metrics that the CBO's effectiveness will be measured by is improvement of student attendance.

The Principal will establish collaborative partnerships with teams throughout the school. The Assistant Principals and CBO will be meeting weekly to discuss progress on attendance and family engagement. A strong focus will be placed on collaboratively develop and communicate to students, staff and families a streamlined and coherent system to effectively support the standards of behavior in the school which ultimately lead to student learning and achievement. For example, the collective design of a student chart of proper behavior expectations (Our community of learners at I.S. 291 pledges...) aligned and informed by the Citywide Behavior Expectations (<http://schools.nyc.gov/RulesPolicies/DisciplineCode>).

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, 25% of the teachers will grow by one level on the Danielson scale in component 3b (Questioning and Discussion Techniques).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>As evidenced by our 2015 Quality Review, the area of focus was indicator 1.2, Developing Teacher Pedagogy. The Principal’s initiative on questions and promoting student-to-student conversations aims at improving teacher’s skill on Danielson component 3b.</p> <p>Danielson Group will continue the work they started in 14-15 SY with a focus on teacher pedagogy and support the Principal’s initiative.</p> <p>In addition, Goldmansour and Rutherford will continue the work they started in 14-15 SY working with small teacher groups in cycles with a focus on training teachers to create multiple curricular entry points in their daily instruction.</p>	<p>Teachers</p>	<p>September 2015 – May 2016.</p>	<p>Administrators</p>
<p>Inquiry Cycle 1</p> <p>Teachers will be provided with the time to review research based literature on questioning. They will review Grant Wiggins and Jay McTighe’s work on “Essential Questions.”</p> <p>Inquiry Cycle 2</p> <p>Teacher teams will use the Tuning Protocol to assess their questions’ potential to promote classroom conversations (are they really Essential Questions?).</p> <p>Inquiry Cycle 3</p> <p>Teacher will examine student written responses on essential questions and determine student learning. Teacher Teams will use the Looking at Student Work Protocol.</p>	<p>Teachers</p>	<p>September 2015 – May 2016.</p>	<p>Administrators</p>

Teacher leaders' classrooms will serve as lab-sites where they will model instruction based on professional development received by our partners. Teachers will also be involved in cycles of inter-visitations with teacher leaders as well as teachers that have been rated effective or highly effective.	Teacher Leaders	September 2015 – May 2016.	Administrators
TEQ will support the school's instructional efforts for multiple entry points and student-to-student discussions by showing teachers ways to deliver their curriculum using technology.	Teachers	September 2015 – May 2016.	Administrators

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Educational Consultants will be used for Professional Learning. The Danielson Group will provide 12 sessions, Goldmansour & Rutherford will provide 18 sessions, Teq will provide 15 sessions.											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
ADVANCE data will be monitored. A mid-point will be February 2016.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Formal and informal strategies are used at I.S. 291 to encourage parent/family involvement and communication. The goal at IS 291 is to continuously build parent capacity and awareness so that parent and school can work collaboratively to increase student achievement.		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> 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? How does the school provide support to families so that they understand and can take an active role in what their child is learning? 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? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

Parents will always feel welcomed in the school community by always having someone who can communicate with them in their native language. Parents can meet the parent coordinator in the parent coordinator's office where they can use computers to check student data, receive information regarding academics, and receive information regarding social service supports. Further, the entrance will be visually welcoming with Community School Placards and bulletin boards outlining all of the events and services offered by the school to families and the larger community. Whenever parents enter the school, they will be directed to the person who can best serve them either through the Parent Coordinator's office, or through the main office where they will be put in touch with whoever can best serve their needs. Finally, the Principal will introduce a pilot called "Adopt-a-parent" Program by which every staff member will adopt up to three parents and enter their contact information on their cell phones. When the school is need of informing the parents of an important event, the Principal will be requesting that all staff members call the parents and remind them of the event and its purpose.

In order to provide parents the support they need to take an active role in their child's learning, I.S. 291 will host multiple family nights and parent workshops throughout the year. These are not limited to parent-teacher conferences but include all of the different ways that parents can be active in supporting their child's success. A calendar of these workshops is shared with the community, and prior to each workshop family outreach calls are made in order to raise awareness. Additionally, the school will provide forums for parents to communicate with teachers around school curriculum and specific ways that families can support student success. For example, parent will be informed of when a grade team meets during the week and will be encouraged to meet the teachers then. Data is actively used to identify students who may be struggling, and teachers set up meetings with these families to identify specific ways that families can support these students in continued growth.

The school's parent coordinator will create and distribute monthly calendars and flyers announcing parent workshops and school-wide activities and events. In addition the school will develop an app to broadcast that information to every one's cell phone.

At the beginning of the year, parents were welcomed into the school community through a Community BBQ. At that time they filled out an interest survey about topics that either interest them or that they would like to see covered throughout the school year. The school will use that data to plan the workshop calendar and also will host multiple family nights every year in order to provide families the opportunity to speak individually with their child's teachers and share about themselves and their children. In addition, teachers will be encouraged to celebrate achievement (such as the completion of a unit of study) and invite the families to join this celebration. Additionally, teachers will continue to use the time allotted on Tuesdays to meet with parents either in person or by telephone to inform parents of their child's progress. Teachers will also give students actionable feedback on ways they can improve their work not only on the current task but also for future tasks. Such feedback will be evident on the school's bulletin boards, student portfolios, etc.

Through the school and CBO partnership, families are connected to multiple service agencies both within and outside of the school to support themselves and their students. Here is a partial list of this agencies: Creative Connections, Century 21, Fyrezzone, etc. Together with the school, as well as, the Community School Office of Family Outreach, the school has identified parent leaders who take on leadership roles engaging other families, and planning and supporting events within the school. These events range from seasonal dances (Halloween, Valentine's, etc.), to community service projects, to senior week events, to holiday celebrations, as well as, academic celebrations and forums where families can share best practices for supporting student academic success with one another. Finally, the school will continue with its tradition since last year to open its doors and provide a free meal to all members of the community.

The school provides an accessible parent/family space with information and resources to support parents and families with training and ways to support English Language Learners (ELLs) and Students with Disabilities (SWDs) at home.

In partnership with the CBO, the school will offer multiple opportunities for adult learning within the school. Some of these opportunities include Saturday ESL classes, computer literacy workshops, adolescent development workshops,

and much more as advertised on the school workshop calendar. Many of these offerings were generated through parent survey data collected at the beginning of the year, with the goal being that through this survey data, workshops and adult learning become better attended and engaging as they more closely align with parent and community interests. These workshops will also include information and resources to the families to better understand the impact of absences on academic success. Resources on the following website will be presented: <http://schools.nyc.gov/StudentSupport/StudentAttendance/default.htm>).

The following procedures are in place for parents to understand data pertaining to academic achieving:

- The school has shared reports on school performance with parents and solicited input for future goals.
- Enabled parents to internalize the significance of student periodic common assessment results, report cards and skills analysis of their children’s performance on State standardized assessments.
- Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
- Gauge parent and community satisfaction through the administration of a school specific parent survey and by administering the School Survey. Data from the formal and informal parent surveys will inform goal setting and planning that addresses parent and community needs.
- Family Worker has been hired to provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407’s, work with Long Term Absences, attend PPT meetings to support students and families who are at risk.

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, administrators, the Parent Coordinator and teachers from all grades will increase parental engagement, through multiple communication tools, such as PupilPath, letters, telephone conferences, and email to express high expectations and accountability on student progress and achievement. The school will continue to provide parent workshops on Common Core Standards, technology, anti-bully, etc. In addition, attendance at workshops will demonstrate an upward trend as measured by last year’s attendance as well as the amount of parents logging into Pupil Path.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will meet with parents four times a school year to discuss academic progress by appointment and as an open door policy.</p>	<p>Families and Students</p>	<p>Mid-September-May 2016</p>	<p>Administrators and Teachers</p>
<p>Teacher will fully utilize Family Engagement Time to provide parents with feedback and updates on individual student progress. Teachers will use Pupil Path to communicate with parents and send newsletters home.</p>	<p>Families and Students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Parent workshops will be provided monthly and be invited to events, orientations, and celebrations.</p>	<p>Families and Students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Adopt-a-parent program</p>	<p>Families</p>	<p>October 2015-May 2016</p>	<p>Family Worker</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>School Social Workers will provide follow-up sessions after each monthly event for parents and their families as another layer of support and intervention 15 sessions x 2 social workers.</p>											
<p>Part 5b. 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	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The school will be monitoring attendance of the event taking place throughout the year.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, overall school student attendance will improve by 2%.

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.				

Part 3 – ELT Program Description

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

At I.S. 291 our ELT program integrates arts, social emotional skill building, and college and career curriculum alongside targeted ELA and Math work. Each student receives three extra periods Wednesday and Thursday, with one of those periods each day being facilitated by a partner CBO – Wediko, Beacon, or Creative Connections. CBO partners teach alongside classroom teachers and curriculum is designed to support academics either by giving greater context for academic learning through personalized college and career inquiry, arts based therapeutic activities, direct social and emotional learning, and building positive classroom culture. It is an expectation that by addressing student social-emotional and academic needs, the CBO will contribute significantly in improving our school's attendance.

The ELT coordination is a collaborative effort between the school's administrative team, the SLT and the CBO Coordinator. The Community School Director will plan meetings with school administration and teachers to identify areas of need and then will coordinate meeting those needs with partner CBOs. The same high expectations the school has during normal hours extends to ELT time. Teachers and CBO educators will collaborate in delivering rigorous instruction and a lesson plan will be available to be reviewed by school administration at all times. Students transition directly into ELT classes and there is no disruption to learning.

Through partnerships with Wediko, Beacon, and Creative Connections students are offered a range of access points into engaging with their teachers, classes, and academic content. In ELA and Math students are able to get targeted support which increases their ability to succeed academically and view school as a place of safety and success. Through CBO delivered content, students are able to recognize the importance of school in a larger context, are exposed to the different futures that school offers, participate in a range of engaging activities, and build their social and emotional capacities so that they can be more successful in their traditional classes and in their home relationships. All of this contributes to a greater feeling of connectedness within school, relationships with new adults in the building, and a greater likelihood for higher attendance.

Instruction during ELT is catered to the interests and needs of the student body. For example, this takes the form of using movie scripts to deepen reading comprehension, using more student centered classroom formats to develop student leadership, and data based targeted instruction to reteach particular skills. Classrooms were assigned to CBOs based on a range of factors, most importantly the needs of the students. Wediko serves students in ELL and self-contained classes, where there is a greater need for community building and some of the direct social and emotional instruction. ELL students are invited to participate in social learning games where they deepen their relationships with one another, their teacher, and are able to practice their language skills in a less academic context. Additionally, Career Connections and Beacon offer project based enrichment curriculum that allows students to access content differently. By making the curriculum more accessible and more engaging, the CBO partners hope for improving student attendance.

Students will be offered community and team building, social and emotional learning through interactive games and dramatized role plays, arts based therapeutic curriculum, conducting, research based college and career projects, and will have the opportunity to present their work to family and community members in IS291's first annual Exhibition Night. It is one the program's goals to increase student attendance by offering students a plethora of different reasons to be engaged in school. Additionally through partnerships with Fyrezone, 21st Century programs, Beacon's after school program, adult classes such as ESL and Zumba classes, as well as multiple other partnerships, students and families are offered a vast array of supportive learning experiences to increase their connections, relationships, and joy within school.

Through these partnerships, students will have additional supports and spaces to improve their social and emotional skills. As a result, students will be better able to regulate their experiences in class and can improve their academic performance. Students will also have opportunities to engage in arts and music classes through after school and ELT offerings in order to broaden their academic experience, and connect their learning to their future goals. All parts of the academic day will be supported by classroom teachers. During ELT time CBO staff partner with classroom teachers, and there is never a time during the school day when teachers are not present and engaged in supporting student learning.

There will be multiple ways for CBO staff to partner with school staff and engage in Professional Development. These include but are not limited to, OORS and school culture PD offered through the Urban Assembly family of schools, the Office of Community Schools and Family Engagement, and collaborative learning at school specific Professional Development times such as Monday afternoons. Some of these topics will include implementing full school PBIS, trauma informed classrooms, and family engagement.

Outreach to families will take multiple forms. In order to engage families, staff will make phone calls, raise awareness of school events through a monthly newsletter, conduct home visits, and host community events where students present their work to families and community organizations.

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.

School administrators will supervise the ELT programs. The CBO's director will work closely with the school's administrative team to problem solve on issues arising. In addition, there will be close collaboration between the work that the school's guidance counselor does, the school's SBST and CBO director.

The structure of the ELT includes academic support for our students, social-emotional mentoring and career coaching planned by our teachers, CBO partners and Creative Connections (a high-quality community partner).

Research supports that better attendance leads to higher academic achievement. Attendance improvement will be tracked closely to ensure academic gains for our students.

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

We will begin our ELT on 9/9/2015 and it will run through the end of the school year.

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.

Educational Consultants will be used for Professional Learning. The Danielson Group will provide 12 sessions, Goldmansour & Rutherford will provide 18 sessions, Teq will provide 15 sessions, Frank Parrino will provide 10 sessions, and Internationals will provide 10 sessions of Professional Learning to administrators, teachers, and paraprofessionals.

Teachers will provide instruction to students during Expanded Learning Time, 12 teachers x 12 hours x 37 sessions(wks – 12 hours per week). Smartboards, I pads, Ipad Carts, Laptops, Laptop Carts, Elmos, Printers will be purchased in order to supplement instructional resources for students. Achieve 3000 will be used for instruction and will require the purchase of the program with professional learning hours. Instructional materials such as consumable materials, textbooks, classroom libraries, and writing tools to supplement student resource centers in every classroom will be purchased.

Per diem subs will be used in order to provide coverage to teachers during individual debriefing sessions with educational consultants as part of the professional learning process 20 days x 10 teachers. Additional coverages will be provided for teachers to conduct inter-visitations, debriefing sessions, and professional learning by department for

15 teachers x 20 days. Per session will be paid for curriculum writing including development of modifications, extensions, and scaffolds for all lead teachers in ELA, Math, Science, Social Studies, Technology, Art, Music, Health, and Physical Education 9 teachers x 60 sessions x 3 hours per session.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

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

In addition to attendance data, we will also use data from ELA and Math to track progress with students that attend our ELT programs. In February 2016 there will be a mid-point check to identify attendance patterns as well as academic trends.

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.

- 1) By June 2016, our students' overall attendance will increase by 2%.
- 2) By June 2016 all I.S. 291 staff will use a consistent PPT referral system for students needing additional social-emotional supports/services.
- 3) By June 2016 I.S. 291 will have a clear PBIS team who meet once a week to focus on whole school PBIS implementation.

- 4) By June 2016 >25% more students will be receiving in school counseling/support services

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.

Wediko Children's Services, the Community School Lead CBO at IS291, will serve the whole student body as well as the teaching staff, albeit to different degrees. The entire student body and staff will be served through implementing PBIS structures at the school. Implementing PBIS structures involves a multi step process that engages all school staff in collaborative planning for having consensus around clear values and behavioral expectations shared by all school staff and communicated with all students. Wediko will be co-facilitating PBIS PD for all staff and will facilitate weekly PBIS team meetings with IS291 staff. Wediko will assist in implementing Tier 1 interventions for the entire student body as well as providing academic and social-emotional support by pushing into classrooms, supporting milieu spaces such as hallways and the lunchroom, and instructing several classrooms during ELT time.

Wediko will also serve students with increased need through coordinating the referral process for all counseling/mental health services. In direct service, Wediko will provide individual counseling to roughly 25 students, facilitate group counseling with additional students, run direct social-emotional learning curriculum in classrooms alongside teachers in order to build positive classroom community, and work to support and facilitate crisis de-escalation, resolution, and consultation on an as-needed basis. Wediko works with school personnel on all of these initiatives and the delivery of services is seamless for students.

For students requiring more intervention than Wediko, Counseling in Schools, guidance, or the school social worker can provide in school, Wediko will assist in facilitating the process for those students to receive the support they need from out of school providers. Together with Interborough Mental Health Clinic as well as school personnel, Wediko will assist in psychological, psychopharmacological evaluation, outside mental health referrals, and the coordination of these services.

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

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

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

Over the course of the beginning of the school year, the Community School Director, alongside members of the SLT will conduct an exhaustive asset and needs assessment of the school, paying particular attention to the coordination of all the services available to students and their families. The Community School Director will play an essential role in this partnership creating and strengthening systems of communication.

The SLT in collaboration with the Community School Partner, using the assets and needs assessment, will look deeply at all of the resources available to all students and develop programs and schedules to individualize services as much as possible. ELT is divided into targeted math and ELA instruction and includes an additional enrichment block offered by Wediko, Beacon, or Creative Connections, a 21st Century funded partnership. Students are served by the organization that offers the most relevant curriculum to those students, and the Community School Partner supports in academic classrooms in order to offer students more personalized instruction and a stronger teacher-to-student ratio. Wediko will also coordinate the mental health support services at the school, coordinating the referral process with all school personnel including the school guidance counselor and social worker, and subcontracting services to bring a mental health clinic, Interborough, into the school 3 days a week. Additionally the Community School Partner will coordinate all of the partnering CBOs and resources at the school to create a resource manual for families with all that the school offers.

The parent coordinator is the point person for family engagement and is the first adult families encounter upon visiting or entering the school. The Community School Partner will integrate services with the Parent Coordinator to build best practices, understand the needs and desires of the community and conduct vast amounts of outreach and education around what the school can offer, and what the role of parents can be at the school. Part of that work involves coordinating services with the Community Schools Office of Family Outreach to identify lead parents, create communication systems with families, and help redefine school as a place for families and adults as well as for students.

The Community School Director will meet weekly with the Principal and APs and once a week with just the Principal to review data and plan accordingly. Data reviewed will include the New Visions Data Sorter, referral and student support data, attendance data, and reviewing progress of staff SMART goals.

Part 3 – Community School Program Implementation and Oversight

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

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

The Community School Program will be implemented through a collaboration with the lead CBO - Wediko Children's Services, Community School Director, and School Leadership. Additional supervisory personnel include the DSR, Jacqueline Rosado, and Program Manager of Wediko, Liora Schwartz. Additional personnel involved in the

Community School Program are the partner Beacon program, run by the Coalition for Hispanic Youth and Family Services, which provides a variety of programs for youth and adults in the community. School based personnel involved in coordination include the school social worker, guidance counselor, full school based school personnel team, and school administration.

The ELT program is coordinated by the AP in collaboration with the Community School Director who together oversee school staff and all the partner CBOs. These include Creative Connections, the Beacon Program, and Wediko personnel who support academic classrooms and facilitate the enrichment aspect of ELT.

Increased parent involvement, evidence of collaboration amongst providers i.e. meeting minutes and attendance, increased student engagement, participation, and attendance.

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

For ELT planning the school will need 17 teachers to teach the extra time.

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

September 2016 through June 2015

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Services will be provided to all of our level 1 and level 2 students, students with attendance issues and over-aged students.	Our two tiered extended learning program is designed to service all of our level 1 and level 2 students. These students work with their classroom teachers to identify areas of weakness. Train teachers to use Wilson and Great Leaps Programs for the lowest third of our students	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.	Academic Intervention Services are provided throughout the school day and before, after and during the school hours.
Mathematics	Services will be provided to all of our level 1 and level 2 students, students with attendance issues and over-aged students.	Two Tiered Extended Learning Program is designed to service all of our level 1 and level 2 students. During the first tier, students work with their classroom teachers to build upon identified areas of weakness. Rising Hawks Math Tutorial Intervention program targets our level 1s and level 2s but is opened to all students. Train teachers to use Great Leaps as an intervention program	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.	Academic Intervention Services are provided throughout the school day and before, after and during the school hours.

Science	Services will be provided to all of our level 1 and level 2 students, students with attendance issues and over-aged students.	Teachers identify areas of weakness and students work with their classroom teachers to build skill mastery to the identified areas of weakness.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the students.	Academic Intervention Services are provided throughout the school day
Social Studies	Services will be provided to all of our level 1 and level 2 students, students with attendance issues and over-aged students.	Teachers identify areas of weakness and students work with their classroom teachers to build skill mastery to the identified areas of weakness.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the students.	Academic Intervention Services are provided throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All services will be provided to students referred by school staff.	<p>Provided by the school counselor to students referred by school staff.</p> <p>The school's CBO organization supports our students with social-emotional needs involving other partnering organizations (such as Counseling-In-Schools).</p>	Services are provided one-to-one and in small groups.	Services are provided before, during, and after the school day.

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our District's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ol style="list-style-type: none"> 1) Frequent communication with our District Human Resources Director when vacancies occur. 2) The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates. 3) The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. 4) The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates. 5) The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. 6) The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. 7) The school maintains a professional library to promote promising and effective practices. 8) The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction as well as mentoring and coaching by lead teachers. <p>In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including, encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>A Professional Development Plan has been developed as a result of a comprehensive needs assessment and careful review of all student data. Meeting protocols from the School Reform Initiative will be used to engage teachers in professional conversations regarding teacher work, student work and student data. Examples of these meeting protocols include: The Socratic Seminar, Looking at Student Data Protocol. etc.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.
Faculty members will meet during the summer and on an ongoing basis during the school year to determine teachers' MOSL assessments, create and modify curriculum, compose in-house assessments, select targeted professional learning opportunities to improve instruction, and evaluate assessment trends using assessment data. Teacher/Inquiry teams also make decisions about assessment.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	424,673.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,592.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,565,677.00		

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. IS 291, 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. IS 291, will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

IS 291, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Roland Hayes</u>	DBN: <u>32K291</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: I.S. 291 is committed to the quality education available to our ELLs students. Our school implements Transitional Bilingual and Freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines for approximately 170 students. All bilingual and ESL teachers are appropriately certified. We have three freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines. The ESL Program provides service to all entitled students using the Push-In, Pull-Out Model. All bilingual students receive instruction as per the Language Allocation Policy. Instruction is tailored to comply with the city and state performance and ESL Standards. All students are also provided with Differentiated Instruction to meet or exceed city and state learning and performance standards. We have a Bridge Class Sixth and Seventh Grade and one Sixth Grade ESL class. We also have one Seventh Grade Bilingual (Spanish) and a Seventh Grade ESL class. One Eighth Grade Bilingual (Spanish) class and an Eighth Grade ESL class in accordance with CR Part 154 and Title III32K291 APPROVED Title III Plan Guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

- I.S. 291K provides Title III English Language Learners with supplemental instruction in an ESL/After School Program. The instructional program will service grades 6-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Students who scored proficient in the NYSESLAT will be invited to participate in the program.

- The After School Program service ELLs who need to meet the New York City Standards as well as the ESL Standards. The focus will be in Reading Comprehension, Writing and Math solving problem activities. The program will meet twice a week Wednesday and Thursday from 3:05 to 5:00 p.m. for a total of 22 sessions beginning October 23, 2014 and ending May 6, 2015. There will be three classes one class per grade (6,7,8). Each group will have 12-15 students. Certified Bilingual/ESL teachers will provide supplemental instruction in alignment with the New York City and New York State Performance Standards. The After School Program will service approximately 45-50 students. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet standards on the NYSESLAT as well as New York City and State Standards. Instructional materials will be used to provide instructions. Math, Reading and NYSESLAT materials will be used. Native Language supplementary materials will be used to enhance the program.

- General instructional materials will be purchased such as markers, chart, paper, ruler, graph paper, notebooks and other manipulative. This program will provide rigorous academic and quality education.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: At I.S. 291, Professional Development Program will be the focus on providing teachers the opportunity to enhance their knowledge by additionally providing professional development in the infusion of ESL strategies in the content area. Differentiation of instruction will be based on language proficiency, alignment with the citywide curriculum and Common Core Learning Standards.

Teachers will also receive staff development to increase instructional practices in the following: Analyzing Data to drive instruction, i.e. NYSESLAT, ELA, Math, Social Studies, Science and Spanish (ELE) Exams. A study group will be created to research updated programs and strategies. The study group will be part of the teachers' departmental sessions. Participating teachers (3) will receive five sessions of one hour professional development workshop from 3:05-5:00 for four weeks. Teachers who service ELLS students will receive 7.5 hours of professional development on an overview of ELLs and their needs. The following is a projected format for staff development:

1. One hour of Analyzing Students' work-Protocol-September
2. One hour on infusing ESL strategies across Content Area-October
3. Test Sophistication-Strategies to prepare students to meet city and state ESL Standards-November
4. The New Language Arts Progressions and its implication on ESL and ELLs.-December
5. Common Core Instructional Shifts and its implications for ELLs.-January

Teachers will gain a better understanding on the aforementioned professional development. We will also highlight instructional strategies in the classroom to strengthen students' skills and performance in the city and state exams. The Supervisor and teachers will conduct the above professional development workshops.

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: At I.S. 291, we encourage parents to be active participants in their children's learning. Workshops will be held on a monthly basis based on parents' availability. Parents will be informed of all the services we provide for all parents at registration and parents orientation night.

We will conduct the following informational workshops:

1. How to access Aris Parent Link-September
2. How to access SKEDULA/October
3. How to access PupilPath/October-
4. Using Technology Based Program-Achieve 3000/November
5. Promotional Criteria for ELLs-January
5. Component and structure of the NYSESLAT/February
7. Helping students to prepare for statewide and citywide assessments/March

The ELLs supervisor, ELA Lead Teacher, Math Coach, Parent Coordinator, will conduct the above

Part D: Parental Engagement Activities

workshops. At the end of the year, a culminating activity for all participating parents will be provided. Certificates of participation and achievement will be given to the students as well. Translation services will be provided. Notifications of the above workshops will be provided via-e-mail, mail, phone calls and home visits if necessary.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

B. Language Allocation Policy Team Composition

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	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														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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

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

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

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

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

Part IV: ELL Identification Process

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

Chart

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

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

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

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



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

Chart

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

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

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

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

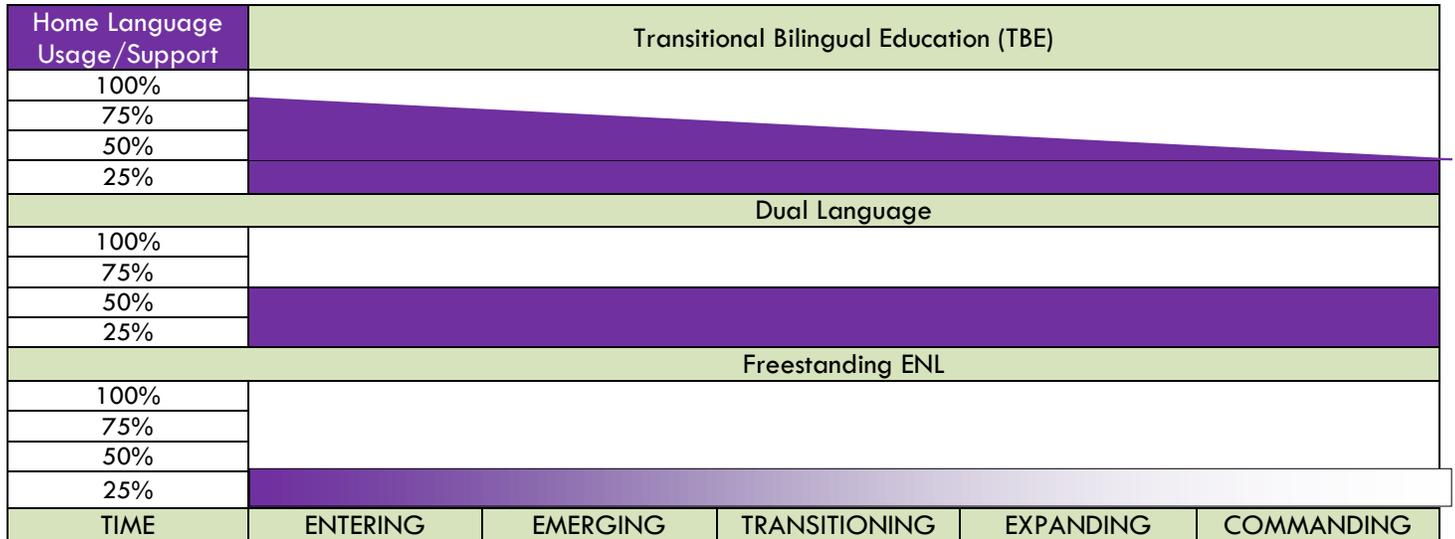


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

B. Professional Development and Support for School Staff

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

C. Parental Involvement

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

D. Additional Information

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

Part VI: LAP Assurances

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