



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

13K301

School Name:

SATELLITE EAST MIDDLE SCHOOL

Principal:

TRICIA HAZLEWOOD

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Satellite East Middle School School Number (DBN): 13K301
Grades Served: 6-8
School Address: 344 Monroe Street Brooklyn, NY 11216
Phone Number: 718-789-4251 Fax: 718-789-4823
School Contact Person: Kim McPherson Email Address: kmcpher@schools.nyc.gov
Principal: Kim McPherson
UFT Chapter Leader: Kimling Atherley
Parents' Association President: Victoria Weekes
SLT Chairperson: Julia Meade
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kisha Maldonado
Student Representative(s):
Jose Rivera
CBO Representative:

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place
Superintendent's Email Address: bfreeman@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-6363266

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Room 501

bfitzge@schools.nyc.gov

Director's Email Address:

718-935-3954

718-935-4314

Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Kim McPherson	*Principal or Designee	
x	Kimling Atherley	*UFT Chapter Leader or Designee	
x	Victoria Weekes	*PA/PTA President or Designated Co-President	
	James Reaves Sr.	DC 37 Representative (staff), if applicable	
x	Kisha Maldonado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Jose Rivera	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)	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Julia Meade	Staff	
		Staff	
x		Staff	
X	Divinda Willis	Staff	
		Staff	
		Staff	
x	Kizzy Johnson	Parent	
x	Shernik Palmer	Parent	
	Jamel Whitfield	Parent	
	Ben Greene	Parent	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

Satellite East Middle School is a small school located in Bedford Stuyvesant, Brooklyn, New York. The school is a developing learning community with clear standards and procedures known to staff, students, and parents. Educators at Satellite East believe that a student's intellectual growth must be stimulated in pursuit of academic excellence. Based on the unique and diverse needs of the middle school student, we strive to provide an approach which encourages the development of the aesthetic, social, physical, creative, and emotional aspects of each student. According to our mission, we believe that all children can learn when empowered by teachers, supported by parents, and lead by administrators who provide a nurturing, yet engaging environment. Our instructional focus is to improve and develop writing across the curriculum.

Satellite East currently has 119 students: 73% Black, 12% Hispanic, 6% Asian, 3% White, 1% American Indian/Alaskan, and 5% Pacific Islander. Our school articulates from various Brooklyn communities as well as neighboring elementary schools: PS 305, PS 44, PS 93, and PS 54. We began as a middle school program in Public School 305 in 2002 with seventy five students. The school has developed a core academic program where students are challenged to demonstrate higher level thinking skills. There is an Integrated Collaborative Teaching (ICT) class on each grade. The instructional program includes:

- CMP3 Mathematics Grades 6-8
- Expeditionary Learning (English Language Arts)
- Algebra Regents
- Project Based Inquiry Science Program
- Urban Advantage Science Initiative

Attaining proficient student progress has been a significant challenge for our school community. Therefore this has become our area of focus. With the charge of providing our students with rigorous instruction, the data and evidence indicate that we must consistently continue to provide our students with scaffolds and differentiated instruction as we monitor all areas of progress.

The curriculum at Satellite East continues to evolve in content and implementation of various instructional programs and special initiatives to engage our learners and to help our students show progress. Our school is involved in the initiatives below:

- NYU STEM Program
- New Victory Theatre

- Participants in the Middle School Arts Initiative

We have worked hard to include our families in the academic progress of their children. We have articulated and established clear expectations for parent roles in their children's academic achievement. We also have provided supports to help families understand student performance and have noted an increase in attendance and achievement through our Shining Stars program. This year Partnership with Children will join our school community as the Community Based Organization partner. We are excited about continuing to strengthen the home-community-school bridge with increased parent involvement on teams and forums for shared vision, to ensure that our school meets the needs of all its students. Monday through Friday students will be provided with at least one hour of extended learning time for additional academic support. Students will have an opportunity for homework help as well assignment recovery. To ensure students are engaged in rigorous learning experiences an educational specialist will work closely with the school principal, program director, and teachers to provide comprehensive pre-planning, ensure curriculum alignment, and ensure learning benchmarks are achieved across the program. The educational specialist will utilize his/her expertise to increase student skill-building by making strategic decisions informed by using student data, ongoing assessments, and by providing teachers with resources to address student learning challenges and reinforce skills and other enrichment opportunities. In addition, this integrated service model will include on-site social emotional counseling.

Professional development is an integral part of our learning community. Our teachers are active learners and regularly seek opportunities to enhance their craft for providing intellectually stimulating content to ensure students are engaged in the learning. We are participants in job embedded Lab-Site learning, attend series at Teachers College for executing their Writing Units of Study, provide teachers with data analysis support from Technical Education Research Center(TERC), and participate in various workshops offered by the Division of Specialized Instruction and Student Support and provide support to new teachers through our school's mentoring program.

13K301 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	118	SIG Recipient
				N/A
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	6	# Music	N/A	# Drama
# Foreign Language	6	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	93.7%	% Attendance Rate		86.1%
% Free Lunch	93.9%	% Reduced Lunch		3.1%
% Limited English Proficient	15.9%	% Students with Disabilities		25.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		77.4%
% Hispanic or Latino	11.0%	% Asian or Native Hawaiian/Pacific Islander		8.5%
% White	2.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4		3.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		23.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		35.3%
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		X
Priority School				
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	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	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	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	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	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	YES			
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.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
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>Areas of strength:</p> <p>Quality Review Report Finding 2014-2015</p> <ul style="list-style-type: none"> As a result of careful curriculum planning, school leaders and faculty promote college and career readiness for all students through units and tasks that are planned with students’ needs and strengths in mind and that emphasize rigor across grades and subjects. <p>Middle school Quality Snapshot 2013-2014</p> <ul style="list-style-type: none"> The English median adjusted growth percentiles of the school’s lowest third was above the average of the pool of historical results achieved by both peer and city schools. Students with special needs demonstrated an excellent rate of progress on the State English test compared to other students who scored at the same level last year. 		

- Students with special needs demonstrated a good rate of progress on the State math test compared to other students who scored at the same level last year.
- There was effective movement of students with special needs to less restrictive environments.

Needs/Areas for Improvement:

Quality Review Report Findings 2014-2015

- As a result of teachers inconsistently providing multiple entry points into the curricula, there is uneven engagement in appropriately challenging tasks and student demonstration of higher-order thinking skills (Quality Review 2014-2015).
- Across classrooms, teachers use and create rubrics. Their assessment practices inconsistently reflect the use of ongoing checks for understanding, opportunities for students to self-assessment and teachers providing actionable feedback to

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)

Upon completion of the Renewal Program we envision that our school will show improvements with tailoring and supplementing the curriculum across content areas using Teachers College Writing Units of Study, myON digital libraries and the Progressions in Mathematics, informed by the regular use of data analysis from formative and summative assessments. Consistent use of protocols in classrooms will promote active participation in discussions and debates where students are challenged to explain and justify their reasoning of others. Teachers will model and facilitate the precise use of language to extend students’ understanding of complex text, chunked in order to scaffold their engagement in stimulating thought provoking content. Multiple means of representation, expression, and engagement will be required to provide all students with a differentiated pathway into rigorous content. On-going checks for understanding will be incorporated into the beginning, middle and end of lessons, using a variety of techniques to monitor student learning. Teachers will provide timely, detailed and constructive feedback to guide students towards improved performance along common core aligned learning progressions.

We will utilize School Net by Pearson to create, analyze and monitor students’ benchmark assessments every six to seven weeks. Our staff will analyze work/data on a weekly basis, within horizontal and vertical teacher team structures. The data report will contain common core aligned expectations for student mastery of the material, identify which students met or did not meet the criteria, help teachers promote students’ reflection on why they were not successful, and describe next steps.

During Expanded Learning Time- Monday through Friday students will be provided with at least one hour of extended learning time for additional academic support for lesson retention, homework help as well assignment recovery or enrichment. In order to ensure students are engaged in rigorous learning experiences, the school along with the community based organization, Partnership With Children, will hire an educational specialist with expertise in ELA (English Language Arts) and Math. The educational specialist will utilize his/her expertise to increase student skill-building by making strategic decisions using student data, including assessments, and by providing teachers with resources to address students' needs and extend learning.

We envision that 10% of our student population will show measurable growth in ELA and Math by year two of the Renewal Program.

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.

Through the strategic use of multiple entry points and data driven by instruction, by June 2015 the average ELA proficiency rating will increase from 2.04 to 2.09 , the average math proficiency rating will increase from 2.00 to 2.06 and the performance index on the State ELA exam will increase from 42 to 48.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Students' independent reading levels will be assessed and progress monitored through quarterly administrations each of Teachers College running records for 2015-16.	All students grades 6-8	September 2015 to June 2016	Principal, Assistant Principal, Teachers, Data Specialist
Students' writing performance levels will be assessed and progress monitored through pre and post On- Demand Performance Assessments for narrative, argument and information TC writing units, every eight weeks.	All students grades 6-8	September 2015 to June 2016	Principal, Assistant Principal, Teachers, Data Specialist

Students' reading comprehension will be assessed and progress monitored using the Pearson Predictive multiple choice and short answer Periodic Assessment as baseline and two interim assessments quarterly.	All students grades 6-8	September 2015 to June 2016	Principal, Assistant Principal, Teachers, Data Specialist
Students' math proficiency will be assessed and progress monitored using the Pearson Predictive multiple choice and short answer Periodic Assessment as baseline and two interim assessments quarterly.	All students grades 6-8	September 2015 to June 2016	Principal, Assistant Principal, Teachers, Data Specialist
Across classrooms, teachers will strategically use, opportunities for choice, to create a variety of ways for students to show mastery of the learning objectives and corresponding standards.	All students including ELLs, Students with Special Needs •Lowest Performing Students	September 2015 to June 2016	Principal, Assistant Principal, Teachers
Strategic use of scaffolding techniques (e.g., modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, and technology, building academic vocabulary—all of which may be in the student's native language or in English) provides multiple entry points to lessons and tasks for all learners including English Language Learners and students with disabilities.	ELLs, Students with Special Needs •Lowest Performing Students	September 2015 to June 2016	Principal, Assistant Principal, Teachers, Data Specialist

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.											
<p>→ Professional Development will be provided through Southern Cross Country Consultancy to align formative assessment practices to the curriculum</p> <p>→ Teacher per session will be provided to look and analyze student work during six week cycles. This system will require the involvement of fifteen teachers for two hours, two days a week.</p> <p>→ Per Diem teachers will be contracted as needed to enable teachers to attend professional development</p> <p>→ Instructional materials and supplies will be purchased as needed.</p>											
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	X	Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

→ Fall Baseline Assessment

→ Formative Assessment ongoing

→ Mid-Unit Assessment

→ End of Unit Assessment

We will monitor progress made by the second marking period

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.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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>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>Areas of Strength:</p> <p>Quality Review Report Finding 2014-2015</p> <p>→ As a result of leadership clearly conveying the school’s high expectations all stakeholders in the school are aware of the expectations delineated for them, are given the supports to meet those expectations. Staff and teacher teams help students and families understand student progress and offer feedback to prepare them for the next level.</p> <p>→ School leaders consistently establish a culture for learning that communicates high expectations to staff, students and families and provides feedback and guidance to them.</p> <p>→ Parents shared the many ways they communicate with the school and spoke of the open door policy that exists with the teachers and the administrators. Parents receive information about their children’s achievement and school-related activities via emails, phone calls, quarterly progress reports, report cards, monthly calendars and newsletters. The school also uses Jupiter Grade, an online tracking and grading system, and invites parents to sit in on lessons (The staff sets the tone in the school for what is expected from students. The Shining Stars awards assemblies and breakfast</p>		

promote student academic and citizenship growth. Guidance counselors meet with students individually and in groups, organize high school fairs for seniors, and sit in classrooms to observe students in an academic setting to better support them. An overage class is offered to the large overage population in the school to best help the staff meet their unique needs.

Part 2 – Summative Vision for Supportive Environment

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

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

Satellite East Middle School, would like stakeholders to view us as a school that creates a classroom and school culture where students feel safe, supported and challenged by teachers as well as their peers. To this end, we will continue to develop and advance our collaborative strategies which will include having transparent dialogue to improve student learning, to promote the safety of our students, where students help to mobilize their peers to exhibit appropriate classroom and school behavior while pushing for an environment that is academically rigorous and supportive. This environment is one that employs the support our partner organizations and other forms of collaboration to ensure that students feel safe, classroom behavior is appropriate and conducive to learning, everyone is pushing towards academic achievement, is knowledgeable about our students and is fully supportive of the rigorous academic work that must be done. It is an environment therefore, that provides parent informational sessions and workshops, parent handbook, student handbook to share the type of environment that will aid in students’ achievement and help to deepen their understanding of college and career readiness so that they can be empowered to support the school and their children in maximizing their full potential.

For the 2015-2016 school year, our primary support organization, Partnership with Children, will provide data driven support to strengthen the emotional, social, ethical, and cognitive skills of our students especially those who are at risk, so that they can succeed at Satellite East Middle School, in society, and in their lives. They will also provide counseling, family engagement, referrals, and collaborate with additional community organizations. Teacher training/coaching will be provided to support and develop the various working systems within our school. In addition, students will be encouraged to student’s voice will be promoted and supported through the use of student government. Student government will work to plan activities for the student body as well as help to identify opportunities and mobilize their peers to participate in socially successful activities like service learning, student led Parent Teacher Conferences as well as support their representative(s) on School Leadership Team.

Satellite East will adopt Restorative Circles as our Social-emotional learning framework. This program is a community process that will be used for supporting students in conflict. We will use Restorative Circles to bring together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals. This framework will be used to foster the dialogue process which is shared openly with all participants, and guided by a community member. Most importantly, as a circle forms, they invite shared power, mutual understanding, self-responsibility and effective action.

Lastly, without the presence of students in school, our efforts would be useless. We will therefore address attendance. Attendance and absenteeism rates will improve using Morning Announcements to encourage punctuality. Various incentives will be awarded to students who have 90% punctuality each month. Students with Perfect Attendance will

also be recognized. In addition, each student receives a shirt bearing “Better late than never, But never late is better” and a logo in the form of a clock with the words “One thing you can’t recycle is wasted time”. We will also implement a monthly competition among classes and grade levels.

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, the average rate of attendance will increase from 87.1% to 91.3 %.

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>Grade level teams look at and monitor student achievement, attendance and progress data and plan in an effort to improve student outcomes.</p> <p>In teams we analyze all areas of student data-demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students. We utilize data to support student social and emotional health. Some examples are:</p> <p>— Attendance team works with over-aged students with attendance and lateness issues. They provide assemblies as an incentive to help them come to school and arrive on time i.e.-I Will Graduate</p> <p>— Opportunities for student choice and voice our student government works with a faculty advisor to plan activities for the student body and have students participate in</p>	<p>All students grades 6-8</p>	<p>September 2015-June 2016</p>	<p>Teachers, Principal, and Assistant Principal</p>

<p>community service learning activities during the year-Breast Cancer Walk, Food Bank of NY, Toy Drive, Asthma Awareness Walk</p> <p>→ Monthly school spirit themed activities provide students with supports that limit behavioral issues and instill school and personal pride in themselves and others.</p> <p>Daily morning assembly promotes regular and punctual attendance. Classes with the highest attendance and punctuality rate are given incentives like an additional gym period, pizza party, or dress down day. Incentives gradually progress.</p>			
<p>Our school uses behavioral intervention plans (BIP) designed for specific children to help them learn to change undesirable behaviors in a respectful and caring way. Once the function of a student's behavior has been determined, the Individual Education Program (IEP) Team develops the behavior intervention plan. We use behavioral intervention plans to support students in order to help them change their behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention plans help students change past behaviors and use new alternative skills, decrease problem behaviors and facilitate general improvements in the quality of life of the individual child, and his or her family, and members of the support team. The plans are proactive and strength based.</p>	All students grades 6-8	September 2015-June 2016	Teachers, Principal, and Assistant Principal
<p>Shining Stars Incentive Program</p> <p>Teacher Teams developed a monthly criterion for our Shining Stars Incentive Program with the premise that not every student is an academic scholar, but possesses a multitude of attributes. Teachers select students that best meet the criteria on a monthly basis. Chosen students are then honored at a monthly assembly where parents are notified at the beginning of the month through the Parent Newsletter and monthly calendar. After the Shining Stars assembly, students are invited by invitation-only to a breakfast with our school's administrative team. Parents are invited to attend both the breakfast and assembly in their child's honor.</p>	All students grades 6-8	September 2015-June 2016	Teachers, Principal, and Assistant Principal
<p>Partnership with Children social workers provide classroom-based interventions around topics such as Respect for All, Anti-Bullying, and Healthy Relationships. Partnership with Children staff are available to direct all students and families to needed concrete resources such as health care clinics, housing resources, legal aid, and emergency assistance programs. Social workers will attend appointments with families to act as advocates and to assist in navigating systems. Partnership with Children also</p>	All students grades 6-8	September 2015-June 2016	Teachers, Principal, and Assistant Principal

participates in planning and hosting school-wide events and field trips that promote positive school culture and expose students to activities that enrich their lives.

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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.

- Professional Development will be provided through Southern Cross Country Consultancy to align formative assessment practices to the curriculum
- Teacher per session will be provided to look and analyze student work during six week cycles. This system will require the involvement of fifteen teachers for two hours, two days a week.
- Per Diem teachers will be contracted as needed to enable teachers to attend professional development
- Instructional materials and supplies will be purchased as needed.
- Collaboration with Partnership with Children to improve student attendance and provide socio-emotional support and guidance for students.

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

Part 6 – Progress Monitoring

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

1.
 - Student progress report measured by student behavior
(measured by decreased suspensions and incident reports)
 - Students ability to articulate their short and long term goals
 - Improved overall behaviors and a reduction of suspensions and conflicts
2.
 - Progress check 1-September-November
 - 2-December-February

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
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).	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>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Areas of Strength:</p> <p>Quality Review Report Findings 2014-2015</p> <p>The majority of teachers are engaged in teacher-led structured inquiry based professional collaborations during which they look at student work and there are opportunities for staff input into instructional decisions.</p> <p>The teacher inquiry collaborations promote the achievement of school goals and the implementation of the Common Core. They result in improved teacher capacity and student progress towards goals and help teachers to have a voice in key decisions .</p> <p>Teachers meet at minimum two to three times a week in grade teams, content teams and for professional development sessions. During the teacher teams, they rotate their roles to allow every teacher a chance at facilitation. The roles on the teams include facilitator, time keeper, and recorder. Minutes are shared with the staff online for feedback and transparency. All teams use a common protocol to facilitate the work in team meetings.</p> <p>School Survey 2013-2014</p>		

100% of Satellite East Teachers received sustained and coherently focused professional development included opportunities to work productively and collaboratively with each other.

Needs/Areas for Improvement:

Quality Review Report Findings 2014-2015

Across classrooms, teachers use and create rubrics. Their assessment practices inconsistently reflect the use of ongoing checks for understanding, opportunities for students to self-assessment and teachers providing actionable feedback to students.

Part 2 – Summative Vision for Collaborative Teachers

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

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

At Satellite East Middle School, teacher collaboration occurs through various team meetings throughout the year. Teachers collaborate based on content/subject area; grade team meetings: teachers who teach multiple grade levels alternate between grade meetings weekly or monthly; scheduled mentoring sessions, where an experienced teacher is paired with a new teacher, in order to provide necessary support; and common planning with co-teachers, where lessons are planned, revised, retaught, and accommodations made, based on student data. During these meetings, teachers engage in professional conversations about student’s work/performance, and academic decisions are made based on these findings.

Teaching is based on the Danielson’s Teaching Framework. Lessons entail real-world applications of the Common Core Learning Standards, (CCLS). Teachers create standard-based, rigorous lessons that meet the different learning styles of students. On-going scaffolding and modification for all students, including English Language Learners (ELLs) and students with disabilities (SWD) are done. Lessons are tiered to ensure rigor is established for all students at any levels. The learning environment is one in which students are engaged in small and whole class discussions; students lead these discussions, while teachers act as facilitators. Students complete independent as well as group work, and actively make presentations in class. The underlying principles that influence the creation of units and lessons are student data, the requirements of the curriculum, and the CCLS, on which lessons are based. Teachers do work collaboratively to create unit plans according to subject area and grade. This allows for interdisciplinary teaching across the grades, as teachers are responsible for teaching reading within their content areas. This also helps to strengthen students’ knowledge and abilities, as they are able to integrate learning across content areas. Students are placed in flexible groupings based on various data.

For high performing students, there is an after school extra-curricular opportunities to explore various science topics through the NYU-STEM program. Performance tasks in math are more real-world based. In ELA these students are exposed to the 9-grade CCLS and tasks. They are also expected to make deeper –level inferences as they explore and write expository and argument responses to texts. Higher-level achieving students head/lead group discussions, engage in peer-tutoring, and make power point presentations. Overall, students are exposed to tasks above grade level. The opportunity further includes these students participating in the Urban Advantage Teaching Program, which allows

students to visit science institutions for free. Students explore science related fields, activities, and hands-on explorations.

To ensure a safe learning environment, there is a safety team that discusses safety concerns and makes recommendations. During the transition between classes, teachers stand at their doors, and actively monitor the halls. When classes resume or at lunch periods, the dean and those on hall and lunch duty, circulate the hall/lunch room/yard, during the designated periods. There is open-access to someone in authority in the main office at all times, in the case of an emergency. In addition, the school has a discipline referral ladder. When a behavior incident occurs, the teacher conferences with the student; the next step may be that the parent is contacted; there is a conference with the parent and child; next, submission of the written referral to the dean, and finally, administration.

Teachers review a variety of data regularly to ensure that they plan for individual student needs. These are reviewed and discussed in teams. The data is based on observations as students work or conference with teachers; and students' written work and assessments, including diagnostic tests, and exit slips.

We have been collaborating with community leaders and intend to expand this in our school. The school currently collaborates with Urban Advantage Teaching program which gives students field trip opportunities in science related activities. We also invite various community professionals and leaders to our Career Day event, as we try to expose mainly our senior students, and widen their options for high school and the world of work

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 100% of Satellite East teachers will collaborate to design and/or modify common grade-wide, curriculum-aligned assessments, and rubrics that are customized to address data-defined student and sub-group needs.

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>The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS). Teachers will use :</p> <p>Argument writing</p> <p>Inferential responses to prompts</p> <p>Performance tasks. These practices will be evident in all classes with all teachers where teachers provide students with opportunities for students to self- assess work products and provide students with actionable feedback.</p>	<p>Teachers</p>	<p>Sept 2015-June 2016</p>	<p>Teacher’s College Writing Project Facilitators, Assistant Principal, and trained teachers</p>
<p>Throughout the year teachers will implement the measures of student learning in their classrooms. Student starting points are identified in the fall using historical student performance data and baseline assessments.</p> <p>Teachers will receive tiered professional development that will be provided to the whole school and to individual teachers as support to plan and execute lessons to our special needs students and English language learners.</p> <p>Teachers use the Danielson Framework rubric to plan and execute lessons from the following components:</p>	<p>Teachers</p>	<p>June 2015 roll out of data initiative and teacher conferencing , January 2016 check-in for progress evaluation, June2016 assessment, reflection and next steps.</p>	<p>Diana Nunnely, TERC, Principal, and Assistant Principal</p>

<p>→ 4a, 4d, 4e, 4f</p> <p>So that all lessons are rigorous, contain multiple entry points and ultimately have impact on student achievement.</p>			
<p>Parents are invited to visit classes starting in September at the Parent Orientation. During this initial visit, parents have the opportunity to</p> <p>→ Travel to each class to obtain syllabi, course descriptions and units of study</p> <p>→ Receive tiered assignments and sample lessons</p> <p>→ Learn about tiered learning and student supports</p>	Teachers, Parents, and Administrators	September, November, March & May	Teachers, and Administrators

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>→ Professional Development will be provided through Southern Cross Country Consultancy to align formative assessment practices to the curriculum</p> <p>→ Teacher per session will be provided to look and analyze student work during six week cycles. This system will require the involvement of fifteen teachers for two hours, two days a week.</p> <p>→ Per Diem teachers will be contracted as needed to enable teachers to attend professional development</p> <p>→ Instructional materials and supplies will be purchased as needed.</p>											
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		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>I. Observation cycles:</p> <p>October-December</p> <p>January-teachers should show signs of moving from effective to highly effective</p>

II. Observation cycles:

February-April

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.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<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>Areas of Strength:</p> <p>Quality Review Report Finding 2014-2015</p> <p>School leaders and faculty have worked to align curricula to the Common Core Learning Standards, content standards, and the instructional shifts to build coherence. Curricula and academic tasks emphasize rigorous habits and higher-order thinking skills and are planned using student work and data.</p> <p>Principal Performance Review 2014</p> <p>The principal is strategic in utilizing resources and teacher time to meet school goals.</p> <p>Needs/Areas for Improvement</p> <p>Quality Review Report Finding 2014-2015</p>		

Across classrooms, teachers use and create rubrics. Their assessment practices inconsistently reflect the use of ongoing checks for understanding, opportunities for students to self-assessment and teachers providing actionable feedback to students

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?

Multiple structures are in place to address the academic and social needs of students to achieve school-wide goals on an ongoing basis. We increase teacher capacity to ensure improved instructional strategies and delivery through job-embedded professional development provided by educational consultants who work with teachers on data analysis, instructional best practices, and implementation of the Common Core Instructional shifts. Gap and item analysis data from student assessments will be used at data meetings to inform teacher improvement strategies and monitor the areas targeted for improvement with the educational consultants providing teacher assistance. In cyclical inquiry teams, teachers will assess the quality of students’ work through reviews of homework assignments, organization of course content notes, student understanding of specific course content, and quiz grades . Common planning meetings and grade level meetings focus on student work and provide support across grade levels. School leaders conduct formal and informal observations and walk-throughs of classrooms to assess instructional practices, and we provide timely feedback, electronically and through informal conversations.

Partnership with Children- our community based organization, will conduct assessments of student needs by gathering information from a variety of sources including school administrator, teachers, parents, direct observation of and interaction with students, and analysis of relevant student data. Under the direct care of social workers, students are then triaged into the appropriate level of care, with parent consent. Social workers meet with assigned students once a week for 45-min sessions to work on social, behavioral, emotional, academic, family, and attendance goals. Social workers may have more frequent contact with these students for urgent behavioral intervention or crisis intervention. Social workers also facilitate social-emotional learning lessons that help students build social skills, provide tools to effectively express themselves and manage conflict, and teach students leadership skills.

Social workers also provide classroom-based interventions around topics such as Respect for All, Anti-Bullying, and Healthy Relationships. Partnership with Children staff are available to direct all students and families to needed concrete resources such as health care clinics, housing resources, legal aid, and emergency assistance programs. Social workers will attend appointments with families to act as advocates and to assist in navigating systems. Partnership with Children also participates in planning and hosting school-wide events and field trips that promote positive school culture and expose students to activities that enrich their lives.

We allocate resources to promote and support the academic achievement of students. We also provide support services for English language learners during the after-school program to keep students on the path toward academic readiness.

We have an English as Second Language (ESL) teacher and general education mathematics teacher to work with small groups of students in the program. We have been consistently proactive in devoting resources to areas of need, allowing the school to support student achievement.

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 100% of the Satellite East staff will participate in a minimum of one collaborative teams to work together to implement a plan of action aligned to the school’s goals to improve 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). • 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>Based on the data obtained from the American Institute for Research Co-Interpretation visit, structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and identify necessary instructional changes.</p>	<p>Teachers and students</p>	<p>Sept 2015- June 2016</p>	<p>Administrative Team, School Renewal Team</p>
<p>Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrative and teacher teams</p>
<p>Teams of teachers will look at student work and analyze data from work and assessments</p>	<p>Teachers, and Administrative Team</p>	<p>Sept 2015- June 2016</p>	<p>Inquiry Teams</p>
<p>Teachers meet in collaborative teams to create unit plans.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrative and inquiry teams</p>

Part 5 – Budget and Resource Alignment

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

- Professional Development will be provided through Southern Cross Country Consultancy to align formative assessment practices to the curriculum
- Teacher per session will be provided to look and analyze student work during six week cycles. This system will require the involvement of fifteen teachers for two hours, two days a week.
- Per Diem teachers will be contracted as needed to enable teachers to attend professional development
- Instructional materials and supplies will be purchased as needed.

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

Part 6 – Progress Monitoring

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

I. Observation cycles:

October-December

Mid-point benchmark-January

II. Observation cycles:

February-April

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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.	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>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>Areas of Strength:</p> <p>School Survey 2014</p> <p>96% of parents believe that the school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning</p> <p>Quality Review 2015</p> <p>Parents shared the many ways they communicate with the school and spoke of the open door policy that exists with the teachers and the administrators. Parents receive information about their children’s achievement and school-related activities via emails, phone calls, quarterly progress reports, report cards, monthly calendars and newsletters. The school also uses Jupiter Grade, an online tracking and grading system, and invites parents to sit in on lessons.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

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

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Our vision to create strong family and community ties begins with all members of the Satellite East community-The Community Based Organization-Partnership with Children, Parent Teacher Association, Parent Coordinator and Administrative Team. In August all members of the team will collaborate to create the parent engagement calendar for the 2015-2016 school year. The calendar will include all of the academic, extracurricular, and social service related activities planned for the entire year. In order for families to feel supported and facilitate them taking an active role in what children are learning, Our fall curriculum orientation dinner provides parents with an opportunity to meet all members of the school community- teachers, administration, program director and parent coordinator

This school year, Partnership with Children will offer a Parent University workshop series on a monthly basis. Some of the topics that were covered included supporting children with ELA/Math exams, healthy eating, gangs awareness, and helping to build healthy relationships. Parents will earn credits for each session they attend. At the end of the series, there will be a graduation and a prom. Each year, Partnership with Children conducts parent surveys to determine parent satisfaction with services provided and to identify gaps. Partnership with Children also has a consultant conduct phone interviews with parents to gather more detailed information about their experiences with the program and the school.

The Partnership with Children program director, educational specialist, and teachers will collaborate regularly so that the initiatives and programs offered during the day seamlessly spill into the afterschool programming schedule. There will be opportunities for ongoing parent workshops and seminars. Parents are welcomed and supported in our school and will have an opportunity to work and learn along with their children in our afterschool and Saturday programs.

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, parental involvement and engagement will increase by 20% and parents will share responsibility for improved academic 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>To increase parent involvement and engagement to support our efforts in achieving this goal, each content department will host a detailed, differentiated lesson for our parents during the Tuesday parent engagement block. Parents will work with one another and teachers of other content areas to complete a task. These task driven lessons will be tiered and scaffold so that parents are able to:</p> <p>— Experience what their child is exposed to during the school day</p> <p>— Familiarize themselves with the rigorous work in order to assist their child at home</p> <p>— Have an opportunity during the course of a school year to work collaboratively with the community based organization, the teaching and administrative staff</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Teachers, Administrative Team, Renewal Team, Community Based Organization-Partnership with Children</p>
<p>Share individual student data with parents and provide them with strategies to support their child’s needs. Extend translated data to all families new to the community.</p> <p>Workshops in the Fall and Spring facilitated by Partnership with Children to provide parents with strategies to address the social-emotional needs of their children. Workshops will be geared towards specific subgroups</p> <p>New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Community Based Organization-Partnership with Children</p>
<p>Monthly implementation of parental offerings (workshops, engagement meetings, evening recognition events.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Partnership with Children</p>
<p>Parent University- Partnership with Children will offer the Parent University workshop series on a monthly basis. Topics:</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Partnership with Children</p>

<ul style="list-style-type: none"> → Supporting parents as their children prepare for the ELA/Math exams → Healthy eating → Gangs awareness → Building healthy relationships 			
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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.											
<ul style="list-style-type: none"> → Professional Development will be provided through the coordination of guidance counselor, parent coordinator and Dean in addition to providing workshops from community partners. → Teacher per session will be provided to engage in workshops and host parent engagement blocks. → Refreshments, instructional materials and supplies will be purchased as needed. → Collaboration with Partnership with Children to improve student attendance and provide socio-emotional support and guidance for students. 											
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
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	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?
Monday through Friday students will be provided with Academic Support. Between the hours of 2:20 pm and 3:20 pm, students will have an opportunity for homework help as well assignment recovery.

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

The Partnership with Children program director, educational specialist, and teachers will collaborate to implement the program which will fit seamlessly into the afterschool programming schedule. An individual assessment of each student in the program will determine his or her appropriate placement within specific content areas. The following will be an integral part of the program:

- Explicit reading instruction and practice
- Student mastery of the reading skills in one book before progressing to the next
- Daily recording of student attendance, progress, and mastery
- Analyzing progress data to monitor success and identify and communicate areas of concern

The following activities and opportunities will be offered to students:

- **Comic Book Club (Enrichment – Literacy)** Educates in the areas of literacy and arts through alternative approaches to learning and character development.
- **Djembe (Leadership Development)** will focus on thinking and talking About Works of Art. In this activity, students learn how music can convey meaning, and how African societies use the music of the Djembe drum to communicate messages. Working in small groups, students will create their own messages using the Djembe drum. They will perform for the end of the school year showcase.
- **Drama (Enrich Literacy)** Participants will learn script reading, improvisation and stage movement.
- **Film Club (Leadership Development)** In this course students will study filmmaking techniques. They will view and analyze films from different genres, explore careers related to film and video production and work with digital cameras to produce their own short films.
- **Girls Softball (Enrichment STEM)** The math in softball involves a wide range of math topics. Kids can practice geometry, percentages and even basic mathematical operations while playing or watching a game of softball.
- **Hip Hop Dance (Enrichment STEM)** Geometry in Dance Geometry is perhaps the most apparent subfield of mathematics present in dance. We can consider the shapes, patterns, angles and symmetry of many different aspects of dance within a variety of scopes. The analysis could concern anything from one dancer frozen in a position to a whole ensemble actively moving in space. In the first case, we would look at the lines of the body and their relation to each other and to the space in which the dancer exists. In the latter, we would consider not only the lines and shapes created by the collective and the way in which they change with the music, but also the patterns of beats bringing on those changes.

→ **Nutrition** - students will practice skills ranging from safety and sanitation, accurate measuring and recipe math, correct utensil and appliance operation, to time management and table etiquette

A key program goal is to identify and implement strategies that increase the frequency and quality of parent involvement in the school. Involvement is achieved in the following ways:

→ Summer BBQ & Orientation- Partnership with Children social workers will participate along with the school with welcoming students and families to Satellite East during a summer BBQ & orientation. This provided an opportunity to build relationships, provide information about programming being offered, obtain enrollment forms, and engage students and families in activities.

→ Parent Teacher Conferences- Partnership with Children staff is present during parent/teacher conferences to provide support should issues arise that call for a social worker's expertise. Social workers might also arrange to attend the conference along with the parent and teacher, especially when it is clear that the student or family require additional school or community-based supports.

→ Casework Needs- Partnership with Children staff is able to meet with any parent or guardian who requires assistance for themselves, their family, or their child. Social workers can provide referrals for a variety of needs including but not limited to mental health services, medical providers, housing assistance, legal assistance, support with ACS or Family Court issues, etc. Social workers are available to attend appointments with families if they wish to have this level of support.

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.

1. The Partnership with Children program director, educational specialist, and teachers will collaborate to implement the program which will fit seamlessly into the after-school programming schedule.

2. The program will be structured with an hour of reading instruction and practice, mathematical skill building and homework help. Students will then participate in several of the following-drama, film club, dance, and STEM.

3. There will be daily recording of student attendance, progress, and mastery. There will also be continuous analysis of progress to monitor success and identify and communicate areas of concern to parents.

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

August 2015-June 2016

Part 5 – ELT Budget and Resource Alignment

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

→ Professional Development will be provided through Southern Cross Country Consultancy and Technical Education Research Center (TERC)

→ Teacher per session will be provided to engage in the activities listed above.

→ Instructional materials and supplies will be purchased as needed.

→ Collaboration with Partnership with Children to improve student attendance and provide socio-emotional support and guidance for students.

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

Part 6 – ELT Progress Monitoring

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

We will monitor progress by analyzing:

attendance data

assessment data

suspension rates

increase/decrease of parental involvement

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.

100% of our parents will be contacted at the beginning of each semester to discuss their child's progress and to elicit parent support and participation in helping their child better understand that developing strong intellectual skills and college readiness habits/behaviors greatly increases their potential for being successful .

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.

All grades 6 through 8 students and their parents will be targeted Partnership with Children staff is able to meet with any parent or guardian who requires assistance for themselves, their family, or their child. Social workers can provide referrals for a variety of needs including but not limited to mental health services, medical providers, housing assistance, legal assistance, support with ACS or Family Court issues, etc. Social workers are available to attend appointments with families if they wish to have this level of support.

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.

The Partnership with Children program director, educational specialist, and teachers will collaborate to implement a tutoring program which will fit seamlessly into the after-school programming schedule. An individual assessment of each student in the program will to determine his or her appropriate placement within specific content areas. Additional task of the Educational Specialist will be the following:

- Explicit reading instruction and practice
- Student mastery of the reading skills in one book before progressing to the next
- Daily recording of student attendance, progress, and mastery

- Analyzing progress data to monitor success and identify and communicate areas of

concern

Partnership with Children social workers conduct assessments of student needs by gathering information from a variety of sources including school administrator, teachers, parents, direct observation of and interaction with students, and analysis of relevant student data. Under the direct care of licensed Master level Social Workers, students are then triaged into the appropriate level of care, with parent consent. Students with the highest level of need, for example, students with debilitating psychiatric issues, are referred to mental health services outside of the school. The next level of service is individual counseling. Social workers meet with assigned students once a week for 45-min sessions to work on social, behavioral, emotional, academic, family, and attendance goals. Social workers may have more frequent contact with these students for urgent behavioral intervention or crisis intervention. The next level of service is small group counseling. Social workers facilitate social-emotional learning lessons that help students build social skills, provide tools to effectively express themselves and manage conflict, and teach students leadership skills.

Our extended learning time program is designed to support student and school community success, and provide new and enriching experiences for students that would not be offered during school day hours. Our collaboration/partnership with Partnership with Children during the school day will be a true collaboration, with goals and expectations determined in tandem with students, and families so that all stakeholders have a clear understanding of, and are invested in, the program activities. Partnership will implement multiple methods of communications feedback collection to improve the effectiveness of our after-school program. The program director will have bi-weekly check-in meetings with the Partnership with Children site-supervisor (school day program) and school administration to address any concerns, and allow time for suggestions/questions to move the program forward and improve student outcomes. Partnership will also administer surveys to students, teachers, families, and other partner organizations three times per year to assess the effectiveness of the program and participant satisfaction.

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.

1. The Principal, Assistant Principal and the school-based members of the School Leadership Team will collaborate and meet with our Community Based Organization Partnership with Children monthly to set targets and goals for our families and students on an ongoing basis.

2. The Extended Learning Time will be a seamless extension to our school day. Partnership with Children

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

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

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)	Classwork Performance on standardized assessments Performance on baseline assessments	CCLS aligned performance tasks; Wilson	Small groups	During the school day and after school
Mathematics	Classwork Performance on standardized assessments Performance on baseline assessments	CCLS aligned supplemental material, in-house, skill and drill sets	Small groups	During the school day and after school
Science	Classwork Performance on standardized assessments Performance on baseline assessments	CCLS aligned supplemental material	Small groups	During the school day and after school
Social Studies	Classwork Performance on standardized assessments Performance on baseline assessments	CCLS aligned performance tasks and supplemental material	Small groups	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor,	Counseling	One to one; small groups	Small groups	During the school day

<i>School Psychologist, Social Worker, etc.)</i>				
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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.
<ul style="list-style-type: none"> → A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self-reflection. → The Teacher Effectiveness Program -Advance is utilized to support teachers and help retain teachers. → The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubric. → Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified. → Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.

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).
<ul style="list-style-type: none"> → School Based Intermediate Supervisors Institute (CSA) → Mentor Meetings → Graduate Courses → Collaborative Team Meetings → Attend recruitment fairs to identify HQT. → Demonstration lessons are observed before teachers are considered for hire

- A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self-reflection.
- The Teacher Effectiveness -Advance is utilized to support teachers and help retain teachers.
- The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.
- Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.
- Administrators conduct beginning, midyear and year end conversation to give feedback to teachers on their progress.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A committee of teachers participated in the selection of assessment to be used for local and state measures.

The team consisted of 8 teachers who:

- Participated in professional development which clearly outlined the array of assessments they could select,
- Viewed a DOE Webinar detailing the guidelines for the MOSL.

→ Provided guidance to the remaining teaching staff on the MOSL selection.

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 Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	155,570.00		
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	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	921,136.00		

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. **Satellite East** 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. **Satellite East** 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)

Satellite East 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>Satellite East Middle School</u>	DBN: <u>13K301</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>17</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _____ The MS 301 Skill Builders Class will support English Language Learners in building and improving their skills in the reading and writing modalities. This program is needed based on the data from the 2014 NYSESLAT scores which resulted in an 85% of the ELL population in the school scoring at the lowest percentiles in the reading and writing modalities. This program will also support students in acquiring the necessary skills to display improvements in academic achievement and increasing scores in all state examinations this school year. The subgroups and grade levels of the students served are beginner, intermediate and advanced levels Our school's program will be comprised of Seventeen ELL students (all of the ELLs in our school). These students are from grades 6, 7 and 8. Seventeen ELL students will participate in the Supplemental Instructional Class-Skill Builders. Using the English 3D Program from Scholastic, dictionaries and glossaries in this class will give the ELLs the opportunity to practice reading and writing skills. The students will read and write articles about current societal issues and problems. Students will use higher order critical skills to provide solutions and choices to a variety of dilemmas. They will read and write about issues and present their thoughts to the group. Students will create portfolios of their best work. Students will also view various content area videos and complete teacher made video viewing guide to build comprehension skills and also create written summaries and essay based on the videos. This program will take place afterschool on Monday and Thursday from 3:00 pm - 4:30 pm beginning November 10, 2014 through May 7, 2015. All classes will be taught in English by Ms. L. Taylor the certified ESL teacher and our school's ELA teacher. The ESL and ELA teacher will work on reading and writing to increase the skill base of our ELL students.

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Part C: Professional Development

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

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

Begin description here: _____ Part C: Professional Development

The ESL certified teacher, Ms. L. Taylor will be participate in this study group along with of five lead teachers. Camilla Holmes, our network liason will facilitate this study group.

Workshop Series Topics/Dates and Time:

1. ESL Best Practices, Methods and Techniques for ELLs - 1/9/15 from 2:30 pm - 3:30 pm
2. SIOP Lesson Planning Best Practices for ELLs - 1/16/15 from 2:30 pm - 3:30 pm
3. Student Engagement for ELLs - 1/22/15 from 2:30 pm - 3:30 pm
4. Strategies to Improve Reading and Writing Skills for ELLs - 1/30/15 from 2:30 pm - 3:30 pm Based on teachers' survey results there is a need for strategies and best practices to support ELLs in all grade levels here at 13K301. The teachers, number of participants, and certification are below:

Part C: Professional Development

Math (1 teacher)
Science (1 teacher)
English Language Art (1 teacher)
Special Education (2 teachers)
will participate in this professional development series

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: _

Part D: Parental Engagement Activities

The rationale for these activities is to empower parents and provide guidance and tools to support their children in improving their academic achievement (English Language Learners). Parents will be notified of these activities based on their selected language in written form, telephone calls and announcements during parent teacher conferences as well posters and flyers in various languages. The parent coordinator will assist the ESL teacher in communicating with parents. Ms. L. Taylor, ESL certified teacher will facilitate the parent workshops.

Workshop Series Topics/Dates and Time:

1. Parents as Partners for ELLs - 2/26/15 from 3:30 pm - 4:30 pm
2. School and Home Connection for ELLs - 3/5/15 from 3:30 pm - 4:30 pm
3. Parents as Partners and State Assessments for ELLs - 3/12/15 from 3:30 pm - 4:30 pm

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	-
Purchased services	-	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 13	Borough Brooklyn	School Number 301
School Name Satellite East Middle School		

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 Ms. Kim Mc. Pherson	Assistant Principal Ms. Tricia Hazelwood
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Lorianne Taylor	School Counselor Ms. Jennifer Denton
Teacher/Subject Area Ms. Winna Allette	Parent Mr. T. Francis
Teacher/Subject Area	Parent Coordinator James Reaves
Related-Service Provider Stacey Bradshaw, Speech/Lang.	Borough Field Support Center Staff Member Ms. Terisita Peralza, Teacher
Superintendent type here	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	119	Total number of ELLs	10	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	10	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	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	6	1	1	4						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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								3	1					0
Urdu														0
Arabic								6						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)							4	3	2					0
Emerging (Low Intermediate)							1	1	1					0
Transitioning (High Intermediate)								1						0
Expanding (Advanced)							1	1						0
Commanding (Proficient)							2							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	2	1			0
8	2				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	2	1							0
8		2	1						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	6		3						0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills are assessed using running records. This assessment provided insights into reading comprehension weaknesses and inform instructional practices regarding reading skill needs for all three grade levels. In addition, teacher-created assessments are implemented in order to identify the strengths and weaknesses of English Language Learners in the four language modalities (listening, speaking, reading, and writing) The assessments serve in aiding instruction by helping to develop instructional plans and creating teacher and student goals to meet the linguistic, cultural and educational needs of all ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the results of the NYSITELL between the 2014-2015 and 2015-2016 school year. The data paterns reveal that a majority (about 75%) the students showed weakness in reading and writing. Half of the students received their best scores, in listening and speaking, about 77%. They received intermediate scores intially on the NYSITELL and later received emerging and expanding scores on the NYSESLAT, which shows some progress in their language acquisition. The other half of the students received very low scores for all four language modalities (listening, speaking, reading, and writing) These students initially received entering level scores on the NYSITELL and they are currently entering level proficient. The NYSESLAT data reveals the typical results of a second language learner in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing.
 The data suggests that vocabulary acqisition is needed to assist the students in becoming more proficient in reading and writing. The data reveals that our students need to make greater strides from year to year on the NYSESLAT on all grade and proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Currently, the NYSESLAT data reveals the typical results of a second language learner in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing.
 The data suggests that vocabulary acqisition is needed to assist the students becoming more proficient in reading and writing. The data reveals that our students need to make greater strides from year to year in NYSESLAT on all grade and proficiency levels.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

listening and speaking skills. Continental publishing Vocabulary Links, Phonics and Word Study and New York ELLs are used to help our students improve language acquisition and vocabulary development across all proficiency and grade levels. The entering, emerging, transitioning, expanding, and comanding level students show increasing growth in listening and speaking skills in all content areas. They continue to need improvement in reading and writing skills. At this time the ELL periodic Assessments are not currently being used.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Differentiation of instruction is used to ensure the students second language development and utilized in every classroom.

Students demonstrating patterns of concern are identified and are provided with interventions (Wilson Language System , ELA and Math Content Support). Interventions are adjusted accordingly based on student needs and mastery.

Appropriate core instruction is delivered to all students in their regular class and research-based instruction is delivered to all students. Differentiated instruction is used to meet the wide range of student needs in conjunction with curriculum that is aligned to the state learning standards and grade-level performance indicators for all subjects. Instructional strategies that utilize a formative assessment process are incorporated in the instructional plan for ELLs.

It is important to identify students who are not making academic progress at expected rates. It is vital to review the students educational history/background in order to wholistically know the ELLs. Targeted instruction is provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study and addressed during weekly intervention sessions.

Progress is monitored through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data (student work, observation logs, and teacher made exams) is collected as part of progress monitoring and used to make informed decisions about changes to instruction.

Parent notification is provided to inform the parents of student progress.

In addition the The implications for the school's instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Extended Day and Saturday classes are offered to target specific modalities and to help students on all levels become familiar with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their language acquisition, vocabulary development and academic progress.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Through active monitoring, the ENL teacher and content teachers confer a separate occasions several times throughout the year to discuss the specific needs of ELLs in their content area classes. Based on those meetings, appropriate strategies are determined and implemented to help the students access the content. In addition, throughout the year the ELLs receive formal teacher-created assessments to track their progress in acquiring and strengthening their language skills in all four modalities. At the end of the year NYSESLAT score is compared to the NYSITELL and are analyzed to evaluate the success of each student as well as the ENL program at 13K301. The school administration conducts classroom visits and reviews student scholarship data to support teachers in their instructional best practices.

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.

Parents are given a Home Language Survey (HLIS) to identify the child’s native language proficiency. The administration of HLIS includes an informal oral interview which must be completed with the assistance of a pedagogue in English and in the native language. A licensed teacher (LAP Team teachers: Ms. Perlaza, Ms. Nyarko or Ms. Schrup) or Ms. Lorraine Taylor, ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HLIS indicates that the child uses another language more than English, an oral interview is conducted by Ms. Taylor conducts the interview. (if the parent or student requires an interpreter during the interview, one can easily be provided immediately over the phone using the Translation and Interpreter Unit native language to further determine if the student requires administration of the NYSITELL, which would be administered by a licensed teacher or Ms. Lorraine Taylor, ENL teacher. Performance on this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient. The administration of the Spanish LAB for Spanish Speaking ELLs is completed by the LOTE teacher

Once the NYSITELL is scanned, the ESL Teacher notifies the parents of their child’s entitlement status. The students are tested within ten days of enrollment for the NYSITELL. The ENL teacher plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs available during the parent orientation. Parents are invited in writing and via telephone and it is hosted by Lorianne Taylor, ENL Teacher and/or other members of the LAP team. The parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and

visit the ENL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ENL Programs for English Language Learners are explained to the parents in detail. At

the end of the orientation, the ENL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision the Parent Coordinator will follow up to ensure the return of the document.

The Freestanding ESL (Pull-out/Push-in model) Program will support the newly entitled student and enrollment is immediate. The parents of students who have been identified as English Language Learners are given an Entitlement Letter. The Entitlement Letter is provided to parents to inform them about the child’s identification (proficiency level and mandated number of minutes and the child is enrolled in the program within ten days. If at any time, we have a population of 15 students within two contiguous grade levels with parents requests of a Transitional Bilingual Program, we will open one as mandated. All students who are enrolled in the ENL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English Language until they attain the Commanding level. They no longer require mandated ESL services but are entitled to two years of mandates support during this time of full transition into general education classes. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, M.S. 301 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children’s academic progress. All parents are informed about our support/intervention programs. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual ensure communication between the school and the home. The Translation and Interpretation Unit and outside agencies are used by the school to best communicate with all parents as needed. Ms. Taylor is bilingual and assists parents in their native languages: French.

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).

SIFE students will initially be identified using a SIFE questionnaire, which will include the HLIS in order to identify whether or not a student has had any interruption in schooling, and an informal interview will be conducted with the parents. If the amount of interrupted learning amounts to at least two years, the student will be considered to be a SIFE. In order to officially determine a student as a SIFE, over the course of two weeks the student in question will meet with a LAP team member for one 45 minute period per day, and he/she will administer reading and writing tasks in the student’s native language and in English from at least two grades below the students current grade level. The student will perform tasks including read two to four short texts aloud and silently, copy them, and answer questions about the texts.

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).

The identification process for ELLs entering with an IEP is as follows: First, it is necessary to confirm whether or not the the student has an IEP as well as speak another language as determined by the Home Language Survey. Next, the language proficiency team (LPT) reviews how the students’ language is developing and then decides if the student is eligible to take the NYSITELL. if the student is

eligible to take the NYSITELL, he/she will complete the enrollment process as normal. Otherwise, for ineligible students, the LPT recommendation is sent to the principal for review. If the principal determines that the student should take the NYSITELL, he/she will complete the process as normal. If the principal determines that the student should not take the NYSITELL then that determination is sent to the superintendent or designee for review. The parent or guardian should be notified within three days. If the superintendent determines that the student should take the NYSITELL, he/she will complete the process as normal. If the superintendent or designee determines that the student should not take the NYSITELL, then the parent is notified and the process is discontinued.

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.

The school ensures that new and continued entitlement letters are distributed to all mandated students in the beginning of the school year by Ms. Taylor and the parent-coordinator. Any necessary documents are sent out ahead of time to be translated in Spanish, French and Arabic and sent to parents via email, postal mail, and backpack. The documents are secured and placed in a cumulative folder during each school year.

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).

The Translation and Interpretation Unit is used to support parents language needs. Parents are notified via mail in their preferred language and they have the right to appeal ELL status within 45 days of his/her child's enrollment date.

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.

The licensed and certified ENL teacher provides the parent orientation sessions upon entrance to the school and the HILS form is completed. The parents are brought in for an orientation with in the first week of their child being admitted into the school. The parents are shown the video from the EPIC materials describing the three program offers. The parents are told the programming that are school offers and are informed of next steps if they choose to opt into another program. Parents are constantly kept informed of students progress, school programs and workshops through translated materials in the home language as well as by the ENL teacher. Parent outreach is conducted by the parent coordinator and the following bilingual teachers: **** Ms. Taylor (classroom teachers). Notices in the parents' native languages are available for the parent orientation sessions held during the school day and evening sessions every term. Outreach is conducted to the parents who had previously chosen a TBE/DL Program in the beginning of the school term every year regarding the status of their request via email, backpack, mailed letters and telephone calls in English and the native language by the LAP Team teachers, designated bilingual teachers /ENL teacher and language coordinator orientation for parents is scheduled during the fall and spring parent conferences. Additional make-up sessions are provided in order to follow up with parents that did not complete parent choice surveys

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.

In order to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner, we highly encourage parents of new entrants to New York City public schools to complete all forms at the time of enrollment, which is when the interview will also be conducted. This system is meant to avoid any delay in receiving both the Parent Survey and Program Selection forms. If in the event that a parent is unable to complete all forms at the time of enrollment, he/she will be given a specific date to return the forms. If the forms are not returned by the specified date, the parent will be sent a reminder letter or notified however he/she prefers to be contacted, a week after the letter was initially issued. Parent letters are written in their preferred language.

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

The ENL teacher will notify the parents if after one week they have not completed and returned their forms. If the forms are not returned after two weeks, Ms. Taylor, the ENL teacher, will notify the pupil secretary to send the parent a letter as a second reminder to submit the forms. Surveys are collected and stored in the student's cumulative files and teacher binder.

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

After it has been determined through the NYSITELL that a new student is an English Language Learner and eligible to receive English language services, the placement parent notification letters will be distributed by the ENL teacher within ten days of a new student's enrollment.

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

All pedagogues and school administrators retain and have access to ELL documentation for each child All documents are kept in an ENL binder as well as original copies of documents for each student is kept in their cumulative folder.

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.

Each year a testing schedule is derived based on the ATS report - RLER which provides the list of eligible students to take the NYSESLAT. Ms. Meade, Testing Coordinator meets with the teachers and reviews procedures for test administration. Based on the test administration documents a schedule is created for the students to be tested and the LAP Team teachers will support the assessment

process (Ms. Taylor, ENL Teacher, Ms. Bradshaw, the Speech teacher). The four components (Speaking, Listening, Reading and Writing) of the exam are tested based on the structured schedule and timelines set for the assessment. Ms. Meade, Testing Coordinator has procedures in place and protocols with the assigned staff to ensure testing is complete, accurate and flawless.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed within the first month of the following school year via mail in the parents preferred language.
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).

As of the 2014-2015 school year, all of the ELL parents requested that their child be placed in the Freestanding ENL program, which was a total of 18 students.

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.

The goal of our ENL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in both a Stand-Alone ENL model and Integrated ENL model of 45 minutes periods with small groups of no more than six students over two consecutive grade levels, who are also on the same language proficiency level. Students follow the same curriculum as monolingual students and the ENL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings. During specified teaching periods the ELA and ENL teacher have collaborate. The ENL teacher will push-in as needed to fulfill each students required minutes as mandated by CR-Part 154 to provide support and scaffolds for the ENL students in their content area classes. In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ENL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ENL teacher creates the ENL schedule which is approved by the Principal of the school to ensure compliance. Students at the following levels: Entering (formerly known as Beginning), Emerging (Low Intermediate), Transitioning (formerly known as Intermediate), and Expanding (formerly known as Advanced) receive 360, 360, 180, and 180 minutes respectively of ENL instruction which includes ENL instruction in Literacy and content areas per week. Students at the Commanding (formerly known as Proficient) level receive two 45 minute periods, totaling 90 minutes of ENL instruction per week. ENL instruction utilizes hands-on activities and use of graphic organizers in small groups. The Integrated Model provides mandates for students according to their proficiency levels/grades. The ENL certified teacher provides support in the integrated class using small group previewing lessons, strategies/methodologies using the four modalities. Content teacher and ENL teacher collaborate to make content instruction consistent and accessible.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

Ms. Taylor, ENL teacher, incorporates both Integrated ENL (collaborates with content area teachers and works with the students in their content area classrooms) as well as Stand-Alone ENL services (students meet in a freestanding ENL in small groups), which allows for more individualized lessons that cater to student needs. MS. Taylor schedules both her pull out classes and Intergrated ENL sessions in order to meet the individual mandates of CR-Part 154, of each student according to their proficiency level entering, emerging, transitioning, expanding, and commanding. The entering and emerging students receive 360 minutes (entering- 180

mins of Stand-Alone ENL and 180 mins of Integrated ENL / emerging- 90 mins Stand Alone ENL, 180 mins of Integrated ENL, and 90 mins of either Stand-Alone or Integrated), the transitioning and expanding students receive 180 minutes (transitioning - 90 mins of Integrated and 90 mins of either Stand-Alone or Integrated ENL / expanding - 180 mins of Integrated ENL), and the commanding students (aka former ELLs) receive 90 minutes (either Stand-Alone or Integrated ENL) per week of mandated ENL services. For the Stand-Alone model, students are grouped according to their proficiency levels. The entering and emerging group is provided with ample opportunities to develop vocabulary, learn vocabulary building skills, and automaticity/fluency skills. Social and situational speaking is encouraged in a small group setting for students at these levels. The transitioning and expanding level students are supported in continuing to build their fluency skills, and academic vocabulary development to improve reading and writing skills, and acquire more skills (effective questioning and use of context clues) to assess their own learning in order to encourage them to become more independent learners. In addition to that, the commanding level grouping continues to work on class discussion skills, and writing skills. All students are given their mandated services and are given extra time during the 37.5 minutes. All students are being supported in the Common Core Learning Standards for all the core content areas: ELA, Math, Science and Social Studies. The students also participate in after school supplemental programs in ELA and Math. In addition to their mandated ENL services the ELLs also receive intervention services twice per week to support ELA and Math during the school day.

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.

Ms. Taylor is using Differentiated Instruction in order to individualize instruction for all learners (groupings based on levels, varied activities and techniques are used to provide meaningful engagement in the classroom). Ongoing professional development in the content areas by lead teachers and coaching is provided by Ms. Hazelwood, Assistant Principal in order to provide solid instruction due to the demands of the Common Core Learning Standards. The school is using CMP3 Math Curriculum and Expeditionary Learning for their ELA Curriculum and ongoing professional development is provided and turn keyed to the teachers throughout the school year.

In order to maximize language acquisition for ELLs, Ms. Taylor, ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of the ELLs. Ms. Taylor, ESL teacher also assists in the acquisition of language using the supporting materials (Continental books) on to assist the ESL students in achieving success in the Common Core Curriculum. Students use dictionaries and glossaries to support vocabulary development activities. Classroom libraries which celebrate the multilingual and multicultural students in our program are available in the ESL class.

The ESL teacher uses the DOK and patterns the questions after the ELA, Math and Science common core state exams.

Students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plans to facilitate the growth of students in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academics needs of these students and provide differentiated instruction to support growth in academic vocabulary and written language. In addition, teachers focus on developing higher order thinking skills to enhance their reading comprehension skills. Our targeted intervention program for the ELLs in ELA, Math, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- Math Academic Intervention Services (all language levels)

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

Students are evaluated in their home language short reading and writing exercises, as well as listening and speaking activities, that will be administered about three times a year, once every two months.

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

The Lessons that are delivered have the four modalities (Listening, Speaking, Reading and Writing) of English Acquisition built into the lessons. As units are created the students practice speaking and listening in whole and small group. The students practice reading and writing daily based on the Common Core Standards using the DOK as a tool to ensure the students are experiencing academic rigor. All assessments are teacher made and based on NYS exams (ELA, math, science, and NYSESLAT) The frequency of assessments (reading, writing, speaking, and listening) occur quarterly (September, March, June)

In order to assist our students in both academic achievement and assessment in the four modalities, there is a variety of solutions that we are utilizing this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ENL teachers to create a learning community which is knowledgeable and experienced in research based Instructional Strategies
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction

- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ENL dictionaries and Glossaries in the ELA classrooms

Ms. Taylor, ENL teacher will provide the students with supports based on her knowledge of ENL techniques and methodologies used in the pull out program. Assessments will be teacher made based on CCS and informal and formal exams will be used to continue to provide rigorous instruction and engaging activities for the ELLs. Continental materials are used to assess the four modalities and focus on the CCS.

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

The SIFE are pulled separately periodically to ensure to provide wholistic support. These two students are given emergent texts to support increased decoding and reading skills. These students are in the early production and speech emergent stage and are encouraged to produce short phrases and focus on listening and absorbing vocabulary. Discussions are encouraged to support listening and speaking skills using think- pair share models and previewing are encouraged. There is an emphasis on vocabulary development and increasing written work from phrases to longer sentences. The classwork and activities are differentiated based on student levels.

Newcomers will receive intervention and progress monitoring to review intervention needs. The instruction will focus on vocabulary development as well as comprehension. and writing skills. The focus is on demonstrating opinions and analysis of text. It is important improve fluency and vocabulary knowledge.

Ells receiving service from four to six years and Long term ELLs are in need of enhancing reading and written communication skills, vocabulary development and sentence patterns. Based on the data these students need support in the reading and writing modality.

Former Ells are provided with the support of testing accomodations for two years after testing as proficient. They continue to receive intervention support as needed twice weekly along with their mandated peers in Math/ELA.

In order to help students make academic progress, we utilize the following practices:

- Collaborative planning between ENL and ELA teachers
- Assisting students during work periods, conferencing with students in and out of class, Informal Assessments, and Running Records.
- Additional small group intervention sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Differentiation throughout the ELL program is done through a varied content of assignments and reading materials. Students are given different text covering the same topic as well as varied leveled assignments. All students focus on learning academic vocabulary, reading and comprehension skills, listening, reading and writing with understanding, and facts and details.

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.

Parents, students (over 18) may request a re-identification process/review within 45 days of enrollment. The appeal process starts at the school level and documentation and test results are gathered on the student. It is submitted with the principal's signature to the superintendent for review and a decision. The decision by the superintendent is made and the student receives mandated services and entitlement letter or no services and a non-entitlement letter. In the interim, the student is awaiting a decision and takes part in restorative circle, which is a community building class which takes place during one period, once a week. Extended Learning Time (ELT) provides academic intervention with a specific curriculum (MS Junior Great Books- Curriculum for ELA/five times per week with a content area teacher for one hour. ELT is used to review and bring students to standards based on assessed needs. CMP3 Curriculum is used and God Reasdy Curriculum and NYS Testing Exams. The content teachers collaborate and discuss strengths/challenges for the ELL students as it relates to math and ELA. Students are assessed and evaluated

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?

Teachers use various strategies and grade level materials to teach ELLs and accelerate their English development. Think-Pair-Share, small group instruction, Stand-Alone services, and individual work with teachers. Continental Press materials include Vocabulary Links (for vocabulary development), Phonics and Word Study materials which are both age and proficiency level appropriate. They materials are geared to vacabulary development and phonics word study for the beginner. New York ELLs

by Continental provides support in language acquisition in the four modalities with lessons on storytelling/using dialogue for listening and speaking and informational/literacy texts for reading. The writing component includes essay writing (descriptive, argument and informational fact based), short responses. The Pearson Longman English Learning System is our newest addition to help furth support our ELLs to have access to lessons based Common Core Standards. Materials used from this system includes 6th -8th grade appropriate Keystone textbook, workbooks , and reader companion, as well as Pearson Language Central materials for vocabulary building. This system is used primarily during the Stand-Alone ENL classes

Differentiation is used for each subgroup, SIFE, Long Term ELLs (LTE), Newcomers strategies are also used to provide individualized instruction and support the academic levels of the students. A variety of D.I. activities provide for various ways students can indicate learning and skill mastery. The ELLs-SWDs are supported by Ms. Taylor the ENL teacher and are provided with mandated minutes as beginners (360 minutes), intermediate (360) and advanced (180 minutes). Software technology is used to supplement phonics, reading comprehension, and sequencing. These materials support student understanding of academic language and language acquisition by helping students decode and analyze texts and write about sequence of events in a story

They are supported in content area instruction for during the Stand Alone ENL and in the Integrated ENL classes which give them the least restrictive environment.

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?

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and classroom teachers
- The delivery of intervention services, after school and as part of our Saturday Academy to ensure the students can be moved to the least restrictive environment.

The students are also pulled out for services with the general education students. The ELLs-SWD's are in Integrated Co Teaching Classes.

Flexible programming is used to provide for maximum time spent with non disabled peers and the students are in the ICT class. The criteria for placement is guided by the SOPM and flexible programming mandates for students with disabilities. The School Implementation Team will begin the process of compiling information on students for review in order to provide evidence to place students in the ICT class based on attendance, behavioral needs, academic and socio- emotional needs. It is important to look at the class needs and inclusion of the parents in the conference on least restrictive environment. The SIT members make recommendations to the SBST regarding flexible programming for upcoming students in preparation of the students' IEP Meetings. The school ensures that this practice takes place by documenting team meetings and involving school administrators and teacher leaders on the SIT team.

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 DUALY 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 DUALY 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.

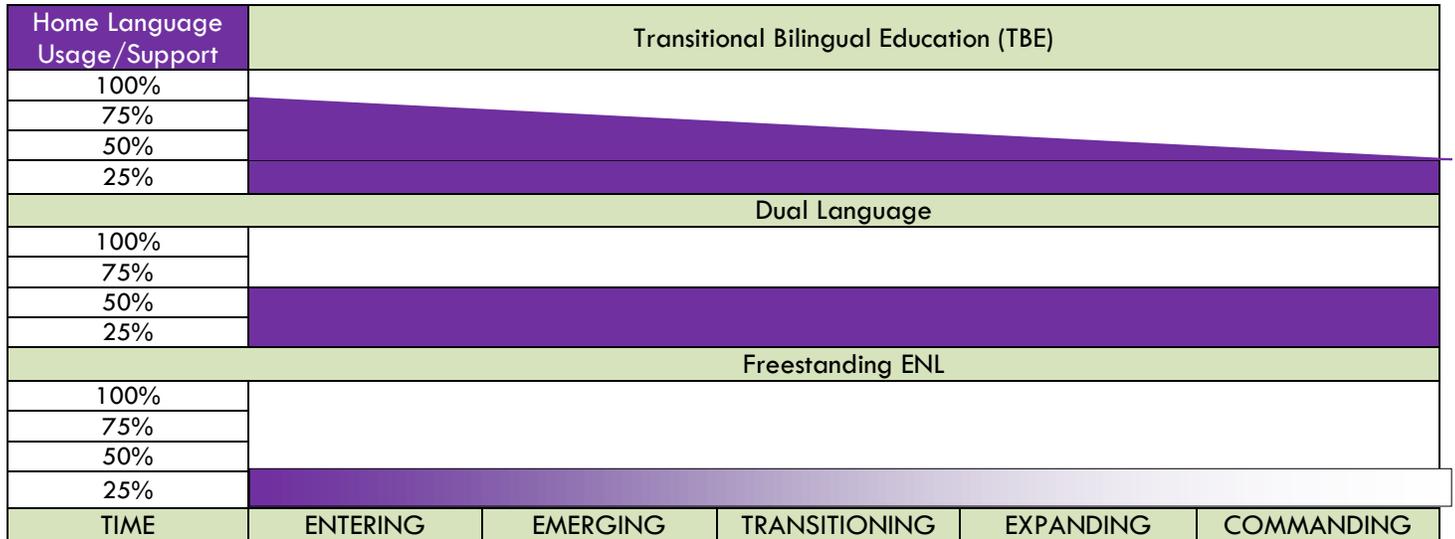


*Note “other approved services” does not apply to New York City at this time.

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.
After School Support/ Targeted Instruction (ELA/Math)- offered in English - All ELLs
Small Group Instruction - Intervention Class for ELA and Math twice Weekly Offered in English - All ELLs
Extended Learning Time (ELT) - weekly math/ELA support
The targeted intervention in ELA and Math ar based on the Core Curriculum of expeditionary Learning (ELA) and CMP3 Math which has exploration and varied practice activities leading to mastery for middle school students. The science program is more hands on and provides for an increased amount of exploration activities which can be extended beyond the classroom.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The school community is working hard to support our ELLs. The population has dramatically increased within two years. We have a population of twenty five students. The students are new to the country and the students are improving in the acquisition of the English language. The teachers collaborate on strategies to support the ELLs. The Assistant Principal coaches teachers in instructional best practices to enhance the acquisition of language skills and vocabulary development in the general education classrooms. sup Teacher observation, informal testing and formative state exams help teachers in evaluating student progress and program effectiveness so that adjustments and shifts are made to improve the current ESL program. The NYS ELA, Math and Science exams as well as the NYSESLAT are used to evaluate the needs of the ELLs in the school. Students are making gains and there is evidence of student academic growth in all four modalities. There is still a need for more improvement in reading and writing in the content areas. Inform teachers about ELLs informally through informal conference and memos and discuss how to scaffold lessons for ELLs and provide ESL methodology/techniques.
12. What new programs or improvements will be considered for the upcoming school year?
The programming will basically remain the same.
13. What programs/services for ELLs will be discontinued and why?
None of the programs/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs and academic and extracurricular services in the building. The students can participate in the Algebra Class which ends in Regents credit or the Pre-Algebra Class and Spanish Class. Students participate in the Chance- Karate Program which is after school (three times per week). They also participate in School Art Program which incorporates graphic art and news print production. Students display their work in the building on the walls which serve as an Art Gallery. The program also teaches students to use other mediums such as painting and sculpture. We also have a STEM after school program motivates students that are interested in science careers. There is a SAT-FIT exercise programs for students and teachers to maintain a healthy lifestyle by jogging and or walking in the gym. This takes place twice per week. ELLs are invited to participate and the parent coordinator/language access coordinator sends letters to parents in their preferred language. Alos the ENL teacher encourages students to participate in the various
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.
Computer Lab, Laptop Carts, Smartboards, language specific dictionaries, calculators, English and Math software programs, translated textbooks, translated articles) These materials are used to support the ESL and general education teachers in all content areas to support all of the ELL subgroups. The native language materials are increasing and the ESL teacher has a variety of materials in the pull out classroom (Continental, Curriculum Associates and translated articles and materials are used).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Some classroom teachers can scaffold native language support in Spanish. Parents are supportive in working with the school for the growing population of Arabic students (materials, books and cultural events). Teachers bring in materials which are culturally relevant to students to enhance their knowledge and promote a positive learning environment. it is imperative that teachers get to know students and for building relationships and trust with families. Technology is used to deliver native language support (internet, programs and google translate).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ELLs are primarily adolescents that come to the school community with a variety of needs. The guidance counselor, and teachers work collaboratively to provide social emotional supports for grades 6 - 8. The Brooklyn North Borough Field Support Center has a wealth of resources for parents and ELLs which are provided by Youth Development. Resources devisions in all areas of student development are provided to the parent coordinator and guidance counselor to aid in supplying the social emotional needs of the students. Related service providers are available to provide guidance in the areas of speech and language, physical development, occupational therapy and social work in order to aid parents and students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are paired with a buddy in the grade to show them the rules and procedure in the school. The ESL teacher aides in helping students adjust to the school culture. The guidance counselor works with the parent coordinator to arrange meetings with families to support the creation of a positive and wholistic learning environment. Ms. Taylor works with parents and students to survey their needs and any problems they may have. Ms. Taylor meets with incoming students and parents for an orientation session in the beginning of the school year along with Mr. Reaves, Parent Coordinator and Ms. Denton, Guidance Counselor.

19. What language electives are offered to ELLs?

Spanish

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)?

N/A

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.)
The ENL teacher has attended the five part series professional development entitled Planning Differentiated Curriculum in the Content Area Classroom hosted by the Brooklyn North Borough Field Support Center.
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?
PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF - ELL Training for special education teachers and non ENL teacher conducts in-house professional development for all teachers on the topics listed below are scheduled for all staff members (teachers, secretary, school aides, parent coordinator, and guidance counselor) One hour professional learning opportunities
 1. Identification Process of English Language Learners - description of the process for teachers/secretaries
 2. CR Part 154 requirements - description of changes and why changes were made/ELL Policy Reference Guide
 3. Analyzing the data for ELLs - ENL Teacher DATA Specialist/Test Coordinator
 4. Understanding the needs of the ELLs - Social/Emotional and Academic Needs of Parents/Students
 5. Review of NYSESLAT scores - describe scores/modalities and new proficiency levels
 6. Scaffolding strategies for ELL's- November 2015 - visual/audio support for ELLs
 7. Strategies for developing academic vocabulary reading skills for ELLs - November 2015
 8. ELLs Strategies and Techniques for Classroom Success Part 1 - March 2015 - Math
 9. ELLs Strategies and Techniques for Classroom Success Part 2 - April 2015 - ELA
 10. ELLs Strategies and Techniques for Classroom Success Part 3 - May 2015 - Social Studies
 11. ELLs Strategies and Techniques for Classroom Success Part 4 - June 2015 - Science
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members are given an orientation by the ENL teacher as to how to best help ELLs to transition in to middle school and high school. For example, to help them transition into middle school, content area teachers are given tips as to how to appropriately provide scaffolds for class assignments and projects, such as breaking up an assignment into manageable parts. Whereas for transitioning into high school students are provided with the skills necessary and are encouraged to take notes quickly and to jot down questions, in either English or their native language to ensure that their questions are answered. Also content area teachers are provided with Continental Press English workbooks to give our ELLs for additional English support in the classroom, which may be used for independent practice, as necessary. Brooklyn North Borough Field Support Center has assigned staff to support the Guidance Counselor with professional development needs.
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.
13K301 meets the professional development requirements for all teachers by providing the aforementioned services of hourly professional learning opportunities. Records are kept for professional development activities (agendas/attendance sheets)

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?

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in the agenda for the meetings. Bilingual teachers translate at the meetings. LAP Team members and bilingual teachers are also provide help in understanding the structure of LAB-R testing, NYSESLAT, and NYS Intermediate Level School Testing in ELA, Math, and Science. Translation and Interpretation Services are provided by the Translation and Interpretation Unit.

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.

Records are maintained regarding communication with parents (logs letters, flyers, and memos). Partnership with Children community based organization's director Mr. Jose Rivera-Perez translates and interprets letters and documents in Spanish.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parents are invited to participate in all of the parent involvement activities. The parent involvement activities featured this year are as follows: Curriculum Night, Parent Orientations for ELL Parents, Orientation for New Students, Family Night, Game Night, Fitness Night, Informational Meetings, and Parent Teacher Conferences with Guest Speakers. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ESL Program so that they are aware of the general format of the ENL program. We also plan and conduct parental engagement activities related to ARIS and literacy to attract the participation of ELL families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school collaborates with Partnership with Children to provide services to ELL parents (outreach students/parents, and activities.

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated by surveys and conversations with parents during various PTA Meetings and Orientation Conferences by Mr. Reaves, Parent Coordinator and Ms. Taylor, ENL teacher. Mr. Jose Rivera-Perez, Partnership with Children Director, also supports these activities.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities address the needs of parents by giving them opportunities to meet with other parents of ELLs to help build a stronger and more supportive ELL community. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ESL Program. The activities noted address the parents needs as evidenced by the positive feedback received by staff and the participation at the events. The activities incorporate interactions with all parents and the school community in both educational and recreational events. Mr. Perez, Partnership with Children Director, supports increasing ELL parent engagement and access to resources for the school.

D. Additional Information

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

To assess the literacy skills of the ELL's Ms. Taylor, ESL teacher uses Fountas and Pinnell to determine their reading levels.

The data assists in providing meaningful insights to how the students can decode the language. However, it does not assist with the comprehension of what was read. Ms. Taylor, ESL teacher along side with the ELA teachers collaborate and work on vocabulary scaffolding. The instructional plan is determined through thorough analysis of the students reading level, comprehension level and student critical thinking and analysis skills. The plan is then tailored to include various inputs and outputs based on group need. The data reveals the students have an excellent command on BICs communication and have difficulties in the reading and writing comprehension. Students still need to improve CALP.

The patterns across the NYSESLAT modalities affect instructional decision school wide because it is a noted trend school wide, that reading comprehension and writing are an overall need. The school had addressed this issue through various initiatives to promote reading and writing throughout the ELL population as well as the rest of the school.

In the Free Standing ESL program, the students are moderately proficient in speaking and listening but are below proficiency in reading and writing as evidenced by the daily interactions of Ms. Taylor, ESL teacher.

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)
Ms. Kim. McPherson	Principal		1/1/01
Ms. Tricia Hazelwood	Assistant Principal		1/1/01
Mr. James Reaves	Parent Coordinator		1/1/01
Ms. Lorianne Taylor	ENL/Bilingual Teacher		1/1/01
Mr. Francis	Parent		1/1/01
Ms. Winna Allette	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
Ms. StaceyBradshaw	Other <u>Speech/Language</u>		1/1/01
Jose Rivera-Perez	Other <u>PwC Director</u>		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13K301 **School Name: Satellite East Middle School**
Superintendent: Barbara Freeman

Before you begin, please check the following:

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

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

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

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

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

At the beginning of each academic year any new students entering the New York City school system, specifically MS 301-Satellite East for the first time completes the HLIS form as a part of their Registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and the DOE Blue Cards are distributed to every students home inquiring about preferred oral and written language for their communications. Of the 167 students this year, parents speaking Spanish, Bengali, and Fulani have asked for translation of written documents. All DOE communications (HLIS, Parent Brouchures, Entitlement letters, Non-Entitlement letters, Continued Entitlement , ect) already come translated and are provided in the appropriate and requested languages. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, and Arabic for any parent calling in, or coming in for information about their child. Additional ways to collect data to support parent communication are as follows: ATS report of preferred languages, parent surveys, and teacher surveys (collect by class).

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

This year the parents preferred languages for both written and oral communication are for Arabic, Bengali, Spanish, French, Fulani.

Part B: Creating a Communications Calendar

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

Documents typically sent out to parents that require translation are parent-teacher conference announcements, ENL program welcome letter, afterschool information, New York State testing dates, general overview of student curriculum. The school pains to disiminate parent facing documents and submit translation requests to the Translation and Interpretation Unit as needed. Special events and activities will incorporate contact with an interpretation vendor to support parents' preferred languages.

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

Annual face-to-face meetings that will occur throughout the year include all parent-teacher conferences scheduled for school year 2015-2016 on November 4-5 (Elementary School) 17-18 (Middle School), March 2-3 (Elementary school), and March 16-17 (Middle School). Also throughout the school year we will have meetings and PDs organized by the ENL teacher for non-native English speaking parents and staff members to improve strategies to teach ELLs in the classroom as well as helpful recommendations to best support ELLs in the home.

Part C: Providing Language Assistance Services

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

In order to ensure timely provision of translated documents to parents, all documents that require translation, will be submitted to the Translation & Interpretation Unit at least a week in advance. This is done to ensure that all notifications to parents of ELLs are distributed at the same time as the rest of the school community. Many templates for school holidays, parent-teacher conferences, and other DOE notices are available in a variety of languages on the intranet and will be utilized by school staff. A roster of bilingual staff will be maintained and updated as need to inform bilingual parents with their language and interpretation needs. Mr. Perez, Community School Director with Partnership with Children is

available to provide language assisted services to parents in Spanish. Ms. Lorianne Taylor is available to provide language assisted services in French. School funding will be utilized for onsite interpreters for conferences and events as needed.

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

Based on the schedule for all parent-teacher conferences and meetings for ELL parents, the parents will be given the option to have an interpreter on-site in order to facilitate communication. Otherwise, interpreters are readily available over the phone when necessary. All interpreters will be requested through the Translation and Interpretation Unit. Our school's bilingual staff is also available to provide language assisted services to parents.

Part D: Training Staff on Policies and Procedures

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

A Professional Learning Opportunity on the needs of ELLs and families of ELLs will be conducted at the beginning of the school year at which all staff members will be provided with a complete explanation of interpreter and translation services, as well as resources and materials offered to facilitate communication with non-native English speaking students and parents. All teachers and staff will receive a copy of the "I speak..." card which includes the phone number for the over the phone interpretation by the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will fulfill parental notification requirements for translation and interpretation services by posting a Welcome poster in a visible area in the Main Office and Guidance Counselor's office, as well as other various main points in the school. All parents of ELLs will be notified of their rights, as well as how they pertain to their child's education, in a letter format. A record will be kept of which parents have received this information to ensure that all parents are aware of their rights. Parents will be invited to attend the PD given to staff on the resources available for native language access. All notification documents are available at the Translation and Interpretation Unit intranet site.

Part F: Monitoring and Quality Control

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

Surveys will be periodically sent out throughout the year in order to maintain up-to-date information on the needs of our English Language Learners (ELLs). Non-native English speakers will always have the option to request that any correspondence sent from the school be written in their native language. In addition, they will always be given the option prior to all meetings to have an interpreter, either on site or over the phone, during all face-to-face meetings. These surveys also help to anticipate the needs of our ELLs and non-native English speaking parents. The school administration will schedule a focus group of parents inclusive of all culture and languages represented in the school to gather feedback and best practices.