



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	19K311
School Name:	ESSENCE SCHOOL
Principal:	JERMAINE LEWIS

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Section 1: School Information Page

School Information

School Name: Essence School School Number (DBN): 19K311
Grades Served: 6th - 8th
School Address: 590 Sheffield Ave.
Phone Number: (718) 272-8371 Fax: (718) 272-8372
School Contact Person: Jermaine Lewis Email Address: Jlewis18@schools.nyc.gov
Principal: Jermaine Lewis
UFT Chapter Leader: Joseph Usatch
Parents' Association President: Georgia Daley
SLT Chairperson: Jermaine Lewis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Georgia Daley
Student Representative(s): n/a
n/a
CBO Representative: Amma Woods

District Information

District: 19 Superintendent: Joyce Stallings-Harte
557 Pennsylvania Ave. Room 205
Superintendent's Office Address: Brooklyn, NY 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: (718) 240-2741 Fax: (718) 240-2751

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St. Brooklyn, NY, 11201
Director's Email Address: bfitzger2@schools.nyc.gov
Phone Number: (718) 935-3230 Fax: (718) 935-5941

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	Jermaine Lewis	*Principal or Designee	
x	Joseph Usatch	*UFT Chapter Leader or Designee	
x	Georgia Daley	*PA/PTA President or Designated Co-President	
x	Janet Williams	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Amma Woods	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
x	Janet Watson	Teacher	
x		Teacher	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Phillip Hardy	Parent	
x	Gertrude Greaves	Parent	
x	Sharon Smith	Parent	
x	Paula McCourty	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

-The Essence School is a middle school with 124 students in grades 6th – 8th. The school population comprises of 68.6% Black students, 20.6% Hispanic students, 7.2% White students and 4.0% other ethnic groups of students. The student body includes 20.16% English language learners and 33.06% students with disabilities. Males account for 54.03% of the population while females account for 45.97%, and 100% of the total student body is eligible for free lunch.

Mission Statement:

Our school strives to nurture and expand the essence of each student, celebrating and embracing the uniqueness and potential of all members of our school community. Our philosophy rests on providing students with a rigorous academic program in a supportive and caring environment. We empower students to explore, take risks, & cultivate their interests so that they can flourish as students and become productive, successful and well respected adults.

In a vigorous academic environment, we continually challenge students while respecting diverse learning styles and incorporating interactive experiences. We strive to equip our general education, special education and ELL populations with the tools to succeed well beyond their time at the Essence School.

The intimate family atmosphere of our school makes all students feel welcome – it is warm and friendly yet offers an academically challenging program. Our school is an integrated learning community where families participate as partners.

The school's philosophy is grounded in three beliefs:

1. Children should be immersed in an interactive learning community that develops and expands all of their human potential;
2. All children have the potential to learn in an integrated model for general and special education populations and;
3. School is a place for the entire family and community.

To help us carry out our mission, we have partnered with the following organizations:

- Good Shepherd Services – Provides after school, mental health, academic and social services for families in the school and throughout the community.

- PENCIL/PWC – College & Career Readiness (Financial Literacy and Career Exploration Seminars)

- Medgar Evers College (STEM) – Provides robotics instruction to students after-school.

- NFL Play 60 Grant/NBA Fit – Physical fitness awareness for students.
- Shen Wei Dance Group – Provides dance programs for students and exposes them to a professional dance company.
- New Victory Theater – Provides theater arts programs for students and exposes them to off-Broadway plays.
- Mr. Boyd LLC. – Provides mentoring services for at-risk Black & Latino males & P.D. for staff around managing student behavior.
- CHAMPS Sports – Provides students the opportunity to compete in competitive sports programs (Basketball, Volleyball, Flag Football, Track & Field).

In addition to the above offerings, our instructional program features the following:

- City/State Certified Common Core Curriculum (TC Reading & Writing & Go Math)
- Team teaching is used whenever possible to maximize teacher strengths.
- Literature is used throughout the curriculum. Students read novels related to Social Studies and Science themes.
- Writing skills are reinforced in all subject areas.
- Trips are an important part of our instruction. Trips enable students to acquire background information necessary for academic success.
- Visual arts, dance and advisory are offered to every student through-out the school day to cultivate students social and emotional needs.
- iReady ELA & Math programs to enhance and individualize students learning experiences and provide AIS.
- Engrade – Online grading system used to track student progress and share with parents, teachers, administration, etc.
- Imagine Learning to support our ELL population in ELA.
- Expanded Learning Time (ELT) has also been implemented this year to help accelerate the schools growth. Classes/Programs that are offered during ELT include: Math AIS, STEM Science, Drama, Debate, Social Justice, Coding and Robotics

School Strengths – Based on the Framework for Great Schools Report

- Collaborative Teachers
- Effective School Leadership
- Trust

School Challenges - Based on the Framework for Great Schools Report

- Rigorous Instruction
- Supportive Environment

Quality Review 2014-15

Instructional Core

- 1.1 Proficient
- 1.2 Developing
- 2.2 Proficient

School Culture

- 3.4 Proficient

Systems for Improvement

- 4.2 Developing

Our RSCEP goals are designed to build on our successes to date & work to bring about improvements in achieving progress for ALL of our students including our subgroups.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Our Overall Math Data</u></p> <ul style="list-style-type: none"> 1.6% of ALL students achieved proficiency (levels 3 and 4) <p>State MATH Exam Student Proficiency % by Grade:</p> <ul style="list-style-type: none"> 6th Grade 0.0% 7th Grade 2.3% 8th Grade 2.4% <p><u>Strengths Based on the Framework for Great Schools Report:</u></p>		

- School Survey 2013-14 :

- 40% of teachers ‘agree’ that school leaders provide time for collaboration among teachers , and 60% ‘strongly agree’
- 45% of teachers ‘agree’ that teachers in my school work together on teams to improve their instructional practice, 55% ‘strongly agree’

- QR 2014-15 :

- 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Proficient)

Needs Based on the Framework for Great Schools Report:

- QR 2014-15 :

- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by instructional shifts and Danielson Framework for Teaching, aligned to the curricula , engaging, and meets the needs of all learners so that all students produce meaningful work products. (Developing)
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Developing)

Based on the information above the focus of this goal is to deepen our focus on rigorous instruction to ensure every student is able to make progress, and ultimately reach proficiency in mathematics.

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)

1. For the 2015-16 school year Go Math will be enacted for the Math curriculum for all grades. Go Math provides teachers with unit specific scaffolds and supports for all types (and levels) of learners including SWD’s and ELL students. Because this is the school’s first year with Go Math, we will roll out the units as suggested, but will make adjustments to

suit our students as we go along. This will allow the teachers to get a strong grasp of the new curricula, allow scholars to learn the routines and systems as well as analysis skills, and also will support the vision of developing a school-wide movement towards mathematical fluency. The shifts that will be evident will be scholars will have notebooks where they write and explain their work ,write long about what they learned and how they were able to arrive at their answers., classrooms will have the mathematical practices of the common core posted, student to student discussion will take place regularly and classrooms will have anchor charts, group work, and student work displays that reflect the shift.

2. Through ELT students will receive individual and small group academic intervention support focusing on improving students' mathematical fluency and their ability to explain/show their mathematical thinking.

3. The pedagogical practices that will best strengthen our school is a focus around engaging scholars to develop energy for learning and using that energy to take on new challenges in the classroom. Teacher modeling and feedback will be essential to success, but scholars will start driving the engine of learning through more hands-on learning, scholar-created rubrics, self and peer assessments, and teachers will become facilitators of learning and focused around conducting academic interventions where necessary. The mode of instruction will be centered around knowing our scholars, both academically (specific data driven needs and strengths and leveraging them) as well as on a holistic, social-emotional level (based on surveys, observations, conversations and experiences with our scholars). The classes will be engaged in hands-on, conversation based learning where scholars also document their learning through the use of notebooks and assessments.

4. The teachers use multiple entry points to ensure the success of every child by utilizing Universal Design for Learning in order to create opportunities for multiple means of representation, action and expression, and engagement. UDL will become a school-wide consistent focus in order to support all of our scholars in reaching their highest potential. We will develop a teacher study group reading the work of Teach Like a Champion by Doug Lemov to support the development of research based instructional strategies that can impact student learning.

5. Consistency will be supported across the school in several ways. We will work as a school team to explore research and develop consistent school-wide assessment checklists and rubrics, school-wide systems for grading, class discussions, rewards and consequences, vocabulary development etc. Also through increased inter-visitation and collaboration, teachers will be partnering in each others classrooms to ensure the consistent roll-out of these systems and structures.

6. We will use the baseline assessment provided by Go Math as well as the iReady Math diagnostics to track growth and analyze challenge areas in reading. Data will be inputted into a school-wide Google Doc Tracker. Teachers will use data to analyze trends for scholars who need support on the class level. Grade level teams and department teams will also utilize data to conduct inquiry work with the support of teacher leaders and administration. Through data cycles based on our baseline assessments, we will teach, assess, track, and reflect, then repeat this process based on our findings. This will help us narrow in on what our scholars truly need for success.

7. Through our AIS services, ELT, and increased focus on literacy instruction we are striving to ensure that all students will show measurable growth in Math, however, we expect that more than 45% of students will show measurable growth in Math by Year 2.

8. N/A

9. N/A

Upon completion of the Renewal Program, we expect:

- That all math teachers will have a uniform set of best practices that demonstrate the understanding of what rigorous math instruction looks like.
- 50% of our level one students will make progress to a higher proficiency level.
- At least 10% of all Essence School students will be proficient in math.

Part 3 – Annual Goal

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

Goal 1: Based on the Renewal School Benchmark Menu, by June 2016 the overall school student proficiency rating will at least increase by .18 points in Math (from 1.90 to 2.08).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>INSTRUCTIONAL PROGRAMS:</p> <ul style="list-style-type: none"> - Math teachers will use the Go Math curriculum for all grades, which provides scaffolds for differentiations, including supports for ELL’s and SWD’s. - All math teachers will review State Math Test data & relevant item analysis . - Baseline assessments will be conducted to allow teachers to set goals and devise multiple entry points 	<p>Math Teachers</p> <p>Math Teachers</p> <p>Math Teachers</p>	<p>September 2015</p> <p>August - September 2015</p> <p>June 2015 through September 2015</p>	<p>Principal,</p> <p>Math Teacher Leaders,</p> <p>NTN Consultant,</p> <p>DSR Personnel,</p> <p>All Math Teachers</p>
<p>PROFESSIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> - Teachers will complete a self assessment of their instructional practices and a professional needs assessment 	<p>All Teachers</p>	<p>September 2015</p>	<p>Principal,</p> <p>NTN Consultant,</p>

<p>to develop a differentiated PD plan that meets their individual pedagogical need.</p> <ul style="list-style-type: none"> - Introduction of the Go Math curriculum will be supported by ongoing regular PD to ensure rigor and compliance with established math instructional norms. - Math Teacher Leader will work with Math team to ensure CCLS alignment & differentiated supports for all learners, including our subgroups. - Based on our analysis of the Advance data outcomes for 2014-15 PD will be conducted on Danielson Domain 3 Instruction, & DOK to strengthen rigorous teaching programs designed to extend student thinking in all subject areas. 	<p>Math Teachers</p> <p>All Math Teachers</p> <p>All Math Teachers</p>	<p>to June 2016</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>DSR Personnel,</p> <p>Math Teacher Leader, Math Teachers</p> <p>Math Teacher Leader</p> <p>Math Teachers</p> <p>Math Teacher Leader,</p> <p>NTN Consultant,</p> <p>DSR Personnel,</p> <p>Math Teachers</p> <p>Principal,</p> <p>DSR,</p> <p>District Personnel, Consultants</p>
<p>STUDENT ENGAGEMENT:</p> <ul style="list-style-type: none"> - As a result of the baseline assessment, students will confer with their teacher to set individual short term learning goals for Math. - Students will be supported to review their individual goals & set further goals based on their ongoing assessment information (both summative and formative). Selected student groups will be recommended for after-school and Saturday school for added intervention based on multiple forms of assessment data. - - School Based Support Team will devise & deliver a 10 month social-emotional program for all students (including ELL's and SWD's, one period per month. This will cover such topics as self-management, problem solving, decision making and attitudes & values. - Targeted students will engage with a more intensive and individualized version one period a week to support. As well as participating in the monthly education series topics will be tailored to meet the specific needs of this select group of students, such as stress management, emotion-focused 	<p>All Students</p> <p>All Students</p> <p>All Students</p> <p>Targeted Students</p>	<p>September 2015</p> <p>September 2015 through June 2016</p> <p>September 2015 through June 2016</p> <p>September 2015 through June 2016</p>	<p>All Math Teachers</p> <p>Math Teacher Leaders</p> <p>Principal, School Based Support Team including Social Workers,</p> <p>Social Work, Interns & IEP Teachers</p>

coping, developing a sense of responsibility, self-acceptance, solving interpersonal problems, etc.			
<p>SCHOOL COMMUNITY</p> <p>- Parent workshops will be designed to improve parents understanding of the Common Core & the new math program. Potential topics will cover preparing your child for the state math exam, helping your child with the math homework, etc.</p> <p>- Information will be shared with our school community regarding our comprehensive 10 month social, emotional education, designed to promote students ability to make responsible, mature decisions that will promote engagement with learning.</p>	<p>All Parents</p> <p>All Parents</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>Principal</p> <p>Parent Coordinator</p> <p>School Based Support Team, Parent Coordinator</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.											
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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> ● Improvement on iReady quarterly diagnostic in Math. Diagnostic conducted in January/February. ● Math State Fall and Spring benchmark (SchoolNet) assessments , ● Both measures should show a minimum of 10% of our students achieving level 3 or higher. ● Go Math Unit Assessments will be conducted at the end of every unit. Administrative review of math unit/lesson plans which will reflect specific interventions for all students including our sub-groups. <p><i>By February 2016, a minimum of 10% of our students will be proficient (performing on grade level) on the iReady diagnostic.</i></p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our 2013-14 School Environment Survey yielded response rates well above the city averages from students and teachers. Additionally, the responses from parents, students, and teachers were mostly positive from all three stakeholder groups, which led to us receiving “Meeting the Target” on our Middle School Quality Report. The report did show that we had a 90.7% attendance rate for the year.</p>		
<p>Our 2015 Quality Review supports the above data sources, as we were rated “Proficient” in the QR Indicator 3.4 “establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations” which is listed under School Culture.</p>		
<p>According to the AIRS Survey, there has been an increase in the number of students who have been involved in ACS. This partly contributes to the attendance problem that the school has seen over the last few years.</p>		
<p>Based on the information above, our focus for this goal is to increase our attendance rate which was 90.7% for the 2013-14 school year.</p>		

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?

1. School stakeholders should describe the school as a caring environment, where students are engaging in and demonstrating proficiency in a rigorous curriculum in all subjects and their social and emotional needs are being met in a variety of ways. All stakeholders will feel like they have a voice in the decisions that are made here at Essence. All stakeholders will view Essence as a resource where all of their academic, social, emotional and health needs can be met and that the children of the community can find safety and refuge here in addition to receiving a top notch education.

2. Good Shepherd Services will serve as our partner in supporting students, their families and the neighboring community with the supports they need for success. Good Shepherd will provide up to as many as five additional social workers for the school, who will help meet the overwhelming demand of students at-risk social/emotional needs. They will provide the school staff with training on “restorative practices” so that the entire school community will have a shared vision on what positive behavior reinforcement should look like.

3. Student Council will be implemented next year. Student council members will meet weekly with each other and monthly with school administrators to discuss issues and needs from the students perspective. Additionally, students who are named “Student of the Month” will have a special monthly luncheon with the Principal where they will be able to discuss ways to better the school community.

4. We will be using Restorative Practices which is a positive behavior reinforcement program that will be introduced to the staff by our CBO Good Shepherd Services over the summer.

5. The school will put a greater focus on Essence P.R.I.D.E next year which is a collection of positive behaviors. Student advisory will be held for all grades allowing for positive behaviors will be taught to all students. An additional “Community Gathering” class will be held with 6th grade students to help orient them to life in Middle School. Award ceremonies will be held monthly to help recognize students who are demonstrating positive behaviors. Students who are showing signs of at-risk behavior will be discussed at teacher meetings and referred for counseling sessions with a school social worker. We will have one DOE Social Worker, one Social Worker from our CBO, and up to four Social Work interns who will be able to help and support our environment.

6. Student Survey response data, an increase in attendance rates, and a reduction of OORS reports will be methods used to measure the overall social and emotional needs of the school community. In addition observations of students from staff/teachers/social workers/administrators will help in identifying the needs of individual students.

7. The school team will respond to students social and emotional needs by offering the following: counseling (mandated and at-risk), mentoring, out of school referrals, positive behavior supports, awards ceremonies, additional social workers, guidance counselor, etc.

8. Students who have perfect attendance will be recognized on a monthly basis to help promote school attendance. In addition engaging activities will be available before during and after-school to help motivate students to come to the school building on a daily basis.

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.

Goal 2: Based on the Renewal Schools Benchmark Menu, by June 2016, our attendance rate will at least increase from 90.7% to 91.7%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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>BEHAVIOR MANAGEMENT:</p> <ul style="list-style-type: none"> - Positive Behavior Intervention System (PBIS) used to review attendance, behavior and intervention, and create a positive climate throughout the school community. - School Based Support Team conduct workshop for new teachers on managing student behaviors <p>SOCIAL EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> - School Based Support Team will devise & deliver a 10 month Social Emotional Program for all students, one period per month. This will cover such topics as self-management, problem solving, decision making, and attitudes & values. Students will also engage in weekly advisory sessions. 	<p>School Community</p> <p>New Teachers</p> <p>All Students</p> <p>Targeted Students</p>	<p>September 2015 to June 2016</p> <p>Sept./Oct '15</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>Principal & Teachers</p> <p>Social Worker Team</p> <p>School Based Support Team</p> <p>School Based Support Team</p> <p>Teachers</p>

<p>- Targeted students will engage with a more intensive and individualized version one period a week to support. As well as participating in the monthly education series topics will be tailored to meet the specific needs of this select group of students, such as stress management, emotion-focused coping, developing a sense of responsibility, self-acceptance, solving interpersonal problems, etc.</p>			<p>School Based Support Team, IEP Teachers</p>
<p>COMMUNITY BASED SUPPORT at IS 311 includes:</p> <ul style="list-style-type: none"> - Advisory & Community Gathering - CHAMPS SPORTS Before & After School Daily - Good Shepherd Services After-School Program and Mental Health Services - New Victory Theatre x2 weekly - Male Mentoring Program monthly - Flag Football x2 weekly - Volleyball & Track x2 weekly - Robotics x2 weekly - Shen Wei Dance Group - Art & Music During the School Day 	<p>All Students</p>	<p>September 2015 to June 2016</p>	<p>Principal & Teachers Community Organizations, Parent Coordinator, Family Coordinator</p>
<p>FAMILY ENGAGEMENT:</p> <ul style="list-style-type: none"> - Parent engagement appointments scheduled for parents to meet with teachers/teacher grade teams. - Parental involvement in weekly meetings, athletic events, Family Wellness Nights, monthly awards ceremonies, & other special events . - Use of technology throughout the building, i.e.- Engrade, School Messenger & school website to inform parents of student progress & special events. 	<p>School Community</p>	<p>September 2015 to June 2016</p>	<p>Principal, Parent Coordinator, Family Coordinator Teachers,</p>
<p>SHARING HIGH EXPECTATIONS:</p> <ul style="list-style-type: none"> - We have a clear pathway for decision making with the staff & all members of the school community that is empowering & these allow us to set responsibility for outcomes equally throughout the school community 	<p>School Community</p>	<p>September 2015 to June 2016</p>	<p>Principal, All Staff, Parent & Family Coordinators</p>

<p>- Expectations are set at (or beyond) grade level common core standards and we strive to optimize outcomes for all our students in order to achieve these standards</p> <p>- IS311 has structures in place to facilitate communication which include:</p> <p>a) School Wellness Council (athletic coach & social worker) meets monthly to plan and schedule athletic and social events.</p> <p>b) School Safety Team/BRT meets monthly.</p> <p>c) School Leadership Team meets monthly.</p> <p>d) Student Government meets regularly</p> <p>e) Utilization of lead teachers in each department to provide mentorship & coaching, and will serve as a part of the principals "Instructional Cabinet".</p> <p>f) Inter-visitation is currently being implemented between colleagues & is based on the observation feedback.</p> <p>g) Teacher teams (grade & department level) will meet 2 x weekly to share best practices, perform inquiry work, & plan to better serve the needs of their students.</p> <p>h) School based Support Team to support all students (SWD, ELL, & at-risk), staff, and parents.</p>			
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Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Sports Equipment ● Mentor Program and Consultants ● Advisory Curriculum & Resources ● Art & Music Materials ● Funding For Trips, Awards, Incentives, etc. ● Technology (laptops, document cameras, Smartboards, etc.) ● Advertising Materials

- Engrade School Messenger
- Parent Coordinator Funds

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.

- As of February 2016, our overall attendance rate for the year will be at or above 91.7%. We will maintain and/or improve upon this higher attendance rate for the remainder of the year. Attendance is monitored daily by the school administration and attendance team. Attendance is also monitored daily at the district level. Monthly attendance meetings are held at the school level to discuss our progress and incentives to help motivate students to continue to attend school daily.

By February 2016, our "Year to Date" attendance rate will be at 91.7% or greater.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative 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><u>Our Overall ELA Data</u></p> <ul style="list-style-type: none"> 1.6% of ALL students achieved proficiency (levels 3 and 4) <p>State ELA Exam Student Proficiency % by Grade:</p> <ul style="list-style-type: none"> 6th Grade 0.0% 7th Grade 0.0% 8th Grade 4.8% <p><u>Strengths Based on the Framework for Great Schools Report:</u></p> <ul style="list-style-type: none"> <u>School Survey 2013-14</u> : 40% of teachers ‘agree’ that school leaders provide time for collaboration among teachers , and 60% ‘strongly agree’ 		

- 45% of teachers ‘agree’ that teachers in my school work together on teams to improve their instructional practice, 55% ‘strongly agree’

- QR 2014-15 :

- 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Proficient)

Needs Based on the Framework for Great Schools Report:

- AIRS Survey of Enacted Curriculum Report indicated that ELA teachers have not focused enough time nor provided the appropriate level of cognitive demand in the tasks that are given to students across the grade levels.

- QR 2014-15 :

- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by instructional shifts and Danielson Framework for Teaching, aligned to the curricula , engaging, and meets the needs of all learners so that all students produce meaningful work products. (Developing)

- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Developing)

Based on the information above, our focus for this goal is to promote teacher collaboration with a focus on increasing student performance on CCLS aligned ELA tasks.

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?

1. The school is organized to promote teacher collaboration in many ways. Firstly, the school will utilize teacher leaders to promote and engage teachers in collaboration. Additionally, the ELA teacher leader will partner with the two first year ELA teachers and those new teachers will utilize their Professional Activity Periods to push into the teacher leader’s classroom. Because the units of study will be consistent throughout the grades, teachers will be supported throughout this process. Secondly, schedules will be organized to build in grade level meetings. Thirdly, the school will conduct professional development surveys and have teachers work to facilitate professional development. Fourthly, the school will utilize Google Docs so teachers can collaborate, generate, track and analyze data on Google Docs. Fifthly, teachers will utilize their planning and meeting times to engage in inquiry work.

2. Teaching and learning are rigorous and engaging. The underlying principles that influence the creation of units and lesson plans are that all scholars can learn and all scholars will be given access to engaging and rigorous content. Teachers collaborate in grade level and content area teams to generate units and lesson plans over the summer and throughout the school year.
3. Teachers are providing opportunities to deepen learning for higher achieving scholars by utilizing and strongly understanding Universal Design for Learning. Teachers will ensure students have opportunities for multiple means of representation, action and expression, and engagement. Through the UDL framework and differentiated texts, all scholars will be challenged and engaged.
4. In order to ensure safety in the classroom, teachers utilize a common, school wide discipline and rewards plan. The plan will be developed by the school community including teachers, staff, students, families, and community partners.
5. Teachers regularly review data from exit slips, notebooks, unit assessments, student surveys, family surveys, and low inference notes. The teachers should participate in Looking at Student Work protocols to review student work collaboratively in teams. This will be part of regular inquiry cycles.
6. Community educators and partners support a collaborative teaching approach by working with the teachers to provide curriculum and activities that align with the curriculum.

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.

Goal 3: Through the implementation of the Teachers College Reading and Writing Curriculum, By June 2016, ELA teachers will have engaged in collaborative planning and examined effective and highly effective practices (as according to the Danielson Framework) in reading and writing leading to a set of rigorous, CCLS aligned units of study with exemplar lessons, that have resulted in at least two work samples (per student) that are graded against a CCLS aligned literacy rubric that received a grade of “Approaching, Meeting or Exceeding the Standard of Excellence” in all student portfolios. (Related Renewal Benchmark – Increase ELA proficiency rating from 1.95 to 2.11)

Part 4 – Action Plan

<p>- PD will be conducted on TC lab site days from a joint TCRWP partnership with a mentor middle school.</p> <p>- Weekly meetings with teacher leader and principal to discuss PD needs of teachers.</p> <p>- Teacher leader will conduct ongoing mentoring and coaching to support literacy teachers in analyzing assessment data, lesson & unit planning & pedagogical practice.</p>	<p>Literacy Teachers</p> <p>Literacy Teachers</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>TC Consultant</p> <p>ELA Teacher Leader</p> <p>Literacy Teacher</p> <p>Principal,</p> <p>ELA Teacher Leader</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p>
<p>ASSESSMENT:</p> <p>- Examine NYSELA Test 2014-15 results by grade, class and student (including identifying specific subgroups).</p> <p>- Conduct review of the ELA State Test item analysis to prioritize areas of need for all students, student groups in each classroom and individual students (as indicated by the data).</p> <p>- Running Records taken as a baseline and specific reading strategies applied to support improved reading outcomes. A mid-line running record and an end-line running record also will be conducted to monitor individual student progress.</p> <p>- Baseline, mid-line and end-line assessments for literacy are devised, administered and analyzed to support teacher and student goal setting and adjustments to teaching programs.</p> <p>- MyOn Reader book challenges and reading level assessments.</p> <p>- Norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics and assessments.</p> <p>- Students select an agreed number of final writing assignments to include in their Portfolio that will</p>	<p>Teacher Teams</p> <p>Teacher Teams</p> <p>All Students</p> <p>Literacy Teachers</p> <p>All Students</p> <p>Literacy Teachers</p> <p>All Students</p> <p>Literacy Teachers</p> <p>All Students</p> <p>Literacy Teachers</p> <p>All Students</p>	<p>September 2015</p> <p>October 2015</p> <p>September 2015, December 2015, May 2016</p> <p>September 2015, December 2015, May 2016</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>Principal,</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>Principal,</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>ELA Teachers</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p>

<p>include specific teacher feedback and assessed based on a rubric that was purpose designed.</p> <p>- Imagine Learning assessments for ELL students.</p>	<p>Literacy Teachers</p> <p>ELL Students</p> <p>ESL Teacher</p>	<p>September 2015 to June 2016</p>	<p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>ELA Teacher Leader</p> <p>Literacy Teachers</p> <p>ESL Teacher</p>
<p>REPORTING TO PARENTS:</p> <p>- Grade Teams collaborate to communicate student progress to parents via parent meeting, email, phone, Engrade, School Messenger etc</p> <p>- Parents supported to help their students improve their literacy skills through workshops and 1:1 meetings (as requested or required). Potential topics will cover preparing your child for the state ELA exam, helping your child with the ELA homework, promoting literacy at home, etc.</p>	<p>Literacy Teacher Teams</p> <p>All Parents</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>Principal,</p> <p>Literacy Teachers</p> <p>Parent Coordinator</p> <p>Principal,</p> <p>Literacy Teachers</p> <p>Parent Coordinator</p> <p>Family Coordinator</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Master schedule ● Consultant for PD ● Funding materials for units of study ● Film and video programs download esp. for ELLs and SWD’s

- Funding for Engrade, School Messenger, Imagine Learning
- Funding for parent outreach and curricula workshops
- Teacher Leader
- Funding for TC

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.

- ELA State Fall and Spring benchmarks (SchoolNet) assessments ,
- Both measures should show a minimum of 10% of our students achieving level 3 or higher.
- Increase in reading levels on Running Records and MyOn.
 - Improved scores on weekly on-demand writing samples.

By February 2016, all of our students will have shown an increase of at least two levels on their Running Records.

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.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Strengths Based on the Framework for Great Schools Report:</u></p> <ul style="list-style-type: none"> <u>School Survey 2013-14</u> : 40% of teachers ‘agree’ that school leaders provide time for collaboration among teachers , and 60% ‘strongly agree’ 45% of teachers ‘agree’ that teachers in my school work together on teams to improve their instructional practice, 55% ‘strongly agree’ <u>QR 2014-15</u> : 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Proficient) 		

Needs Based on the Framework for Great Schools Report:

- AIRS Survey of Enacted Curriculum Report indicated that ELA teachers have not focused enough time nor provided the appropriate level of cognitive demand in the tasks that are given to students across the grade levels.
- Analysis of the ADVANCE data for Domain 3, June 2014-15 revealed:
 - Domain 3b - 3% Ineffective & 26% Developing (Questioning & Discussion)
 - Domain 3c - 0% Ineffective & 20% Developing (Engaging Students in Learning)
 - Domain 3d - 0% Ineffective & 29% Developing (Using Assessment in Instruction)

- QR 2014-15 :
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by instructional shifts and Framework for Teaching, aligned to the curricula , engaging, and meets the needs of all learners so that all students produce meaningful work products. (Developing)
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Developing)

Based on the information above, the focus of this goal will be to provide effective PD to teachers to improve instruction around Domain 3 of the Danielson Framework.

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?

1. In collaboration with the SLT, the school’s current mission and vision was reviewed and analyzed for its relevance to the current needs of the Essence School community. The mission has been revised based on the responses of multiple stakeholders in the Essence School Community. To ensure the CBO partnership is strong, there is a member from Good Shepherd Services that already holds a seat on the SLT and is involved in the day to day operations of the school community. CBO Members along with administration and school support staff will meet weekly to discuss the academic and social-emotional needs of the school community.
2. To ensure the ongoing improvement of the individuals in the school community observations will be held for teachers that are eligible for to be evaluated under the Advance system. For staff members that are not eligible

for Advance or teacher evaluations, staff members will be asked to write goals for the year and submit them to me. Support will be given to staff members based on their observation data/progress towards goals. Consultants, district/borough support staff and teacher leaders will be available to help support staff and collaborate with members of the Essence School community.

3. The school will use a computerized program called Prime Timetables to create student and teacher programs next year, to ensure that all students needs are being met, that students are receiving the proper supports and that teachers are being utilized effectively.

4. The principal will develop an observation calendar that will ensure that every teacher will be observed at least once every six-eight weeks and receives feedback within 15 days of the observation. Principal will review observation data and collaborate with teacher leaders and consultants to provide differentiated PD for all teachers.

5. Principal will create a “cabinet” which is comprised of teacher leaders, parent coordinator, school based support staff, the community coordinator (CBO) and administrators. Each entity will be responsible for some academic , social or emotional aspect of the school community and will be responsible for reporting back to the cabinet any issues or concerns. The “cabinet” will be used to gain a holistic view-point of the school climate (or individual students) so that we ensure we are covering every possible angle when a student displays signs of crisis. School social workers/guidance counselors will work closely with our attendance teacher to ensure that we are identifying students who are at-risk for attendance and providing an intervention before 407’s generate.

6. Each core subject area will have a teacher leader to oversee their specific subject areas. Teacher leaders will meet biweekly to discuss academic school needs, and will then delineate the information back to the specific teams. Teacher leaders will be the point of contact for other teachers in their subject area. The community director and social worker will be the point of contact for all out of classroom staff dealing with the social/emotional needs of the school (DOE staff to the Social Worker and CBO staff to the Community School Director). They will also meet bi-weekly with the principal.

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.

Goal 4: By June 2016, as a result of school leaders providing effective and differentiated professional development in Danielson Domain 3, at least 10% of teachers will show a growth of at least one rating level on the Danielson Framework in Domain 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). • 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>ADVANCE DATA:</p> <ul style="list-style-type: none"> - 2014-15 Data analysis conducted to show comparative areas of improvement as compared with 2013-14 - Review the ADVANCE data as a whole staff & then individual teachers examine their own data at initial planning conference, feedback sessions and at EOY conference. 	<p>All Teachers</p>	<p>September 2015 and May 2016</p>	<p>Principal Teacher Leaders All Teachers Consultants DSR</p>
<p>PROFESSIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> - Principal has set expectations at grade level standards to promote high expectations & to optimize outcomes for all our students in order to work to achieve these standards - In consultation with principal, teachers individually set learning goals & nominate the support they need. - Professional support is provided, firstly via the feedback that is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on), and with clear guidelines for action and follow up, also we provide guidance and /or coaching as required. - Based on the Danielson Rubric each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations. 	<p>All Teachers</p>	<p>September 2015 and May 2016</p>	<p>Principal Consultant DSR, All Teachers</p>

<p>- Differentiated PD Plan is developed and communicated with staff, outlining expectations & support.</p> <p>- Teachers achieving Developing in one or more component of Domain 3 will be allocated a buddy for the purpose of inter-visitation and mentor support. A schedule for inter-visitation is drawn up.</p> <p>- Follow up with each teacher to review their individual goals and provide specific support to assist them in moving from either 'Ineffective' to 'Developing' or 'Effective' and moving from 'Effective' to 'Highly Effective' wherever possible.</p>			
<p>STRATEGIES TO ADDRESS LEARNER NEEDS:</p> <p>- Overall PD plan includes a series of sessions that will focus specifically on creating entry points for multiple types of learners.</p>	All Teachers	September 2015 and May 2016	Principal Teacher Leaders All Teachers Consultants DSR
<p>SCHOOL COMMUNITY:</p> <p>- Principal has established a process for decision making with the staff & all members of the school community that is empowering & allows us to set responsibility for outcomes equally throughout the school community</p> <p>- Families are informed of the expectations for behavior within and outside of school (on trips etc), completion of homework/unit assignment & attendance rates</p> <p>- School, teacher, and administrator ratings will be available to parents upon request.</p>	School Community	September 2015 and May 2016	Principal Teacher Leaders All Teachers Consultants DSR Parent Coordinator

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Master schedule for team collaboration. ● Advance site for uploading observations & downloading summary data. ● Consultant for PD. ● Funding materials for units of study

- Film and video programs/download especially for ELLs and SWD's.
- Funding for professional development for teachers and common-planning sessions .
- Time for inter-visitation and visits to other schools.

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.

By February 2016, tracking on Advance will reveal an increase of at least 5% of teachers who are rated effective in one of the three components of Danielson Domain 3.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- 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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

Strengths Based on the Framework for Great Schools Report:

- Parent - Teacher Trust score was a 94 which is equal to the city average.

Needs Based on the Framework for Great Schools Report:

- AIRS Survey Systems and Structures Report reported that school staff feel that parent and family engagement is low in the school.

Our School Survey 2014-15 :

- Preliminary data shows a 32% parent response rate on our School Survey.

Based on the information above, the focus of this goal will be to increase parent participation here at Essence.

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?

1. The principal has an open-door policy with all staff, families, and students. Parents are always invited to enter the building, attend classes and events, meet with staff, give input on decision making, etc. We have worked with school safety officers in the past to inform them of our vision on family involvement and our open door policy. Upon entering the building families are greeted at the main desk by school safety where they are given a visitors pass and directed to our main office where they are greeted by our warm and welcoming office staff, who work with the parents and direct them to person that can best serve them.

2. The school provides parents with a curriculum night at the beginning of the year to provide parents with an overview of what their child will be learning for the school year. Parents will also have access to Engrade, which is an interactive online grade-book, that allows students and parents to get an up to date look at how their child is progressing in each class. Through this tool, parents can also communicate directly with staff and teachers. Teachers are responsible for upgrading the Engrade pages on a weekly basis.

3. In addition to Curriculum Night and Engrade, we also plan to expand our two highest attended events (Family Day Feast and Family Day Picnic) into a series of monthly events, dedicated solely to the purpose of having positive social interactions occur between the families and the school. In addition, families will be invited to our monthly student award ceremonies, student performances and student trips, so that the school can offer positive interactions with families.

4. The school presently has the Family Lodge (Room 507) which is a dedicated community space, which has multiple uses, which includes but is not limited meeting space for families. In addition, parents have been meeting space access in both the Parent Coordinator and Good Shepherd Services Offices.

5. We will provide families with access to GED and undergraduate college courses.

6. Families will be given their student's data, and will be able to discuss with school staff during any of the four open school night's, during parent engagement PD time or through any other pre-scheduled meeting time. In addition, special parent workshops will be provided around understanding your child's data. Engrade will be used to help keep parents regularly informed about the child's progress.

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.

Goal 5: By June 2016 the parent response rate on the NYC School Survey will increase by 10% from 32% to 42%..

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>FAMILY OUTREACH:</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly meetings on topics of concern to parents & she outreach to families as requested. - Parent Coordinator & Social Worker guides Grade 8 families through the High School Application process, curricula and common core standards and issues of health and safety. 	<p>Families</p>	<p>September 2015 to June 2016</p>	<p>Principal, Parent Coordinator, Teachers Social Worker Teachers</p>
<p>PARENT/TEACHER CONFERENCES:</p> <ul style="list-style-type: none"> - Meet the Teacher night will be held in September with translation services available as required. - Two scheduled Parent Teacher sessions, one to discuss curricula (Sept) & another one (May) to report on the school year - these that are widely promoted to maximize participation. - Two afternoon & evening Parent/Teacher Conference where the Report Cards are then given out along with opportunities to discuss progress of their child. 	<p>Whole School Community</p>	<p>September 2015 to June 2016</p>	<p>Principal Teachers Parent Coordinator Social Worker</p>

- Special Workshops geared towards supporting students in specific sub-groups.			
<p>COMMUNICATION:</p> <p>- Monthly Newsletters that promote communication and highlight events at the school;</p> <p>- & School Messenger set up to allow for multiple means of communications with parents & to allow families to monitor progress of their child</p> <p>- Awards Assemblies (Student of the Month, Class of the Month, Citizenship Awards, Perfect Attendance, Perfect Uniform are held monthly to promote success and invite parental participation.</p>	Whole School Community	September 2015 to June 2016	Principal Teachers Parent Coordinator Social Worker PTA
<p>WELCOMING ENVIRONMENT:</p> <p>- School-wide open door policy for all families.</p> <p>- Principal, social workers & teachers communicate with parents on a range of issues (positive & negative) affecting student performance at school, as requested and/or required.</p>	Whole School Community	September 2015 to June 2016	Principal Teachers Parent Coordinator Social Worker

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"> ● Funding allocated for Parent Coordinator and her activities, including workshops. ● Monthly calendar of events is sent home & monthly Principal letter. ● Refreshments and awards for school events, awards ceremonies, workshops, etc. ● School website used to promote events meetings and activities. ● Engrade online program. ● School Messenger- Phone Messaging System ● Parent Conferences advertised with flyers and advertisement of other school events . ● Scheduling and sending information home in regard to in-school and out of school activities through community organizations and city agencies. 											
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
	Title I 1003(a)		Title III	X	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.

- By February 2016, attendance at all parent/community events will be at least 10% greater than the attendance rate at events in September 2015.
- By February 2016 we will have working contact information for all families .

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.

Goal 6: By June 2016, all students will have access to a holistic educational experience for an extra hour each day, which will include activities that address the academic, social and emotional needs of all students., which will be measured by the the number of positive responses from parents and students on the School Environment Survey.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

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? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Good Shepherd Services, our CBO Community School partner, currently operates an after school program 15 hours a week during the school year, as well as during select school holidays and over the summer. Good Shepherd has extensive experience providing high quality, strength-based youth development programs, that combine enrichment,

academic bolstering, community-building and leadership/social-emotional development. All activities in the ELT Program will align to school day learning goals, be sequenced, and establish explicit objectives for skills gains. Enrichment will incorporate project-based learning techniques and age appropriate preparation for college and the world of work. Good Shepherd's programs seek to create a safe, engaging and inclusive after-school community, rich in developmental opportunities, that helps youth to identify their unique talents and gifts and empowers them with a sense of belonging, skill mastery and leadership. Below is a description of the range of diverse activities that will be offered. The offerings will be broad enough to appeal to a diverse group of students.

SOCIAL/EMOTIONAL FRAMEWORK: Building off evidence-based psychology, all enrichment are built off Circle of Courage, a social/emotional framework organized around four tenets: 1) Belonging through treating others as kin to forge powerful social bonds; 2) Mastery of personal growth and specific academic and enrichment skills; 3) Independence through showing personal responsibility; and 4) Generosity in helping others and being engaged in activities that positively impact their community.

ART, DANCE, MUSIC, PERFORMANCE: We will offer painting, drawing, writing, hip-hop and Salsa dance, African drumming, Poetry Slam, graphic design, graffiti, cartooning and media arts. Activities will be offered in 12 – 16 week blocks – and will provide an opportunity for students to have a variety of new experiences.

ACADEMIC INSTRUCTION: Good Shepherd will have an Education Specialist (a DOE certified teacher) to ensure alignment of ELT academic offerings with Essence's instructional strategies. The Education Specialist will regularly meet with school teachers and provide coaching to GSS staff to strengthen their pedagogy. We will offer tutoring, and test prep – as well as specific STEM and ELA curricula we have found to be effective and engaging with middle school students. Our goal is to increase skills in a way that is fun and engaging – and does not feel like day school.

STEM: We will offer a range of STEM activities including: Robotics, Boat Works (students design and build a full-scale sail boat), Marine Science (in partnership with the Harbor School/Foundation), urban agriculture, Botany. Academic core areas will be taught by a DOE certified teacher.

ELA: We will integrate Essence's reading program (TC), as well as offer debate, poetry, and a school newspaper. We will also utilize technology-based interventions, such as Classroom Inc. Academic core areas will be taught by a DOE certified teacher.

HEALTHY LIVING: We will offer basketball, flag football, rugby and volleyball, as well as nutrition classes to teach participants to cook their favorite meals with a healthy twist and strategies for shopping healthy on a budget.

LEADERSHIP DEVELOPMENT: We will offer Ladders to Leaders, a leadership development initiative comprised of four steps: 6th graders engage in activities that heighten their awareness of contributing to their community and build their collaboration, problem solving, listening, and critical thinking skills. 7th graders engage in community service after building on skills developed in 6th grade. 8th graders engage in more community service as well as external internships and workshops on topics including the high school matriculation.

PEER GROUPS: Social workers will run gender-specific "rap" groups where students will have the opportunity to discuss issues of importance to them.

TRIPS: Trips include museums, plays, art shows, music performance, STEM exhibits, the United Nations, Princeton-Blairstown (outdoor/experiential) and more recreational activities like movies and bowling.

SUMMER: GSS will partner with school leadership to provide incoming 6th graders with youth development and team building activities (e.g., trust falls) to youth and parents during orientation or other times. We will also offer academic support and recreational activities like swimming.

Good Shepherd ELT staff will receive comprehensive training on youth development, group work, social-emotional learning, and core content areas. Instructors will be hired who have expertise in the specific enrichment they are leading (ie: dance). Essence and Good Shepherd staff will also participate in joint professional development.

Outreach to families will be done in several ways. First – all incoming 6th grade families will be introduced to the program during the summer orientation. Information about the ELT program will be put on the school web-site, and shared with the PTA and Parent Coordinator. Literature will also be sent home in student backpacks the first week of school. We will also create visuals that will be displayed in the school corridors.

Part 4 – ELT Program Implementation and Oversight

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

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

The ELT program will be implemented by Good Shepherd Services, our Community School partner, in collaboration with the administration of the Essence School. Good Shepherd will hire an ELT Director who will take the lead – and will be supervised by the Community School Director (who is currently running the after school program). The ELT program will operate from 2:30 – 6 , 5 days a week. We will evaluate the impact of the program on student achievement by looking at grades and attendance.

Good Shepherd staff members will push-in with Essence School teachers during ELT time (2:20pm - 3:35pm) and provide assistance, AIS, small group tutoring, etc. alongside the DOE staff member, before taking over at 3:35pm when their regular after-school program starts.

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

The ELT program will begin September 9th, 2015 and end June 28, 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.

Money for instructional resources.

ELT Per Session Money

Community Coordinator

PD for Essence and Good Shepherd Staff

Consultants

Additional Community Organizations

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	X	Title I TA		P/F Set-aside		C4E
	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.

By February 2016, a minimum of 65% of the Essence School students will participate in ELT, and will have at least an 80% attendance rate.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, The Essence School will become a one-stop resources center for all academic, social, emotional and mental health needs for the Essence School Community as evidenced by at least 10% of our families receiving supports in all four areas.

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.

The target population is the entire student body and their families. Our plan is to foster a culture of school success through communication, collaboration, and accountability. Proposed supports will be implemented in partnership with, and with guidance provided by, the school's Principal and SLT, and the Community School Team (CST), a sub-committee of the SLT that will include school, parent, youth, and community leaders.

Through a comprehensive and collaborative approach that leverages and coordinates the resources of the school and larger community, Good Shepherd Services community school approach will employ a child-centered focus to promote student educational success, build stronger families, and improve communities. By personalizing services to youth, and facilitating whole school programming to make students, school staff, families, and communities stronger, the proposed initiative will work to create a safe and inclusive school community that empowers youth and families with a sense of belonging, skill mastery, and leadership.

A key component of our vision – is to implement a whole-school restorative practice model. Restorative practices have been found to enhance and build relationships between students, staff, and parents – improve student behavior – reduce violence and bullying and create a sense of community.

STUDENT SUPPORTS: Building off the School Renewal Plan, the Community School program will integrate the full spectrum of school and community resources to meet the needs of all students and nurture development through leadership opportunities. Services, which will include expanded learning opportunities through the ELT program, in-school supports including individual and group counseling, parent/family engagement activities and adult learning opportunities, will complement each other and will employ a youth and family development approach to build stakeholders resilience.

Good Shepherd Services has begun conversations with Lutheran Medical Center about providing on-site licensed mental health services. Good Shepherd will also hire Masters level social workers to provide mental health supports which will be divided into three overlapping tiers: universal to positively affect the entire school; selective for youth (and staff) with maladaptive behavior issues; and individually targeted for youth most at-risk, such as those involved in the child welfare system.

Good Shepherd Services, the Principal and CST will partner to provide multiple pathways for parent and community involvement. Also, depending on interest, GSS can bring their Single Stop program (located in ENY) into the school; Single Stop helps families in need secure government benefits (e.g. Medicaid) and legal representation, as well as receive job readiness supports (e.g., resume writing classes).

RESOURCE DEVELOPMENT: Through CST and school leadership guidance, the Community School Director will reach out to businesses and community leaders to leverage resources to fill service gaps identified in the School Renewal Plan and during the planning and assessment phase. Potential resources could include: public and private grants; cash

or in-kind contributions from local foundations and organizations; and staff time from qualified individual to provide services (e.g., mentors). Leveraging resources will help ensure the sustainability of the initiative during and beyond the end of the contract.

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 Essence School has chosen to partner with Good Shepherd Services as the lead CBO in our Community School. We have chosen as the Community School Director Amma Woods, the current Program Director of the Good Shepherd After-School Program. Ms. Woods has worked in the school for over a year and has built very strong relationships with school staff, students and families. The principal, school leadership staff and GSS leaders have already had initial meetings to discuss the needs of the school and next steps. The Community School Director will lead a Community School Team (CST), that will have representation from teachers, parents and other key stakeholders. The CST will be responsible for implementing a needs and asset assessment.

The Essence Community School will provide a personalized learning experience and sense of community for its students. We will have a robust ELT and after-school program that will include academic bolstering, arts and recreational enrichment, social-emotional supports and leadership development. A range of mental health services (Universal, Selective & Targeted) will be provided to students by Masters level mental health professionals. Whole school activities will create a sense of belonging and community and will foster a positive culture in the school. We also plan to train DOE and GSS staff in Restorative Practices, and implement throughout the school.

We are committed to making the Essence a community hub through deepening parent engagement and expanding community relationships. We will actively work to engage families who have become disconnected because of the stressors in their lives or because of negative perceptions of the education system.

COMMUNITY SCHOOL TEAM: The Parent Coordinator, PTA head, or other parents will be the CST representatives for their peers, advocating for services that align to need. Additionally, local business owners and community leaders will provide the CST with the perspective of neighborhood residents, including identifying resources to bring into the school.

PARENT WORKSHOPS: Good Shepherd Services will host at monthly workshops on topics of interest to families. We will solicit input from parents in a variety of ways: PTA, website, surveys, focus groups. Workshop topics might include managing mental health issues with their child, navigating the high school application process, developmental issues for young teens.

We will also facilitate monthly Family Homework and Reading Nights where parents help students with their homework and then read a book aloud together. Additional ideas include book drives, mural painting projects, BBQ's, and holiday parties.

COMMUNITY SCHOOL FORUM: Each September, Good Shepherd Services will partner with school leadership to host a Community School Forum. This event, which will be held on an evening or weekend to maximize attendance, will: introduce families and community members to services offered; detail volunteer opportunities; and include time for feedback. During the forum, GSS will distribute promotional materials, and people will be able to sign up for services.

COMMUNICATION: Each semester, GSS staff will communicate with parents of children receiving selective or individually targeted mental health interventions. Additionally, agency program staff will help facilitate school parent/teacher nights to meet families, and can strengthen relationships with parents through informal communication (e.g., talking during a basketball game).

TARGETED SERVICES: For parents and community members in need, a GSS Single Stop staff member can come to the school monthly (GSS facilitates a Single Stop in the East New York). Single Stop guides people through the applying for government benefits, helps those involved in the justice system secure legal representation, and provides job training resources. GSS can also subcontract with organizations to provide GED, financial literacy, and computer classes.

Part 3 – Community School Program Implementation and Oversight

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

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

The Community School program will be implemented by Good Shepherd Services in partnership with the principal. The key CBO staff are the Community School Director, the ELT Director and the Division Director.

As outlined in Part 3 ELT Program Description, our CBO partner Good Shepherd Services currently runs a comprehensive after school program. This program will be expanded to incorporate Extended Learning Time.

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

Mental Health Resources, Equipment and Space

Additional Community Based Organizations
Materials for workshops.

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

The Community School Director will partner with school leadership to conduct the following activities towards finalizing the Community School Plan and ensuring services begin at the start of the school year.

COMMUNITY SCHOOL TEAM: By the end of June 2015, the Principal and CS Director will identify CST members. Once operational, the CST will review information from the School Renewal Plan, focus groups, and data assessment (see below) and will begin leveraging resources to fill service gaps. Additional CST responsibilities during this time can include promoting the initiative, developing student referral, communication, and governance structures, and planning the community schools forum and community school part of the staff orientation (see above).

FOCUS GROUPS: Starting in July, the CS Director, with guidance from the Principal, SLT, and CST, will propose student, parent, community member, and school staff focus groups, which GSS' Program Evaluation and Planning (PEP) department can help design. During these sessions, stakeholders can set priorities in areas identified in the School

Renewal Plan, and can further identify areas of need. At each session, a GSS staffer will take detailed notes and keep records of content discussed.

DATA ASSESSMENT: During the summer, GSS will work with the Principal to identify students in need of selective or individually targeted mental health interventions and physical health services. Potential ways of targeting students includes assessing academic (e.g., report card grades), attendance, and suspension data, as well as discussions with teachers, parents, and community members (e.g., basketball coach at a local gym). We will also consider utilizing a mental health screening tool. We will also target incoming 6th graders who are level 1 and 2 and provide additional academic and social-emotional supports.

COMMUNITY INPUT: Over the summer the CS Director will schedule meetings with community leaders such as elected officials, police officers from the local precinct, community board members, NYCHA Tenant Association members, foster care providers, homeless shelter facilitators, and CBO staff who work with youth in the justice system to promote the initiative, solicit feedback, invite stakeholders to join the CST, and provide avenues to become active in the initiative (e.g., mentoring). The CS Director will also arrange a walk around the neighborhood for parents and school staff to help develop relationships between stakeholders and help these cohorts become more familiar with the neighborhood and meet community leaders.

PROMOTIONAL MATERIALS: Throughout the summer, GSS will distribute promotional materials to youth, families, and community members. These materials will include a description of supports, contact information, and logistics of the community schools forum. We will look into creating an online community school presence (if agreed upon, GSS will work with its IT department). Possibilities include creating a webpage on the school's DOE portal website and developing a Facebook page or Twitter handle. All social media information would be included in the promotional packet.

SUMMER SERVICES: GSS offer summer programming that includes academic support and recreational activities. GSS will also partner with school leadership to offer youth development activities during the 6th grade orientation and talk with attending parents to begin developing relationships.

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)	State Exam Data – Students With a Proficiency Rating of 1.85 or Higher	Push in, Pull out Saturday School Afterschool	Small Group One on One Tutoring	Scheduled Class Time Saturday’s From January to April After School 2x Week
Mathematics	State Exam Data – Students With a Proficiency Rating of 1.85 or Higher	Push in, Pull out Saturday School Afterschool	Small Group One on One Tutoring	Scheduled Class Time Saturday’s From January to April After School 2x Week
Science	Students At-Risk For Failing Science	Push In, Pull Out	One on One Small Groups	Scheduled Class Time
Social Studies	Students At-Risk For Failing Social Studies	Push In, Pull Out	One on One Small Groups	Scheduled Class Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Performance, Attendance Rates, Behavior, Teacher Recommendation Parent Request	Pull Out	One on One Small Groups	During School Time Afterschool Saturday School

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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"> • Informed teachers at whole school, team meetings and individually, as appropriate and required • Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale • Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism. • Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula.

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"> • Consultancy to assist teachers to plan rigor in lessons, lesson series and units including promoting student discussion, and engagement with deep level thinking in all subjects. • Inter-visitations with other teachers within our school and at other schools. • Professional development conducted by outside vendors including Generation Ready around Danielson Domain 3. • Outside professional development for Go Math and T.C. • Common planning time during the school day as well as after school. • Lesson studies around data analysis. • Protocols for viewing student work are used. • District level support for strengthening teacher teams and identifying teacher leaders.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.
Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student. We use the mid unit and end of unit assessments in Go Math, T.C. Reading & Writing, and CCLS aligned Science and Social Studies Curricula as well as City Fall and Spring Benchmarks and iReady Diagnostics (three time per year).

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for 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	163,199.00	X	Sections 5, 6, 7
Title I School Improvement 1003(a)	Federal	16,979	X	Sections 5, 6, 7
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,044,655.00	X	Sections 5, 6, 7

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. **The Essence School (19K311)**, 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. **The Essence School (19K311)**, 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)

The Essence School (19K311) , 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

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.

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 19	Borough Brooklyn	School Number 311
School Name Essence 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 Jermaine Lewis	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rosalind Segura	School Counselor Angela Kearney
Teacher/Subject Area C. Smith, IEP/SETTS	Parent type here
Teacher/Subject Area J. Louis, IEP/SETTS	Parent Coordinator Patricia Davenport
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Joyce Stallings-Harte	Other (Name and Title) type here

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]	1	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)	124	Total number of ELLs	25	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"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	22	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	1

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	12	1		9			1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	3	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							4	3	7					0
Haitian														0
French							1							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)							1	1	4					0
Emerging (Low Intermediate)							2	0	3					0
Transitioning (High Intermediate)							1	1	1					0
Expanding (Advanced)							5	4	0					0
Commanding (Proficient)							0	0	0					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	6	1			0
7	6				0
8	8				0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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.
Students are assessed in the beginning, middle and end of the year utilizing Running Records from Teacher's College. Additionally, Pre and Post assessments for reading and writing are ongoing. Early literacy skills are assessed using Fountas and Pinell.

Ongoing assessments through Individualized instruction, placement tests, and formative assessments inform us about each student and they are provided an individual and specialized learning path tailored to each student so that each only receive the curriculum that each one needs. We kept informed of their progress through various reporting tools on Imagine Learning's website.

The ESL teacher and the classroom teacher share this data which is used to identify reading levels. This information informs the ESL teacher who arranges grouping for additional pull-out services. All modalities of language are taught to and practiced, listening, speaking, reading and writing. Specific educational needs are addressed in this small group intervention. The most common areas of needs targeted were reading comprehension, phonics, phonemic awareness and writing mechanics. Within their levels, appropriate reading and skill sets are assigned, assessed and monitored for learning and growth. At this time, 6 students are at the Entering level, 5 are Emerging level, 3 are Transitioning level and 9 are Expanding level according to the NYSESLAT. Additionally, they receive push-in support in the contents with their more advanced peers. The ESL teacher also assists the classroom teachers providing strategies for instruction in the SIOP model, such as providing visuals, graphs, pictures, background information on the topic, explaining the learning objectives, explaining key words, and vocabulary.

In total there are now 23 ELLs at this time, nine in the sixth grade, six in seventh grade, and eight in the eighth grade. The ELLs that are receive ESL services typically enroll as a Beginner, and advance as they are serviced. This year there are no newly enrolled ESL students in the school system. All the Arabic native speakers are beginning ESL students who have been in the country less than 6 years. Currently there are 4 Arabic native students in the 6th grade, 3 in the 7th grade and 7 in the 8th grade. The other students are all of Spanish dominant language in their homes, with the exception of one student whose home language is French.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
While 2 of the 6 grade students improved in their NYSESLAT scores from beginner to transitioning and emerging, the rest remained advanced. However, all suffered points loss in their writing portion of the exam as compared to the previous NYSESLAT. Two students in the 7th grade progressed level from intermediate to Expanding and Beginner to Transitional and the rest remained stable within their range. 8th grade students were mostly beginners who moved up a level to Emerging, the rest moved laterally. Students across the board need help with the writing portion.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data drives instructional focus. With teachers conferring with the ESL teacher, student specific needs can be addressed. Once the teachers understand and are made aware of the data the student deficiencies, activities can be planned that reinforces that modality, whether it be listening, speaking, reading or writing.

The AMAO delineate the measures we are held to under Title III of No Child Left Behind, including student progress in learning English and students reaching proficiency in learning English as measured by the NYSESLAT. This data makes it possible to see if students are achieving their goals. Extra measures to promote learning are summoned such as engaging students in structured classroom discussions, one on one instruction, language aids such as online translators and dictionaries are used, explicit instruction and more frequent and alternative assessments to focus and individualize instruction.

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?

Our school offers only a freestanding ESL program therefore only English language tests are being administered. Our School is frequently selected to administer the Periodic Assesments for ELA and the NYSESLAT.

The school leadership shares the results with teachers providing us with up-to-date information about what students know and what students need to learn enabling teachers to target instruction to the learning needs of every child. We also use this Periodic Assessments to predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

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.](#)]

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for our school's Response to Intervention begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized such as Wilson's Foundations. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

6. How do you make sure that a student's new language development is considered in instructional decisions?
While we believe the research based theory that 2nd language acquisition can be aided by first language skills and that these skills can transfer, we do not teach the foreign language. Our school offers a Freestanding English as a Second Language (ESL) program. Generally students in freestanding ESL programs receive all instruction in English with the students native language serving as a tool to support the acquisition of English.

A child's second language is also considered when utilizing bilingual materials such as books, and picture dictionaries which we keep both in Spanish and Arabic which is the dominant home language of our ESL population. We also plan activities such as making welcome signs, maps or flags and make bulletin boards which validates their cultural heritage.

During our interview with the parents or guardians, we inquire regarding the child's educational history, learning preferences and background. The teachers share this information with all content teachers so that it may be used by all content area teachers to teach in such a way that they are building the students' English language skills. Learning preferences, habits and metacognitive strengths and weaknesses are considered in order to correct bad habits like a lack of reading, incorporate more studying and reading. Teachers also take into account which form of lesson is most effective for the ESL student and consider that during lesson planning and delivery. In order that those strategies that will facilitate instruction for that child, such as note-taking, journal keeping, video, hands-on, detailed step by step instructions, or interactive computer lessons can be incorporated. Becoming aware of a student's weakness in their own language signals to the teacher that they must spend more time building background knowledge,

breaking down and introducing key concepts that they may not have been exposed to previously. Understanding the student's area of deficiency, allows the teacher to include more activities to promote that area of learning, whether it be a specific modality or skill. More reading, listening, oratory, writing or phonemic exercises can be included as a differentiation tactic to help the ESL learner. Understanding a student's linguistic strengths will help the teacher maximize her instruction by focusing her time and effort to areas where the student needs attention.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not offer a dual language program.

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

The success of our ESL program is based on the results of all state tests such as NYSESLAT, ELA, Math, Science and Social Studies. We believe we are meeting our AMAO criteria because the majority of our students have made progress on the NYSESLAT. In addition we are meeting AYP.

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues are there to assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and the Assistant Principal and testing coordinator are the pedagogues who conduct the intake process, working with parents to complete the necessary forms, and conducting the informal interview. On premises we have office staff and pedagogues who speak Spanish and 2 teachers who speak French fluently and are available to translate for parents if needed. In the case where a different language is needed, the Language and Translation Services department is called upon to translate over the phone. Ms. Segura and other teachers also present at the ELL parent orientation meetings, and also the teacher who speaks French if that language is needed. When the dominant language in the home is something other than English, the student is then administered an English proficiency test called the NYSITELL within their first 10 days of enrollment. Every few days, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or another pedagogue, conducts the process from formal initial assessment, conducting the NYSITELL, providing ESL services and administering the yearly NYSESLAT. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.
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).

Parents are invited to attend our annual ESL Parent Orientation which is usually held the last week of September. Letters written in their home language encouraging the attendance of the meeting are sent home both with students and by mail within the first week of school along with the ELL Parent Brochure and Program Selection Form which they are asked to complete and return ahead of time with the students if they are unable to attend. The return of the forms are kept in the compliance binder and are monitored by the ESL Teacher and the Assistant Principal. Any students whose parents did not return the forms are followed up with a phone call, to ensure compliance with these forms. Attendance is taken at the meeting, which are conducted by the ESL teacher, Rosalind Segura and the Assistant Principal, parents return the Program Selection Forms and are also given the opportunity to ask questions. The principal, Mr. Lewis and the foreign language teachers are also present at the meetings. The presentation includes the showing of the video in their native language, which explains the 3 educational programs available in the Board of Education, Freestanding ESL, Dual Language or Transitional Bilingual Education. We provide a list of New York City Public schools and the ESL options available at those schools. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and another copy of the flyer previously sent home, the ELL Parent Brochure explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in the surrounding schools but they have opted instead for the convenience of location, and also because most of these

families have more than one student studying at the same school. Due to the influx of Arabic families to the neighborhood, a Dual Language or Transitional Bilingual Education Program might soon become necessary if there are more than 15 students in 2 consecutive grades who speak the same foreign language. If this quota is reached, a letter will immediately be sent to the homes to alert parents and a meeting scheduled to determine the parents program preference, Dual Language or Transitional Bilingual Education. The letters would be sent home by hand with the students and by mail. The meeting to be attended by the Principal, Mr. Lewis, Assistant Principal, the ESL teacher, Ms. Segura, and the translators. Potential SIFE students are identified during the enrollment and ELL Identification process. Within the registration forms it is noted what the last grade was that the student completed and what grade he is entering at the time of enrollment. In addition, whether there has been a lapse of time in enrolling the student into formal education. Therefore, newly identified ELLs, in grades 3 to 9 (however this school serves students in grades 6, 7, 8) who have had an interruption or inconsistency in their formal schooling, who are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results are administered the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. The pedagogue who administers the NYSITELL will follow-up with the SIFE process or notify the ESL teacher to initiate the process within 10 days of the student's enrollment.

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).
Students with an IEP follow the same ELL identification process. However, once the student is identified as having an IEP, the IEP/SETTS teacher provides all the teachers who directly work with the student a copy of the IEP including the ESL teacher. They conference regularly to facilitate meeting both the IEP and ESL goals. The members of the LPT team include the Principal, Assistant Principal, the School Counselor, the IEP/SETTS teacher and the ESL Teacher.
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 ESL Teacher prepares the entitlement letters and non-entitlement letters within the five school days after the NYSITELL is scanned and score is determined. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher. Additionally, the Parent Survey and Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and return signed forms.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment at the ELL Parent Orientation Meeting held at the beginning of the school year. During the orientation parents are given information about our school and programs offered and their rights and choices within the board of education.
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.
Our annual ESL Parent Orientation is usually held the last week of September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program at another school. We provide a list of schools and options for all New York City. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and a flyer explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in our surrounding schools but they have opted instead for the convenience of location, and also most of these families have more than one student studying at the same school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
At the time of enrollment parents must complete the HLIS form. Pedagogues including but not limited to the ESL teacher are called upon to assist with registration for students whose parents indicate a foreign language in the home. Program selection forms are sent to qualifying students homes and the return and collection of these forms monitored by the ESL Teacher. All forms are kept in the compliance binder which is stored by the ESL teacher. Additionally, the Parent Survey and Program Selection forms are completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and returned signed forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The members of the LPT team meet regularly to discuss compliance issues and the ESL teacher is directly responsible for the maintenance of these records, and actively seek any missing documents which are kept in the compliance binder.

9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL Teacher prepares the placement parent notification letters within the five school days after the NYSITELL is scanned and score is determined. The original letters are signed by the Principal and sent home with the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all documentation is kept in the compliance binder which is monitored and maintained by the ESL teacher.
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.

Prior to the exam students are exposed to test preps and practice tests from Continental Press to help prepare the students to achieve their best results. NYSESLAT is administered yearly to all ESL students in the order the exam is prescribed in the time period dictated. The test is administered in the following order: first speaking, then listening, then reading and writing. If a student is absent, we will continue attempting to test that child maintaining the proper testing order. Students are tested the speaking portion individually but the other portions in groups by grade. All protocols are respected. Students are separated in a quiet part of the building and the tests administered according to the instructions by either the ESL teacher or the testing coordinator or an experienced pedagogue.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL Teacher prepares the continued entitlement and transitional support parent notification letters within the first 5 days of school based on the ATS report "RLAT" which details the students the students NYSESLAT results. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher.
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).

Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time for the past 7 years, therefore, alignment between parents choice and program offering is consistent. This is due to the convenience of the location, which is near their home and family businesses. Half of our students are of Yemen decent and these children come from homes with many siblings. Therefore, they try to keep the students in the same schools as much as possible. They continually choose to remain in our school's monolingual program although the other bilingual options are presented. Proximity and family ties keeps them choosing our school year after year.

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.
Our school uses both a pull-out and a push-in co-teaching organizational teaching model. In this model the ESL teacher pushes in with students of similar grades and levels to assist the teacher with making input comprehensible for the ESL students utilizing research based strategies such as Sheltered Teaching Methods, differentiation, scaffolding, adding background information, modeling and providing examples, using a dictionary and translator when necessary. When pulling out, the ESL teacher groups students according to the new NYSESLAT levels, Entering, Emerging, Transitioning, Expanding, Commanding.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students serviced in a push-in or pull-out capacity by the ESL teacher in our Freestanding ESL program based on their level. Entering and Emerging student levels receive 2 units of study or 360 minutes of instructional minutes by an ESL teacher weekly and, Transitioning and Expanding level students receive 1 unit of study or 180 minutes of instructional time by the ESL teacher weekly. Former ESL students receive .5 units of study or 90 instructional minutes. Students are grouped together according to their level and the ESL teacher pushes into one classroom with the group. Teachers cooperate so that their students are serviced appropriately.

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.

Teachers attend Professional development to learn about teaching strategies that will help them teach content areas to the ESL students. To make content comprehensible to ESL students, teachers use charts to emphasize skills being taught, and illustrations to help simplify lessons. Each lesson is presented in a Multi-method Approach to reach all learners regardless of their preference including Visual, Kinesthetic and Audio. Sheltered Teaching including using the home language to aid understanding, using gestures and signaling, the use of Total Physical Therapy to help solidify learning. Teaching is scaffold and differentiated to help the students succeed at every task. Non-conventional methods are also employed to diversify learning to stimulate, motivate and create a non threatening environment where learning can thrive as they are engaged in fun activities such as the use of videos, Music, Games, Technology, Computers, and a smartboard or overhead projector. This fosters learning and second language acquisition can occur more naturally. Cultural relevance is added wherever possible to help bridge the gap between the American culture and their heritage by showing how the values are similar, etc. We believe it is important to offer lessons using content that reflects students' lives, interests and culture.

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

When students are first identified as an ESL student because they fail the NYSITELL, then the Spanish LAB is administered if the student's home language is Spanish. No other native language evaluation is done as our school only offers a monolingual ESL program known as Freestanding English as a Second Language (ESL)

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

ELL students participate in all assessments with the general education population and teachers collaborate to share results and plan strategies to meet the needs of our LEP students. Assessments are ongoing to measure reading accuracy level and comprehension, listening and speaking skills, and writing utilizing Running Records from Teacher's College.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our school has students who have literacy and academic gaps due to the interruption of their formal education to return back to their country for a time. When they return they have to relearn much of what they were previously taught in the past. These learners require instruction in the basic concepts and skills necessary for academic success, including how to study and take notes, and how to participate in class discussions. These students are usually far behind their peers and easily frustrated to find this learning gap. Therefore a supportive environment is created that involves utilizing bilingual staff that speaks the same language and activity pairing with students who also speak the same language. These needs are recognized and specifically targeted by the ESL and classroom teachers.

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.

The school ensures the student's academic progress has not been adversely affected by scheduling a meeting with all the teachers who service the student to determine this between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student). Information such as exams and classroom assignments will be evaluated by the members of the LPT team which include both Assistant Principals, Ms. Collins and Ms. Jean-Jacques, the Testing Coordinator, Mr. Alexander, Ms. Burke, IEP/SETTS and the ESL Teacher, Ms. Segura, the student's classroom teacher and any other related services teachers that serves the child. At that time the principal will make an appropriate decision pursuant to CR Part 80 which may include but not limited to the provision of additional support services to the student such as a bilingual or English to speakers of other languages teacher, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. Parent/guardian will be notified in writing in the parent's preferred language within 10 school calendar days.

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?

Chart specially designed academic instruction in English (SDAIE) and CALLA is our teaching approach for teaching academic content, social studies, science, math and ELA to our English language learners. Besides using the sheltered strategies which were mentioned before, teachers collaborate to continually reinforce new concepts and language in academic instruction and integrate concepts across content areas and language/literacy classes. The ESL teacher is a focal point for this and assists to provide simplification of language and explicit instruction and translation. Every opportunity is sought where material can be shared across the contents and used to teach phonics, reading, vocabulary, grammar and comprehension.

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?

ESL students with IEP's are served according to their IEP mandates and goals. There are currently five ESL students with an IEP. The IEP/SETTS and ESL teacher both work together with the classroom teacher to avoid scheduling conflicts, share learning goals and limitations to maximize their instruction and secure these student's academic success. The ESL teacher is provided a copy of the student's IEP and attends meetings involving changes to the IEP so the ESL teacher can be aware of how best to help this student. All service providers are involved in this process including the ESL, IEP/SETTS, and Speech teachers so they can all be involved in streamlining ideas and lessons and helping the student learn more effectively and reach their IEP goals. Students with IEP's are placed within the least restrictive environment and additionally, when the ESL teacher pushes in, she takes these students into a general education class and this way these students are given the opportunity to be educated with non-disabled peers. They have access to the general education curriculum and provided with supplementary aids such as a Para (Educational Assistant) and or the ESL teacher.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

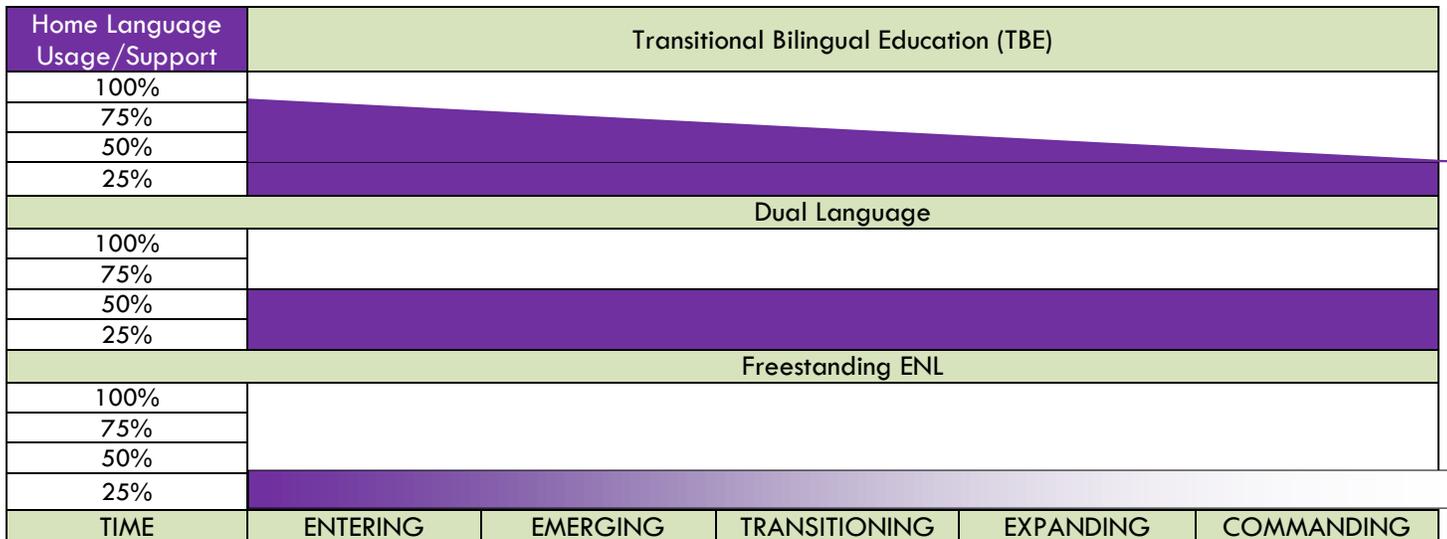


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. Imagine Learning which is an individualized computer based program that provided literacy instruction in the students native language was purchased for all ELL students. Additionally, iReady which is another computer based program has been purchased to provide individualized support in ELA and mathematics at the students level of understanding based on a pre-instruction diagnostic exam..
- To provide additional supports in the content areas, our our foreign language teacher pushes-in to provide ELL students support.
- To prepare the more advanced students for the State ELA Exam, our ELA teacher holds lunch and after-school groups for struggling students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effectively meeting the needs of our Ells with targeted, differentiated and scaffolded instruction. Additional services besides ESL is extended to the student including Speech, SETTS, Literacy and Match coach, Guidance counseling, and Paras (Educational Assistants) who speak the native language are extended to ESL students
12. What new programs or improvements will be considered for the upcoming school year?
- Providing additional time with an ESL teacher or establishing a self contained ESL class in a co-teaching model with a teachers who speak the language of our studnets, one Spanish and one Arabic speaking teacher. If we enroll enough students across two consecutive grades this is one consideration which our ELL students may benefit from.
13. What programs/services for ELLs will be discontinued and why?
- We will continue to offer our Freestanding ESL program unless we enroll at least 15 students of Spanish speaking and/or 15 students who are Arabic native speakers in two to three consecutive grades. In this case we will eliminate our push-in ESL program and offere a self contained ESL classroom with an ESL teacher and a para who speak the students' native language.
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 are given preference often being mandated and assigned Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. As state testing time approaches, our After School program begins and letters are sent home making the ESL students participation mandatory.
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.
- The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Instruction is delivered in English in our Freestanding ESL program, however, translation and interpretation services are used if necessary for communicating all official letters from the school.
- Additionally, all ESL students work on Imagine Learning, which is a computer-based program, which provides individualized literacy instruction in each students native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Appropriate age and level material is used as determined by Common Core Learning Standards and Core Knowledge Sequence is also consulted to supplement material. Teaching is targeted to bring students from where they are to make progress and catch up to where they are supposed to be. Assessments help guide instruction to determine what skills have been mastered and what needs to be retaught during small group instruction and homework assignments. Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient 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).
- In the beginning of the year the school holds an ELL Parent Orientation where both the students and parents are invited to attend and information is shared to assist the student enrollment and transition into this new school system. The Parent Coordinator is involved and Parents along with the Ells are invited to ongoing activities such as Take your kids to school day, Book clubs, Movie Night etc. In addition the servive providers and teachers who will be working with these children throughout the school year work

together to assist the students with making a smooth transition. They are available for any questions and for targeted educational assistance.

19. What language electives are offered to ELLs?

We do not offer a foreign language program at this time.

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)?

We do not offer a dual language program at this time

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.)
Professional development is provided to all staff by experienced pedagogues and teacher leaders (no assistant principal at this time) during grade and extended day professional development weekly meetings. Our instructional focus this year centers around providing supports for all students, including students with IEP's and ELL students. Teachers have been provided training in differentiated strategies to engage all learners.

ELA, science and social studies teachers have received training from Teachers College on best practices in literacy instruction for all students including ELL students.
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?
New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year. The ESL teacher attends monthly training network meetings and additional Professional Development offered externally

To ensure that our ESL teacher is providing Common Core aligned instruction, she attends weekly ELA team meetings and afternoon professional development session with the school based staff, to ensure that the services she provides align to the standards that are being taught.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have a list of helps such as glossaries from the Board of Education website, picture dictionaries and bilingual dictionaries, computers for using interactive websites for learning English.

Guidance counselors and other school based support team members provide ESL students with High School directories and open house information in the students native language, and help them to identify schools/programs which would best suit their needs moving forward.
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.
A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The English as a new language teacher receives a minimum of fifty percent (50%) of the required professional development hours for language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teachers have been trained for example how to infuse technology into their lesson to help students in their native language to access their materials (using Google Translate to help students translate words or phrases they do not understand into their native language is one example).

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?

1. R Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language. Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LPT team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The the LPT team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. Our school also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about Let's Talk, and Basic English For Spanish Speakers.

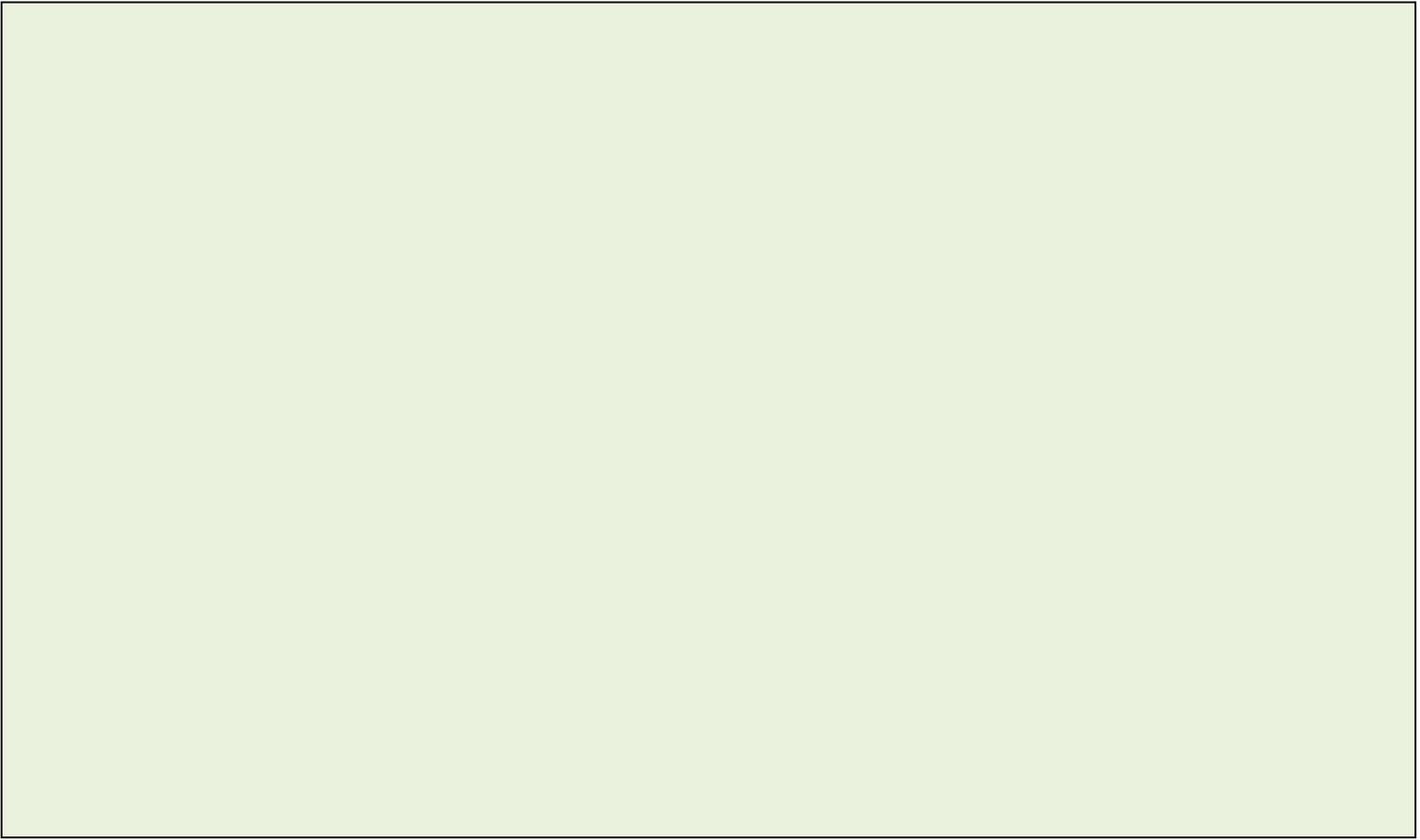
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with Good Shepherd Services to help bring additional resources to families in need.
5. How do you evaluate the needs of the parents?
Parents needs are initially assessed using information gained from the Home Language Identification survey. The needs of the parents are also evaluated based on the feedback received at meetings, one on one conferencing and telephone calls.
6. How do your parental involvement activities address the needs of the parents?

The concerns brought up by parents are addressed at teacher meetings where the staff works together and plans to develop ideas for implementing solutions and fostering a closer relationship with the parents. Workshops centered around supporting ELL students and their parents are then implemented based on their needs.

D. Additional Information

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

Paste response here: There are no additional comments at this time.



Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19K311 **School Name: Essence School**
Superintendent: Joyce Stallings

Before you begin, please check the following:

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

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

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

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

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

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

In addition, the parent coordinator will make notes of any information gathered from blue cards and parent survey's that may indicate a parents preferred language.

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.

English
Spanish

Arabic
Haitian-Creole

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.)

Family Handbook - Beginning of Year
Monthly Calendars - Monthly
General Correspondence - As Necessary
Newsletters - Monthly

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.

Curriculum Night - 9/16/15
Parent Teacher Conferences - 11/17/15, 3/17/16, 5/11/16
Parent Engagement Days - Every Tuesday at 3pm
PTA Meetings - Every 3rd Thursday of Each Month
Informal Parent Conferences - As Necessary

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.

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school (through personal knowledge and/or language translation programs such as Google Translate). Documents should be submitted to the secretary within 48 hours of distribution time (if possible) for translation needs. Whenever needed, the Translation and Interpretation Unit of the Department of Education will be used to

ensure timely execution of notice dissemination to the parents of ELL's.

Official DOE documentation and notifications such as testing calendars and notices from the Chancellor will be directly downloaded from the DOE website if available.

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.

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). Parent volunteers will help support the Arabic speaking families.

In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish. However, if necessary, The Translation and Interpretation Unit of the Department of Education will be utilized for interpretation services.

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.)

Staff will receive professional development around their options for translation services within the first few weeks of school. Additionally, staff members will receive written documentation to help support their LTI needs including the T & I Brochure.

Additionally, staff members will be exposed to additional resources such as Google Translate, which may help them with their LTI needs.

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

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary

languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.

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)

We will evaluate the effectiveness of our LTI services through the use of formal and informal conversations with parents, monitoring parent surveys (specifically the response rate from the parents who use the services), and by monitoring the level of participation from parents who receive LTI services in parent related school activities. St