



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

17K334

School Name:

MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE

Principal:

MONIQUE CAMPBELL

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Section 1: School Information Page

School Information

School Name: Middle School for Academic & Social Excellence School Number (DBN): 17K334

Grades Served: 6 to 8

School Address: 1224 Park Place, 2nd Floor, Brooklyn NY 11213

Phone Number: 718-774-0105 Fax: 718-774-0298

School Contact Person: Ms. Jeanette Greene Email Address: Jgreene11@schools.nyc
Monique Campbell ,Master Ambassador Principal

Principal: Betsie Green, Principal I.A.

UFT Chapter Leader: Mr. Jason Varon

Parents' Association President: Meinwein Glasgow

SLT Chairperson: Jason Varon

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Michele Durand

Student Representative(s): _____

CBO Representative: **Chris St. Rose**

District Information

District: 17 Superintendent: Mr. Clarence G. Ellis

Superintendent's Office Address: 1224 Park Place, Room 130, Brooklyn New York, 11213

Superintendent's Email Address: CEllis3@schools.nyc.gov

Phone Number: 718-221-4372 Fax: 718-221-4326

Borough Field Support Center (BFSC)

BFSC: South Director: Cheryl Watson-Harris

Director's Office Address: 415 89th Street, Brooklyn, NY

Director's Email Address: cwatsonharris@gmail.com

Phone Number: 7187594868 Fax: 7186301634

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)
	Betsie Green	*Principal or Designee	
x	Mr. Jason Varon	*UFT Chapter Leader or Designee	
x	Ms. Meinwein Glasgow	*PA/PTA President or Designated Co-President	
	Mrs. Jeanette Greene	DC 37 Representative (staff), if applicable	
	Michele Durand	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Amanda Bernadine	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Mr. Dwayne Murray	Staff	
x	Ms. Beverley Skeete	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Ms. Diana Grant	Staff	
x	Mr. Antoine	Staff	
	Meinwen Glasgow	Parent/8	
	Michele Durand	Parent/ Grade 6	
	Marvin Wheeler	Parent 6	
	Alexandra Martinez	Parent 8	

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 Middle School for Academic & Social Excellence-MS 334 is co-located with 3 other schools (MS 354, KIPP AMP & KIPP Elementary) on the Maggie L. Walker Campus located in Community School District 17, in Crown Heights, Brooklyn, New York. MS 334 is a small school that started during the phase out of MS 390. MS 334 is housed on the second floor of the school building. MS 334, a Focus School identified by New York State and a Renewal School according to New York City Department of Education, is experiencing a decline in enrollment because of family's dissatisfaction with the school's academic status, competition from neighboring charter schools and gentrification within the neighborhood. The school now services 87 students who are in grades 6-8. The student population comprises primarily youngsters from African-American and Hispanic background who are mainly from Caribbean parentage.

In August, 2014, The NYC Department of Education acknowledged that new leadership was needed at MS.334; hence, a new School Principal was hired. The new School Principal worked with the parents to elect a viable Parent Teachers' Association. The school community now has a stronger voice and is making greater efforts to promote the school's new initiatives and push to implementing highly effective academic programs and achieving higher academic standards. The goal is for parents to regain confidence in the school's ability to provide their children with quality education. As such, student enrollment will increase and the school will regain its former status within the educational community of Schools in District 17.

In spite of the noticeable levels of progress that occurred in various areas within the school community, the school is still facing a challenge with its move to increase student enrollment. Stemming from the low student enrollment register projections for the 2015-16 school year, the school is now in transition to experience another level of change. The NYCDOE has made the decision as part of the Renewal Program to assign the Master Principal of MS 354 as the new school leader for 2015-16. This begins phase 1 of the initiative. Both schools (MS 334 & MS 354) will finally merge in the 2016-17 school year as phase 2 of the transition process. Also, as part of the School Renewal Program, MS 334 will become a Community School in the 2015-16 school year. This process will provide more avenues of success for the students and their families.

The school serves students who live within the communities of Crown Heights and neighboring areas. Most families within the community live below the poverty level and are economically-challenged; thus over 95% of the students are entitled to free lunch according to the Title 1 requirements. In addition, the students are faced with many other social-emotional challenges within their community that often hinder their overall development and present obstacles for their academic achievement. MS 334 have begun the Community School Plan as part of the school improvement process. We have partnered with one of the Community School Organizations, Counseling in Schools who will work closely with us to address these areas of need.

Consequently, we have developed our school's vision and mission statements on the premise of providing the relevant supports for our students in these aforementioned domains. Our vision is to ensure that all students grow academically, socially and emotionally within our school community that is nurturing, supportive and challenging; at the same time the students are being prepared for high school and securely placed on the path to college and career readiness. This will be afforded through the mission of working collaboratively to increase scholarly achievement and excellence

through the enhancement of professional practices, effective planning and preparation, while establishing a culture for learning.

Having identified the challenges that our students face on a daily basis, our students' social, emotional and ethical needs will be provided through mentoring, tutoring, advisories, field trips, college tours, community service and engagement in sports and arts. Collaboration and partnerships with the Medgar Evers College Middle School Pipeline Initiative, New York Cares, Play Study Win After School Program, and now Counselling in Schools as the Community Schools partner will afford us greater opportunities to support and facilitate our sports, arts, mentoring, tutoring and advisory programs. With the school being part of the NYCDOE School Renewal Program because of its academic standing as a Focus School, the appropriate technology programs such as MyON, Metamorphosis and other community-based supports were implemented during the 2014-15 school year to supplement the academic programs. In addition, the appropriate software and web resources were used to support differentiated instruction, assessment and self-supervised learning. These levels of support will continue for 2015-16.

Under the new leadership for the 2014-15 school year, the school community has made some significant accomplishments which is expected to be bolstered with the incoming Master Principal for the 2015-16 school year. The school community has established an environment that is more conducive to teaching and learning. The students displayed a greater desire to learn and made every effort to challenge their teachers to provide them with authentic CCLS-aligned instruction and learning activities. To effectively promote the school's academic agenda and student achievement, a program of sustained professional development was established and was geared towards enhancing teachers' professional practice and expertise. Thus, with the relevant support from the Network and personnel from the NYCDOE Office of School Improvement, teachers were retrained on more effective methods and structures of delivering their content to the students in order to meet the academic demands of a more rigorous curriculum. In addition, greater focus was placed on using data-driven instruction as a means of meeting the individual needs of our students. The appropriate resources were procured and secured to ensure that all pedagogues have the appropriate tools and resources to satisfy these demands and the students' needs for supporting academic growth.

In the midst of our efforts to move the school's educational agenda and related goals, we are still faced with the real challenges of increasing students' attendance which will have a direct impact on promoting noticeable academic growth. Because of family-related challenges and other social constraints, our school-wide daily and monthly student attendance average ranges between 85 and 89%. This is being addressed through parent outreach and the implementation of varying incentives, and guidance programs with the support of the guidance counselors and Network. In addition, our greater challenge was ensuring that we promote students' learning as we gain and maintain academic growth. With 67.8 % of our students performing at level 1 in ELA and 78.1% of the students performing at level 1 in math, it was an uphill battle to improve the students' scores to an acceptable level. With the large amount of students being absent from school on a regular basis, the inconsistency in attendance will have an effect on academic performance. Nonetheless, all stakeholders were cognizant of these risk factors, and were committed to their role in improving the academic agenda by following through with all school-wide initiatives and structures for bolstering academic development. This was to ensure that the students achieve some measure of academic growth in incremental levels within the time frame set by the parameters of our yearly educational goals. Thus, we joined forces with each other and our new community partner to get the work done effectively. This proves to positively affect the school community. The preliminary data (i.e. the promotional cut scores) for 2014-15 is indicating levels of growth and progress with the students' academic performance.

During the 2013-14 school year, there were no DTSDE Tenet Review or Quality Review. Similarly, during the 2014-15 school year, there were no DTSDE Tenet Review or Quality Review conducted because of the NYCDOE transition with the Consolidation Plan. However, during the 2013-14 school year there was a Focus School Alternative Quality Review (AQR) which was conducted by the NYCDOE Office of School Quality-Division of Teaching and Learning. According to the AQR, the school did well in the following areas:

1. The school leader effectively utilizes resources and schedules staff to support all teachers in meeting students' instructional goals as demonstrated by meaningful student work products. (1.3)

2. Through the use of the Danielson Framework and frequent cycles of classroom observations, the school leader supports teacher development by providing feedback which captures strengths and next steps for improvement for all teachers. (4.1)

3. Through a coordination of routines and services, the school provides a safe and inclusive culture which is conducive for learning and personal growth of the whole school community. (1.4)

The report also indicated that the school will need to show improvement in the following areas:

1. (Strategically integrate the instructional shifts to ensure a coherent curriculum across grades and subject areas, embedding rigorous habits and higher-order skills so that all learners can demonstrate their thinking. (1.1)

2. Deepen the work utilizing Danielson's Framework for Teaching to strengthen teacher practices which reflect a set of beliefs about how students learn best in order to yield high quality student work. (1.2)

3. Refine the use of on-going assessments and grading practices to analyze information on student learning outcomes to adjust instruction decisions at the team and classroom levels. (2.2)

As it relates to DTSDE-aligned recommendations associated with the aforementioned review, they will be addressed in the other areas of this document. Nonetheless, the school leader has carefully reviewed the documents and is ensuring that the SLT and pedagogues are aware of the three areas for improvement

(Strategically integrate the instructional shifts to ensure a coherent curriculum across grades and subject areas, embedding rigorous habits and higher-order skills so that all learners can demonstrate their thinking. (1.1)

Deepen the work utilizing

Refine the use of on-going assessments and grading practices to analyze information on student learning outcomes to adjust instruction decisions at the team and classroom levels. (2.2)

and are incorporating strategies to address these areas of concentration in our continued thrust in making school-wide improvement and progress for the 2015-16 school year.

In addition, during the 2014-15 school year, the American Institute of Research (AIR) conducted a School-wide Needs Assessment. Each area of the assessment was aligned to the Framework for Great Schools and Visions for School Improvement in the 2015-16 school year. The AIR Report analysis connected to each aspect of the Framework findings is as follows:

1. Rigorous Instruction:

- The staff describes multiple opportunities for professional development.
- Teachers have mixed feelings about their preparation to teach ELA and Math.
- The degree of cognitive demand taught is less than what is recommended by the ELA and Math CCLS.
- Not enough instructional time, is spent on the key CCLS for ELA and Math

2. Supportive Environment:

- The school is working to put structures in place that meaningfully support students' social emotional growth.

- The guidance counselor plays a pivotal role in implementing structures to provide support for students.
- Teachers feel that the students' academic achievement is an essential focus at the school.
- There is a strong awareness that the school functions as a safe haven.

3. Collaborative Teachers:

- Building Teacher capacity to meet students' needs through co-teaching, teacher team meetings, PD and inter-visitiation are core practices of the school's mission.
- Teachers indicated that they do not have adequate time during the regular school week to work collaboratively with peers.

4. Effective School Leadership:

- The school leadership and key school positions are stretched thin.
- The principal communicates high expectations, clear vision and goals for students and staff.

5. Strong Family-Community Ties:

- The school is improving opportunities for parent engagement, low participation remains a challenge.
- The positive relationships between and staff and families, parent participation at school events is still low.

6. Trust:

- Teachers generally feel that there is openness and trust amongst the school community regarding communication.
- Staff feels that at the school there is a strong sense of morale due to internal feelings of trust and support of the staff.

As it relates to these Framework-aligned findings associated with the aforementioned Needs Assessment, they will be addressed in the other areas of this document. The school leader and core educational team have carefully reviewed these findings and are ensuring that the SLT and pedagogues are familiar with the information. The major themes are incorporated within our 2015-16 plan for making continued school-wide improvement and progress.

Students have been offered the opportunity to have an extra hour and fifteen minutes daily of expanded learning time. One hour of that opportunity results from being a Renewal School. The extra 15 minutes result from the consolidation collaboration with MS 354, who has an Extended Learning Grant that affords them the power to share the resources with this school. Additionally, being a community school, MS 334 has a CBO-Play, Study, Win- which provides 3 hours of afterschool expanded learning enrichment for students. Activities include leadership classes, dance poetry, music, karate and other sports activities.

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>According to the school’s last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 3.5:</p> <p>In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3, the school should:</p> <p>Develop, implement, monitor and evaluate formative and summative assessments to ensure alignment between curriculum and assessment, and to allow teachers to provide targeted and data-based feedback to address student ownership of learning and improve student achievement.</p> <p>The new school leader for the 2014-15 school year started the work which is still in the foundational stage. Therefore, we will continue to enhance the work for the 2015-16 school year. At the beginning of 2014-15, it was evident that there were shortcomings in the areas listed above. By doing an in-school quality analysis with the staff, it was concluded that the school did not have a working curriculum map that was sequentially aligned to the various subject contents. As a result, the teachers did not have a coherent guide to their instructional practice especially geared to meeting the CCLS expectations. Teacher teams were immediately established to review the subject content; use the content based standards as well as the scope and sequence to develop curriculum maps as units of study for each content area. For each subject, the relevant CCLS-aligned resources were identified and incorporated into the units of study to ensure and</p>		

bolster student engagement. In addition, the teacher teams carefully analyzed the current data to identify students' needs and areas of strengths and weaknesses and developed strategic plans for improving students' outcomes. The primary data reviewed were individual students' results and the item analysis for the NYS ELA & Math (6-8 grade), Science (8 grade), MOSL pre-test result as well as the beginning of the year subject-diagnostics.

In addition, the 2013-14 AQR indicated that across classrooms, teachers inconsistently ask questions to gauge students' understanding and respond to the needs of their students. In classes observed, opportunities for checks for understanding were limited. In three of the five classrooms visited, there was no indication of teachers checking for understanding throughout the lesson. In the other two classrooms, teachers were asking questions to assess student thinking. Student self-assessment and/or peer-feedback were not evident in classrooms. The lack of consistent checks for understanding limited the ability of teachers to identify strengths and needs of students in order to adjust instruction to improve learning outcomes.

To address the latter issues mentioned, for the 2014-15 school year, teachers were engaged in PDs focused on using varying methods for assessing students' understanding of content and improving questioning and discussion techniques particularly aligned to Webb's DOK. In addition, greater focus was placed on using a variety of assessment techniques to track students' progress.

In addition, the 2014-15 AIR analysis also indicated that: (a) The staff describes multiple opportunities for professional development; (b) Teachers have mixed feelings about their preparation to teach ELA and Math; (c) The degree of cognitive demand taught is less than what is recommended by the ELA and Math CCLS; and (d) Not enough instructional time is spent on the key CCLS for ELA and Math.

Although we have seen some growth in these areas mentioned, this work is not yet fully grounded within the school community. Teachers do not have a formal system of assessment in place. That is why we are making it a priority need. As a result, bolstering school-wide instructional focus and leveraging the work around rigorous instruction will continue for the 2015-16 school year.

In all the statements of practice, the school's Heidi rating is a D.

"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." We will address this tenet by ensuring that all curriculum plans are CCLS aligned and that classroom instruction follows the curricula.

The school leader and teachers will develop 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

This partnership will be developed through regular grade and subject team meetings.

The new school leadership will work with teachers to develop processes for strategic monitoring of student progress using different types of assessments which will then impact revision of curricula.

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) (a) The suggested NYC core curriculum materials which are CCLS-aligned will be used for the core content areas and supplemented by other instructional materials. They are listed as follows:

} ELA- Code X, & Teachers' College Reading/ Writing Units as supplemented by EngageNY, NYC Reading & Writing Bundles, Students' Interest Library, MyOn Reading Program, Ready/I-Ready Program and Skoolboo

} Math- CMP3 as supplemented by Go Math, EngageNY, Metamorphosis, National Training Network Math Strategies, Ready/I-Ready Program

} Science-NYS Glencoe Science supplemented by Scholastic-science World and Smart Science

} Social Studies- NYS Social Studies (US & World History) and infusion of the new NYC K-8 Social Studies Scope & Sequence

All other content areas will be following the NYS CCLS-aligned suggested curriculum.

(b) The curriculum materials will be selected, developed and adjusted to meet the needs of all students. The students will be involved in activities that allow multiple entry points to their learning experiences, using graphic organizers, engaging in differentiated tasks and contents and individualized readings that match their levels of abilities.

(c) The students will be engaged in a variety of academic programs which include the traditional core contents areas as well as the non-traditional areas such as Home economics, Visual Arts, Music and Theatre.

(d) The instructional shifts will be evident in the curriculum maps, PD plans, lesson plans and observation reports. Staff will show how they are engaging students in the non-fictional text that demand close reading because of greater complexity and academic vocabulary and other activities that are text-dependent.

2) The Expanded Learning Time will engage the students in additional learning opportunities such as:

- Writing across content areas
- The arts (drama, visual arts/ music)
- Technology (web-based learning)

} Math (Ten Marks)

} ELA (MyOn)

} All other content areas (Board Works)

- Field Trips

3) (a) The classroom will be a place where the teachers will provide a variety of opportunities to engage students in the learning experiences. A primary focus will be on project-based learning. Teachers will also monitor and assess students' learning and provide relevant feedback to them.

(b) The mode of instruction in the classroom will be mainly student-centered and teacher facilitated with a major emphasis on the integration of technology in the learning process.

(c) In the classroom, the students will engage each other in their learning activities. As a result, the classroom will be a place where the following will be evident:

- Cooperative groups
- Peer support
- Accountable talking
- Use of multiple resources
- Print rich environment
- Neat/clean/welcoming
- Organized for maximum effort

4) Teachers will use the Multiple Intelligence Survey to identify students' levels of intelligence and learning styles. Teachers will plan lessons to accommodate students' learning levels and learning styles according to expectations as guided by the results of the students' multiple intelligences data.

5) Consistency will be supported across the school for a longer working day as follows:

- Schedule and programming will be done to facilitate common planning time
- Content planning will be embedded for lateral and vertical alignment of curriculum map and discussion/ planning
- Inter-visitation will be conducted to observe and implement best common practices
- External facilitators will be used to provide support in areas of greatest pedagogical needs in order that teachers have common understandings of the expectations.

6) (a) A series of assessments techniques will be used to guide the curricular and instructional practices across the school. This includes pre and post assessments, Writing Benchmark, Interim assessments/ Periodic assessments, MOSLs, State Assessments, Unit tests, and DRA/DRP. The data will be used accordingly for instructional purposes and making curricular decisions.

(b) The data will be collected and used in a variety of ways. The Web based program such as TCRWP and MyON will be critical components as well. In addition, significant use will be made of uniform collection data sheets for unit exams, school wide simulations, computer based assessments and data compilation (I-Ready). The data from the assessments will be used to:

- Modify curriculum maps

- Plan instruction to meet the needs of students
- Inform collaborative teacher practice
- Setting goals and learning targets (both teacher and students)
- To provide differentiated lessons
- To make adjustments in plans in order to meet the needs of various learners

(c) All teachers will be supervised by Coaches, AP and Principal to analyze data and incorporate changes in the curriculum map in order to address noticing (trends, patterns) in the students' work products.

7) We expect that at least 50% of the students will show growth by year 2.

Part 3 – Annual Goal

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

During the 2015-2016 school year, all students will show an increase of at least 8% in performance scores in ELA and Math, as evidenced in 3 out of 6 assessments in ELA and 2 out of 4 assessments in Math.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>		
<p>A</p> <table border="1" data-bbox="97 1877 784 1982"> <tr> <td data-bbox="97 1877 672 1982"> <p>1. All students will be assessed using MSQI-1 to determine each student's reading level. Students scoring below a</p> </td> <td data-bbox="672 1877 784 1982"> <p>All students</p> </td> </tr> </table>	<p>1. All students will be assessed using MSQI-1 to determine each student's reading level. Students scoring below a</p>	<p>All students</p>	<p>All students</p> <p>All Students</p>	<p>The strategies extend throughout the school year from September</p>	<p>Administrator, ELA Teachers, ELA Leads or Coach, Reading Support Specialist</p>
<p>1. All students will be assessed using MSQI-1 to determine each student's reading level. Students scoring below a</p>	<p>All students</p>				

<p>level 40 will be tested on SRA Corrective Reading Placement Test. This assessment will be done at least three (3) times during the school year.</p>		All students	2015 to June 2016	Administrator, Testing coordinator, Data specialist, Inquiry Team Members, Technology coordinator and teachers
		All students	The strategies extend throughout the school year from September 2015 to June 2016	Administrator, Testing Coordinator, Data Specialist, Inquiry Team Members, Technology coordinator and teachers
2. Teachers in core content areas will administer a diagnostic at the beginning of school (by week 2). This will include the online assessment 10 Marks and a baseline writing in ELA. The students and teachers will use the outcomes of these skill-based assessments in the formulation of their short and long term academic or grade goals.		All students	The strategies extend throughout the school year from September 2015 to June 2016	Administrator, Testing Coordinator, Data Specialist, Inquiry Team Members, Technology coordinator and teachers
		All students	The strategies extend throughout the school year from September 2015 to June 2016	Administrator, Testing Coordinator, Data Specialist, Inquiry Team Members, Technology coordinator teachers
3. All teachers will administer formative assessments at different points in the teaching/learning cycle. These assessments will include running records of students' interaction during class discussions, one-on-one teacher/student conferences, students' feedback on brief warm-up/closure activities, brief writings as exit slip, short quizzes, topic/unit test or reports, brief technological presentations, ELA writing prompts (3 times throughout the year), and other teacher-designed assessments. With the implementation of the CCLS and City-wide Visions for School Improvement, a vendor based CCLS-aligned assessments (e.g. NY Ready & I-Ready) will be used to assess students' competencies for the core learning standards once they have been taught		All Students	The strategies extend throughout the school year from September 2015 to June 2016	Administrator, Testing coordinator, Data specialist, Inquiry Team Members, Technology Coordinator and teachers
		All students	The strategies extend throughout the school year from September 2015 to June 2016	
4. There will be two school wide benchmarks in ELA and Math in the form and format of NYSED State Exams. The first one will be December 2015, and the second one will be March 2016. These benchmarks will inform both teachers and students about student				

<p>readiness for the state exams as well as areas of both mastery and challenges to further inform instructional next steps. In addition the students data from the MOSL NYC and Performance will be used to monitor student progress and engage instructional decisions</p> <p>Ongoing review of the curriculum map will be done as teachers use all classroom-based data in conjunction with the initial analysis to enhance students' achievement.</p>	<p>All students</p>			
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<p>To address the students learning needs in Reading and Math, Academic Intervention Services (AIS) will be provided for students who have demonstrated far below grade level decoding and reading comprehension skills. They will receive direct instruction using a research-based reading program such as</p> <p>SRA Corrective Reading, IReady Math & IReady Math and Starfall.</p> <p>Another critical element will be the supports for SWDs and ELLs in every lesson. Differentiation will be done by levels, tasks, assessment, and instructional delivery whilst aligning to the CCLS and integrating technology. SWDs, ELLs and all subgroups will be exposed to tasks which also require reasoning and cognitive rigor, asking students to apply learning, have multiple entry points, varying points of views and interpretation and provide opportunities for accountability as learners.</p>		<p>SWDs, ELLs, students performing in the lowest third on a school-wide basis</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Academic Intervention Teacher, ESL teacher, Special Education Coordinator, Service Provider, Technology Teacher</p>
<p>A thriving home-school relationship or partnership will be developed to support the teaching-learning process. This will be established by teachers, students and parents forming healthy partnerships that support the classroom experiences and students' performances. This will be</p>		<p>All parents</p>	<p>The strategies extend throughout the school year from September</p>	<p>Administrator, Members of the PTA & SLT, Parent Coordinator, staff</p>

<p>facilitated through school-wide events such as parent workshops related to the contents of the Common Core NYS ELA and math exams, family evenings and other school-wide events such as parent raffles during parent teacher conferences.</p>		<p>2015 to June 2016</p>	
<p>Members of staff will attend various professional development sessions (internal & external) as well as specially-assigned meetings (e.g. SESIS, Drop Box, Skedula, Google Docs, Google Hang Out , New Visions Data Sorter to support the teaching and learning process. They will then turnkey the relevant information to the rest of the staff. This will ensure that the entire staff gets the necessary exposure to the relevant information for implementation in the classroom particularly as it relates to promoting students' success. Provisions will be made for new members of staff to learn critical instructional or operations issues. In some cases, outside providers will also facilitate this process as a means of further building the capacity of the staff.</p> <p>Teachers will attend workshops on Universal Design for Learning, collaborative team teaching, use of technology in the classroom, Specially Designed Instruction, and curriculum-based workshops such as Code X, TC Writing Project and Engage New York, LDC, NTN, and MSQI</p>	<p>All staff</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, selected members of staff (core team) BFS support staff and outside providers where applicable.</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"> • In cases where joint PD sessions will be conducted with the other campus schools (MS 354), the relevant arrangement will be made for substitute teachers to cover classrooms. As a result, relevant funding will be used for securing per diem for teacher coverages. • Appropriate scheduling for testing purposes • The parent coordinator will coordinate school-wide activities and events for parents • The use of the instructional coach, teacher team and BFS Lead Content Specialist for demonstration of lessons, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students' work for the subject/grade • Funding necessary for the procurement of testing materials (e.g. Ready) • Purchasing of I-ready licenses; educational consultants to support implementation • The use of the School Renewal instructional coach, teacher team and BFS Lead Content Specialist for conducting sessions on data analysis

- Teachers would need to attend external PDs (e.g. TC Writing Project) or engaged in common planning. Funding will be used for bringing in substitute for per diem activities
- Scheduling for inter/intra-school PDs
- Use of NYCDOE resources such as Language Learners and Student Support instructional materials such as Handbook for Professional Learning
- OTPS for students consumables and other CCLS-aligned materials
- The use of the specified protocol for looking at students' work
- The use and development of rubrics for looking at students' work

Funding will be necessary to ensure that relevant technology is in place, the instructional materials (e.g. books) and qualified personnel or providers are secured for successful implementation of every aspects of the plan.

Monies allocated as part of the NYCDOE School Renewal Program will be used to support the success of the program.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		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.

The improvement plans related to the goal will be implemented in September 2015 and will continue to June 2016. By the last week of December, 2015 at least 75% of the teachers will fully implement systems and structures of assessment to collect and analyze student data, monitor students' progress and make curricula adjustments to improve student achievement as measured by the action plan.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Since the school received a D in all of the tenets of the Statements of Practice. As a result, the school will use the services of the Community School’s Counseling in Schools personnel to set up structures to support students and families. In addition to the guidance counsellor Counselling in Schools will work with teachers and families in developing tools and strategies to support the social and emotional health and developmental needs of students. With common planning, professional development for staff and CBO, the school stakeholders will collaborate on the implementation of positive behavior and learning environment structures.</p> <p>For the 2014-15 school year, we have seen some growth in this area which we will continue to consolidate in the 2015-16 school year. According to the 2014-15 AIR Report initial analysis there is evidence that: (a) The school is working to put structures in place that meaningfully support students’ social emotional growth; (b) The guidance counselor plays a pivotal role in implementing structures to provide support for students; (c) Teachers feel that the students’ academic achievement is an essential focus at the school and; (d) There is a strong awareness that the school functions as a safe haven.</p>		

According to the school's last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 5.2:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5, the school should:

Formalize and connect structures and practices currently in effect so that information on social and emotional developmental health for all students is collected and analyzed to support social and emotional developmental health and to promote academic success.

In addition, the students' average attendance within that school year (2013-14) ranged between 85 and 89% on a daily and monthly basis. Again, since there is a direct relationship between students' attendance at school and performance, we need to continue to implement strategies to encourage students to attend school. Also, the school needs to work on bridging stronger gaps between the home, school and community organizations for providing better structures for the families to deal with the social challenges which may be affecting students' attendance.

Although the school survey results indicate that they felt safe in school, during that school year there were 13 superintendent and 4 principal suspensions which were directly connected to elements of students' inappropriate behaviors and discipline infractions. Since there is a direct correlation between students' behavior and performance and in light of the fact that the 67.8 % and 78.1 % of the students performed at level 1 in ELA and math respectively during that period, **it is critical and therefore the priority need to strengthen behaviors through a systematic program.** This ensures that the school promotes and maintains positive students' behaviors in order to obtain noticeable growth in students' performance.

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. The expectations is that all stakeholders will be able to celebrate and describe their school as a place where:

- Systems and structures are put into place to ensure the safety and welfare of all students and staff.
- Effective teaching and learning occurs everyday
- Parents, students and the community are welcomed
- Opportunities are provided for students to work collaboratively in unison with the relevant resources and supports
- Parents feel like learning partners and part of decision-making and ongoing discussions for school improvement
- Students are provided with some of the non-traditional learning experiences

- Students are prepared for career and life through real-life application of their learning

2) (a) CBO partnership should be integrated seamlessly within the school day or with the transition from the regular school day to the extended day. This program should provide supplementary experiences for the students apart from what is done during their regular programs. The programs that they implement should be based on the needs, interests and talents of students. This should be structured, orderly and organized to maximize on students' learning opportunities.

(b) Counseling in School which the Community School Partner will train all staff with strategies for in-class support of sustaining the students' social and emotional needs. The organization will also train parents in developing and using effective coping skills to deal with the middle school child. They will also provide systematic advisory program to build self-discipline (leadership and coping skills) at a school-wide level.

(3) At MS 334, the students are given opportunities to have a voice and build their leadership capabilities within the school. This will be supported by:

- The re-establishment and functioning of the Student Government Association to continue the flow of allowing the students to have a say in the school's operation. With this structure in place, the student president presents a number of suggestions to the school leadership on behalf of the student body.
- The implementation of weekly assemblies where students are allowed to speak or lead the assembly program
- The extension of the in-classroom collaborative discussions
- The establishment of the Respect for All Advisory Program as part of the Community School Program
- The continued "open door policy" for students to speak with their administrators and counselors
- The extension of the Teacher Mentors Program
- The Advice of the Guidance counselor and social worker

(4) The various tenets of PBIS will be further grounded as part of the Advisory program in partnership with the CBO.

(5) (a) We will be offering counseling in school and advisory program for all students. These programs will provide social and emotional coping skills in order to avoid reactive behaviors.

(b) In order to accommodate this process, counselling will be done in the following ways:

- Small group
- Whole class
- Independently

In addition, large group counselling will be done on occasions for supporting school wide initiatives and ensuring consistency within the community. Also, small group counselling will be conducted to address specific issues, queries or concerns.

(6) The team will primarily measure students' growth in social-emotional development by the decrease in the levels of disciplinary infractions as well as improvement in school tone and a positive school culture. This will be evident by:

- Improved peer relationships
- Improved class participation and confidence in participation in extra curricula arts program
- Improved academic performance

(7) To respond effectively to the students' emotional needs, the leader and staff will have to use current data to make the relevant assessments and implement structures for improvement. We will engage in:

- Examining recidivism data, number of occurrences of infraction, absenteeism, identify offenders provide support (counseling family outreach) to address possible factors impacting data.
- Reviewing homework and class work completion data to identify students who may be posed with challenges based on extenuating circumstances to match needed support
- Examining trends in students' work products and use such trends to provide relevant supports to create and sustain changes.

(8) In an effort to improve students' attendance data, we will work collaboratively with our Community Partner to institute programs to address our students' needs. This will include:

- Parent outreach and home visits
- Providing incentive for students in the form of interest programs (e.g. Basketball) to encourage daily attendance
- Conducting wake-up calls
- Continuing the use of the school messenger system
- Increasing opportunities for school counseling

In addition, the attendance teacher will work with Counseling in Schools to look at factors contributing to absenteeism. They will then help teachers to implement structures to support social and emotional wellbeing in order to create positive attitude and interest in school. Counseling in Schools will help to build support peer group relationships which will impact students' in-school interactions in order to encourage them to attend school.

Part 3 – Annual Goal

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

By June 2016, staff and students will participate in a comprehensive school-wide program (Leadership) to promote personal, social-emotional health for success and safe, supportive and collaborative school environment as evidenced by a 5% increase in the school environment survey.

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>As part of the Advisory Program, our CBO Play Study Win will implement the 7 Habits of the Highly Effective Teen Curriculum into their Leadership course. will be implemented: Students and teachers will be given the opportunity to engage in dialogue and implement school-wide systems around the four elements of the P.B.I.S program during professional development, and classroom discussions. These four elements are:</p> <ul style="list-style-type: none"> • Supporting social competence and academic achievement through screening and monitoring student performance and progress continuously. • Supporting staff behaviors through teaching and encouraging pro-social skills and behaviors. • Supporting student behaviors to address classroom management and disciplinary issues (e.g. attendance, tardiness, antisocial behavior). • Supporting decision-making by using measurable outcomes and support as evaluated by data. 	<p>All students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>The administrators will supervise, guidance counselor, Community Partner Counseling in Schools & Teachers will implement</p>
<p>Mentoring/Adopting a Student: Students in particular will be matched with at least one caring adult in the school with whom they will develop a positive bond. This will allow them to feel cared for and supported in the school. This adult will find ways to provide incentives, recognitions, and rewards for the students.</p>	<p>SWDs, ELLS, students with chronic absences, lateness</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>The administrators will supervise, guidance counselor, Community Partner Counseling in Schools & & Play Study Win. Teachers will implement</p>
<p>Parents will be involved in informational sessions regarding PBIS as part of the PTA Meetings and other</p>	<p>All parents</p>	<p>The strategies extend</p>	<p>The administrators will supervise, guidance</p>

<p>events organized for them as part of the Community School Program.</p>		<p>throughout the school year from September 2015 to June 2016</p>	<p>counselor, Community Partner Counseling in Schools & Teachers will implement</p>
<p>Leadership Groups: These sessions will create extended families, where students can consistently find peer support and connect to caring, responsible adults. It will give students an opportunity to connect with adults who care about them and serve as role models to advise, mentor, sympathize, encourage, and praise them daily. Students will be assigned to a small group of peers (10 to 15) with a school adult leader. The groups may be comprised of students at the same grade-level or multi-grade who may stay together for the entire year or longer. Groups will have an opportunity to meet briefly about 2-3 times per week. For more in-depth discussions and structured activities, time will be allotted in the students' programs to facilitate weekly meetings for a longer block of time (40-45minues). In some cases, students will be grouped by gender to facilitate students' ability to share on very sensitive topics (e.g. teenage pregnancy).</p> <p>The advisory leader will monitor academic progress, help students to build decision-making and interpersonal skills, and acts as advocates for the students. Leaders will engage their groups in service projects or in organizing school activities as a means of building team interdependence. By creating this warm, positive and inviting school environment, students and staff will feel cared for, supported, and appreciated in the school. This will be afforded through incentives, recognitions, and awards, while engaging in meaningful interactions with one another to positively bond each other as families to the school.</p> <p>With MS 334 becoming a Community School in the 2015-16 school year as part of the NYCDOE School Renewal Program, our community partner (Counselling in Schools) will be working closely with all constituents to implement a number of programs to address our needs in this area. These programs should provide supplementary experiences for the students apart from what is done during their regular programs. The programs that they implement should be based on the needs, interests and talents of students. This should be structured, orderly and organized to maximize on students' learning opportunities.</p> <p>We expect to attain significant gains in all areas especially our students' academic performance</p>	<p>All students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>The administrators will supervise, guidance counselor, Community Partner, Counseling in Schools & Teachers will implement</p>

<p>stemming from a more stable environment with the social-emotional support they will receive.</p> <p>To address student.s’ tardiness and absenteeism, an attendance committee along with Counseling in Schools, will monitor student s’ daily attendance. Teachers will reward students for classes with 100% attendance each month</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"> • Ongoing partnerships are being established with the Community School Partner as well as other CBOs to ensure that a strong social-emotional development program is implemented to suit the needs of the students. • Also, the guidance counselor has been attending PBIS training sessions and implementing the elements of the program to suit the needs of the students. • The staff is being trained on the different phases as it is implemented. • The use of tangible incentives as part of the program • Purchasing of items for the incentive program • In cases where teachers will attend PBIS trainings, the relevant arrangement will be made for substitute teachers to cover classrooms. As a result, relevant funding will be used for securing these teachers. • Cost may be incurred for partnering with the outside providers for presenting PBIS training to our parents. • The parent coordinator will coordinate activities with the providers and the parents • The use of the PBIS protocol for improving students’ behavior and attendance records students <p>Monies allocated as part of the NYCDOE School Renewal Program will be used to support the success of the program</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	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>
<p>The program will be in effect from September 2015 to June 2016. By the first week of December, 2015 all of the staff will fully implement the various elements of the comprehensive school-wide program (i.e. Advisory) to promote personal, social-emotional behaviors for success and a safe, supportive and collaborative school environment as evidenced by a 2.6% increase in students’ yearly attendance as a result of the various programs introduced by the Community Schools Partner.</p>

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>For the 2014-15 school year, these recommendations from the AIR Report were taken into consideration and the relevant structures were put in place to address these deficiencies. The students’ authentic work were assessed and reviewed with the relevant rubric and specific feedback or comments were given to the students as it relates to the next steps for improvement. This was addressed in student-friendly, actionable, and easy to follow steps so that the students can put them into effect with little or no difficulties. We will continue to build upon this strength in the 2015-16 school year.</p> <p>According to the school’s last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 4.5:</p> <p>In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4, the school should:</p> <p>4.5: Develop and implement protocols and provide professional development for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownership of their learning. Develop self-reflection protocols for students to reflect upon and assess their own progress.</p> <p>According to the 2013-14, AQR Report, teachers utilized a variety of assessments and grading practices to monitor student progress. Datacation was also used to collect and analyze student data. However instructional adjustments to address student learning gaps were inconsistently implemented. During the English language arts vertical team meeting, the team reviewed students’ work using a looking at student work protocol. The team effectively analyzed student work</p>		

products to identify student strengths and areas in need of further support. The team then discussed several next steps for instruction, including how to chunk text and approach multi-step questions, however no finalized adjustments to instruction or action plan was developed by the team to close the surfaced gaps. In reviewing student portfolios, work was often scored without a rubric and lacked written feedback. As a result, there were limited opportunities for teachers to provide actionable feedback to students and to make adjustments that guide students to their next steps to increase performance.

The initial analysis and indications from the AIR Report indicated that for the 2014-15 school year, building teacher capacity was a key element in the schools improvement plans. The following highlights the findings from the Report:

- Building teacher capacity to meet students' needs through co-teaching, teacher team meetings, PD and inter-visitation were core practices of the school's mission.
- Teachers indicated that they do not have adequate time during the regular school week to work collaboratively with peers.

For the 2015-16, we will continue to build teacher capacity by ensuring that the teachers have more opportunities for collaboration. This process will help to facilitate and strengthen the teachers' efforts of targeting instructional practices to meet the needs of all students.

Under 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, the school received a D rating. We will need to use students' goals to provide supports for students to reach the standards of CCLS. Daily lesson plans need to show strategies of differentiation to meet individual student needs.

In 4.3 and 4.4 in order for us to address these areas for improvement (Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students and 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) curriculum maps will have to be created which are completely aligned to CCLS. Students will also be included in planning at least one program that directly helps to draw out their strengths, experiences and interests.

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) To take advantage of the spirit of teacher collaboration, this process will be accommodated as follows:

- Where possible teachers across the grade or subject will be scheduled together so that they might team-teach by putting students together or by each teaching a portion of lesson to each class based in strength or mastery of best practice.
- Teachers will have common planning time.
- Students' lunchtime is the scheduled Professional Period for teacher to plan or look at students' work.

- Teacher teams plan; create curriculum maps; look at students work together
- Inter-visitation is built into schedules and promoted by coaches, administration and teachers

2) (a) The collaboration of teachers ensures that we establish common teaching and learning practices across the school. The following highlights our practices:

- Students have opportunities to make choices in tasks, strategies and resources etc.
- Students work in cooperative groups and engage in collaborative discussions
- Students are questioning each other as well as teachers (H.O.T. questions are teacher and student generated)
- Students have rubrics to guide the completion of tasks
- Students self and peer assess

(b) The underlying principle that influences the creation of units and lessons is the Universal Design for Learning. Students will have multiple entry points etc. to access their learning experiences.

(c) Teachers will create maps and lessons in teams.

3) Part of the collaborative efforts as educators is ensuring that we provide opportunities for higher achieving students to deepen their learning. This includes:

- Higher achieving students engage in project-based learning. They also can prepare and teach lessons to peers using alternate method or strategies. This will help students to apply content learned to new situations.
- Students can also apply thinking across content areas (e.g. math, science and social studies classes).
- Establishing debating teams to respond to Social Studies content
- Students engaged in research activities to further their classroom experiences
- Engaging students in enrichment activities to bolster understanding and knowledge

4) The staff is aware that the safety and welfare of every student in and out of the classroom is key to the success of the school. As a result, they would have the following structures in place to ensure students' safety:

- Establish classroom protocols, rules, guidelines to encourage positive behavior
- Implement PBIS reward system and principles in the classroom
- Use behavior rubrics to teach expectations and post same in the classroom

5) (a) The expectation is that every teacher will aspire to meet the individual needs of their students. In the process, they would regularly review the relevant data to do so. This includes:

- Daily assessment data

- Conference logs, behavior logs and classroom observation reports
- Behavior and attendance data
- Assessments and test data
- Exit slips and writing prompts
- Homework and classwork data

(b) It is essential that teachers look at students' work in teams especially after each whole school common assessment. This process helps to:

- Identify gaps in students' understanding
- Identify gaps in curriculum
- Identify gaps in instructional approaches
- Make adjustments in instructional plans to address students' needs

6) The Community Schools partner (i.e. Counselling in Schools) will play a critical role in supporting the collaborative teaching approach. As a result:

- Teachers and counseling in school arts provider will work collaboratively in the classrooms where teachers can emulate the practices and strategies in the absence of the art specialist
- Counselors and teachers co-teach lesson on various topics related to students' growth and development. Teachers may incorporate strategies in classrooms by having students write and reflect.
- Students can engage in a variety of end-of-study projects based on the collaboration between teachers and community educators.
- Help students create plays and drama to reflect expectations

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.

In the 2015-2016 school year, at least 60% of teachers will use collaboration to develop instructional best practices in the areas of designing coherent instruction, question and discussion and engaging students in learning by showing improvement of at least one proficiency level in teaching practice reflecting in the tracking tool.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Administrators will work with staff to develop and implement cycles of inquiry. Administration will provide professional development on inquiry cycles.</p> <p>Teacher teams will use formative and summative data to develop strategic plans for instructional next steps for students based on their needs as revealed by the data.</p> <p>Co-planning in grade, subject and across grade/subject teams will be implemented to support the teachers.</p>	<p>Administrators, Teachers & Students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrators will supervise ; admin, teachers select staff, content leads from staff, BFS content specialist will implement</p> <p>Teachers will be required to submit records of summative unit assessments data. Exit slips and student work will be collected by AIS coordinator in order to monitor teachers’ strategic use of data for instructional planning.</p>
<p>Another essential element of units/lessons planning will be teacher collaboration. Teachers will use common planning times to develop lessons, inclusive of similar subject matter, skills and strategies and cognitive processes (i.e. inclusive of the SWDs & ELLs). Teachers will collaborate on how to make data public and used as an instructional tool; they will collaborate on looking at students’ work, developing common language and expectation of quality instruction, assessment and planning..</p>	<p>SWDs, ELLS & low performers in the lowest third</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Special Education coordinator, Special education teacher, ESL teacher, content lead teachers</p>
<p>Parents will be invited to the Medgar Evers Parent Academy as part of Medgar Evers Pipeline initiative</p>	<p>Parents</p>	<p>The strategies extend throughout the</p>	<p>Administrator, Guidance counselor, School Nurse, parent</p>

		school year from December 2015 to June 2016	coordinator, Prospective CBOs and partners
ITeTeacher Teams will conduct inter visitations of classes, observing and scripting the elements of best practices that are present. They will debrief these visits and plan next steps together	All Teaching staff	The strategies extend throughout the school year from November 2015 to June 2016	Administrator, select staff, content leads from staff, BFS content specialist

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • In cases where inter-visitations will be conducted with the other campus schools, the relevant arrangement will be made for substitute teachers to cover classrooms. As a result, relevant funding will be used for securing these teachers. • Cost may be incurred for partnering with the CBOs for parenting and adult education. • The parent coordinator will coordinate activities with the CBOs • The use of the instructional coach, teacher team and Lead Content Specialist for demonstration of lessons, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade • The use of the instructional coach, teacher team and BFS Lead Content Specialist for conducting walk-throughs with a critical eyes • In cases where teachers would need to attend external PDs or engaged in common planning funding will be necessary for bringing in substitutes for per diem activities • Scheduling for inter/intra-visitations • Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress • The use of the specified protocol for the walkthrough and looking at students’ work • The use and development of rubrics for looking at students’ work <p>Monies allocated as part of the NYCDOE School Renewal Program will be used to support the success of the program. Grant writing opportunities are also being explored from agencies like Donors Choose to assist in offsetting associated cost.</p>											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	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 mid-January 2016, there will be a 40% increase in teacher to teacher collaboration as evidenced by their classroom practices geared towards designing coherent instruction, developing questioning & discussion techniques and engaging students in the learning as evidenced by coherence across classroom practices.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Since the school's Heidi ratings are a D in all the tenets, the school leader will ensure that all the areas are given focused attention. In the area of 2.2, the RSCEP goals will be shared with the entire school community. Goals will be posted so that they remain in the forefront of thought and planning and will be in the weekly staff newsletter. Teachers will be required to post the goals in classrooms. Teachers will be required to use these goals for their own goal setting in the classrooms.</p> <p>In the tenet of 2.3 , resources will be used to support the needs of staff as shown in the ADVANCE data; this will include professional development, mentoring, opportunities for peer collaboration and inter-visitation.</p> <p>In the area of 2.5, the leaders will use data from ADVANCE, student performance on assessments, attendance and parental; involvement data to continuously examine and make efforts to improve school-wide practices-instructional and social practices.</p> <p>One strength identified in this area is that for the 2014-15 school year, the new leader of the school identified the improvement of the teachers' instructional practices in correlation with students' taking responsibility for their learning as a major priority across the school. Every teacher was observed frequently and the necessary support was provided by the leadership/instructional coach to help teachers bolster their instructional practices. In addition, systems were implemented for students to take greater responsibility for their learning.</p>		

In addition, the 2014-15 initial analysis from the AIR Report highlighted some key finding related to Effective School Leadership. It states that:

- The school leadership and key school positions are stretched thin.
- The principal communicates high expectations, clear vision and goals for students and staff.

In spite of the hardships and challenges faced by the leadership, the stakeholders worked extremely hard to meet the expectations and vision of the school leadership. As a result, there were noticeable changes in various dimensions (i.e. systems & structures, school culture, teachers' classroom practices, students' expectations and performance etc.) across the school as carefully guided by the leadership. The expectation is that for the 2015-16 school year, the relative levels of growth achieved in the last school year (i.e. 2014-15) as contingent with the support of the school leadership will continue and increase dramatically.

According to the school's last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 2.4:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2, the school should:

2.4: Further develop a prioritized schedule of targeted and frequent observations that provides constructive and instructive feedback that includes a system to track feedback and implementation to hold administrator and staff accountable for continuous improvement. Provide supplemental professional development as indicated, for staff in identified areas. **This is our priority need.**

According to the 2013-14, Quality Review Report, the then leader needed to deepen the work by utilizing Danielson's Framework for Teaching to strengthen teacher practices. This would reflect a set of beliefs about how students learn best in order to yield high quality student work. (QR 1.2). However, across classrooms, teaching practices were beginning to reflect a coherent set of beliefs about how students learn best, informed by the Danielson Framework for Teaching. The school has supported teachers to develop deeper understandings of the Danielson Framework through ongoing professional development, with particular emphasis on increasing student to student discussion. However, the administrator acknowledged that practices in this area were still developing. In one sixth grade English language arts classroom, the teacher attempted to lead students through a conversation about a video experience focusing on denotation and connotation concepts. Although the video was engaging, and the teacher asked several open-ended questions, the students did not engage in a true discussion exchanging ideas with one another nor building upon their ideas. They simply replied individually to teacher's prompts. In another eighth grade English language arts classroom, students worked at tables of small groups of students to respond to reading passages, however, they did not engage in discussion about the task unless the teacher prompted them for a direct reply. As a result, students are not consistently extending their understandings through opportunities to engage in meaningful, content-based discussions with their peers.

As a result, of the inconsistencies in the mentioned areas, the students' performance across the school had a direct correlation with and on the teachers' MOSL/Advance rating. As per the 2013-14, teacher MOSL/Advance data, the majority of the teachers (9 out of 12) were rated as ineffective or developing at the end of the year.

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) (a) The success of any school is dependent on the leader's vision for success. The best practice is ensuring that this is developed collaboratively with the staff and the major stakeholders within the school community.

In order that it becomes part of the practice for all at MS 334, the leadership will:

- Promote a shared vision which is published in the weekly staff news-letters to keep it in the forefront of their thinking or making it current.
- Refer to the vision in all PDs and on observation reports where possible.
- Create teacher buy-in so that staff becomes part of decision making.
- Publish the vision across the school on display walls and bulletin boards.
- Discuss the expectations of the vision in assembly with students.
- Ensure that all teachers publish vision statements in the classroom.
- Ensure teachers hold discussions with students around the themes embedded in the mission and vision.
- Ensure that all public documents sent to community such as parent newsletters contain mission and vision.
- Discuss/Reference same in PTA/SLT meetings and make it become part of any working documents developed by these teams.

(b) In order that the partnership is strong with the CBO, the school leader will work closely with them to ensure that they meet the agreed upon expectations. This involves:

- Choice screening and selecting CBO partners and co-partners which are best fitted for this vision and the principles which match the background and needs of our students.

(c) To maximize on collaboration for ensuring improvements in students' academic and social-emotional needs, the following elements will facilitate the process:

- Schedules are built-in to allow the CBO to meet with teachers of the most at-risks students to ensure alignment of goals and plans for students.
- The CBO staff becomes part of the teacher team meetings and crisis intervention teams so that they identify students' needs and plan accordingly.

2) (a) To systematically ensure that improvements occur within the school, the leader will:

- Ensure that the teachers and students develop SMART goals. There will be interim check-points to leverage growth and ensure the success of the embedded plans.

- Conduct regular classroom observations and provide feedback and suggestions for next steps.

(b) To support the process:

- A series of PDs and in-class modeling will be conducted by the DTs and PICs

- The principal, AP and Coaches will schedule inter-visitation to observe best practices

(c) Success of the program will be afforded when the leader collaborates with the AP, Cabinet, Coaches and the CBO.

(d) This collaboration will take the form of regular meetings that reflect on observed practices and the effects of interventions and supports. Also, frequent conversations will be held among the collaborative team about the work to be done with those affected within the school community.

3) To ensure that the needs of the students and teachers' program are met, the leader will:

- Ensure that strategic scheduling is in place for the teachers to accommodate collaborative team teaching as well as common planning time.

- Ensure that the teachers with greater expertise work with the more challenging students and be able to support peers in the teaching and learning process.

- Ensure that the appropriate allocations are secured to fund coaches and content specialists' positions.

4) (a) The leader will use the ADVANCE system to conduct both formal and informal observations.

(b) To accommodate timely and actionable feedback to teachers, the leader will:

- Target the new teachers to be observed from Day 1. This system will allow them to be paired with the more experienced or master teachers so that a plan for support can be developed.

- Conduct frequent, informal and non- evaluative check-ins to identify areas of need and give relevant support.

- Develop a schedule for observations and meticulously follows through with this plan as much as possible.

- In conjunction with the AP have a structured schedule to sustain timely and actionable feedback, coupled with a support plan for staff.

5) (a) The school will ensure shared accountability by making all plans and expectations transparent and clarifying

expectations for all stakeholders in order to create a shared sense of responsibilities. Everyone will agree on a set of accountability measures as well as articulating transparent consequences for all those who have not met the agreed upon measures.

(b) The primary system used to track data and provide support for growth will be Skedula. The program will be used to post and track all kinds of data and students' information. It will be used by teachers and partners so that students, parents and the community will have access to the information.

6) The AP will be delegated responsibilities as it relates to supporting teacher practice and student support while the Community school Director will be delegated responsibilities around support and building the students' social-emotional development. The AP duties will include:

- Conducting observations
- Spearheading PDs
- Student support (e.g. Attendance challenges)

The Community Directors' role will include:

- Supporting the students' Social-emotional needs
- Providing Art/alternative therapy
- Implementing behavior modification program (i.e. PBIS as part of the Advisory Program)
- Parent outreach (i.e. parent meeting, PDs for parents, strategies for parenting with a middle school child)
- Teacher planning and support (i.e. strategies to support student behavior and school engagement)

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.

School leader will conduct at least 4 cycles of observation giving actionable feedback and providing professional development support to teachers in order for teachers to show improvement as measured by ADVANCE data

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>The model teacher, peer collaborative teacher and coach will model best practices for teachers using students in authentic settings, as well as during PD sessions. Classroom management skills and techniques will be coached in professional development sessions using Danielson’s Framework for Teaching as a primary resource as well as other research-based resources .</p>	<p>Teachers</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, Lead Teacher, BFS Content Specialist, School Renewal program Leadership/Instructional Coach</p>
<p>In addition, formal observations will be conducted for each teacher based on UFT agreement and city-wide expectations. Teachers will be informally or formally observed 3-6 times for the year with the first observation beginning in October. The various cycles of observation will be implemented to provide formal and informal feedback to the teachers as part of the teaching and learning process. As such, there will be a set time-line for observations. Pre-observation discussions will be centered on: Curriculum content; Sequence of specific lesson being observed; Rationale for Lesson; Teaching/learning plan; ELL/SWD supports; Differentiation activities; Learning outcomes/expectations; Questioning/discussion activities; and Assessment as per the expectations of the 8 components of the Danielson Rubric used for teacher evaluations. The post observation discussion will focus on the successes and challenges of lessons, a look at student work samples as it relates to the students’ understanding and gaps in their learning, the use of differentiation, data, grouping, individualized instruction, accountable talk, and what if anything should or could be changed in the lesson and why.</p>	<p>Teachers</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, Lead Teacher, BFS Content Specialist, School Renewal program Leadership/Instructional Coach, Advance/MOSL Coach</p>
<p>As part of the teaching-learning cycle, teachers are encouraged to invite parents to be part of the instructional process. This practice will serve as a motivation for students to encourage them to remain</p>	<p>Teachers, parents</p>	<p>The strategies extend throughout the school year from</p>	<p>Administrators, teachers, parent coordinator, guidance counselor</p>

focused on the contents being taught as their parents are present. Parent feedback will be an invaluable asset in advising next steps.		December 2015 to June 2016	
Teachers will be receiving timely, actionable, verbal and written feedback (i.e. glows and grows) so that they can shift their instructional practices in the competencies that they need to improve or sharpen their expertise. Feedback will be offered privately to individual teachers and, as appropriate, to and by teams, especially in the case of learning walks or inter-visitations. In some instances where there are trends, this will set the stage for professional development especially where there are gaps in instructional practice. The ADVANCED system will be used to track and monitor progress.	Teachers	The strategies extend throughout the school year from September 2015 to June 2016	Administrators, teachers, teacher teams

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"> • The parent coordinator will organize with the teachers for parents’ visit • The use of the instructional coach, teacher team and BFS Lead Content Specialist for demonstration or modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of best practices and analysis of students’ work for the subject/grade • In cases where teachers would need to attend external PDs or engaged in common planning sessions based on their areas of improvement as per the outcome of their observation, funding will be necessary for bringing in substitutes for per diem activities • Securing providers to provide PDs for teachers on meeting the expectations of the Danielson’s Teaching Practices • Scheduling for inter/intra-visitations • Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress <p>The use of the Common Core Library and other teaching/learning resources on Engage New York</p> <p>Monies allocated as part of the NYCDOE School Renewal Program will be used to support the success of the program. Grant writing opportunities are also being explored from external agencies to assist in offsetting the associated cost.</p>											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	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 the last week of January 2016, the school leader will conduct at least 2 observations for all teachers looking to see signs of improvement in their practice as per the components of the Danielson's Framework for Teaching.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the 2013-14, Quality Review Report, through a coordination of routines and services, the school provided a safe and inclusive culture which is conducive for learning and personal growth of the whole school community. (1.4). The school’s leader and staff set high expectations for students’ behavior by maintaining a safe environment and treating each other with respect. The principal and staff maintained open lines of communication with students through formal and informal structures. Students were comfortable approaching the principal and staff to discuss any concerns they may have. An 8th grade principal’s group met once a month, providing students’ voice and input. Due to the small size of the school, each student is known by multiple adults, including the principal. The school recently hired a guidance counselor who worked collaboratively with school staff to support student’s social and emotional needs, in addition to supporting special education. On Wednesdays, students met as a grade level during an advisory period. A wide variety of after school and weekend programs supported students’ academic and personal growth, including Team First which worked with male students to develop leadership and athletic skills. Teachers worked collaboratively to guide students through activities focused on developing habits of mind to prepare students for college and careers. As a result of the respectful relationships and positive attitudes, school structures support the school’s education of the whole child.</p> <p>In spite of the positive structures that were highlighted in the above mentioned areas, there were visible signs of some challenges as it relates to the students’ outcomes in relation to the existing culture that was conducive for teaching and learning. The students’ performance for the 2013-14 school year was indicative of some shortcomings which may have stemmed from limited partnerships and feedback from staff, family and the community to increase services that aid families in supporting student achievement. As a result, for the 2014-15 school year, the school concentrated heavily on</p>		

developing relationships with community services to address identified family needs. The process involved providing professional development for staff on developing partnerships with families and/or the community.

According to the school's last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 6.4:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6, the school should:

6.4: Develop relationships with community services to address identified family needs. Provide professional development for staff on developing partnerships with families and/or the community. Monitor partnerships and feedback from staff, family and the community to increase services that aid families in supporting the student achievement. **This will be our priority area to address in the ensuing school year.**

Also, although the findings from the initial analysis of the AIR Report indicated that:

- The school is improving opportunities for parent engagement, but low parents' participation still remains a challenge.
- There are positive relationships between staff and families. However, parent participation at school events is still low.

We are still evidencing low family engagement. With the school becoming a Community School in the new school year, parent engagement will also become a priority as part of that new initiative. We will ensure that input from the family becomes an essential component of the school's daily operations.

Since the Heidi rating in the section 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 is D we will focus heavily on data collection, analysis and monitoring to ensure that this area is addressed. We will create a data room that will organize this data, while still having students interact with data in the classroom and use data to set goals. Parents will be apprised of student data and invited to conferences to speak to teachers about what data reveals about students.

6.2 In order to foster regular communication with families we will use the PTA to communicate the month's expectations to families. Weekly line-up will be use to communicate high expectations to students.

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) (a) To welcome families and make them part of the school community, a full-time on-site Community School Director from Counselling in Schools will be hired to accommodate families and address their needs. In that capacity, the Director will:

- Serve in the similar capacity as another school administrator or Parent Coordinator to assist families with their concerns etc.
- Get information from families about needs, concerns, queries etc. and identify the relevant services
- Respond to the families issues/ concerns
- Provide resources and support to the families in the form of PDs, workshops & family counselling
- Coordinate the other CBO's
- Regularly liaise with school leaders to identify next steps
- Be a key member of the principal's cabinet

(b) The School safety agents are a critical component of the school's welcoming policies since they are the first point of contact for any school-based event. As a result:

- Agents will be trained as part of the program on effective strategies for welcoming parents
- Strategies for welcoming parents will be part of the discussions for School-based Safety Meetings
- Agents and community partners will be invited to faculty conferences etc. to discuss school-wide expectations so that we are all on the same page and speaking the same language about welcoming our parents

(2) The school understands the significance of parents taking an active role in their child's education. This process will be supported by the school in the following ways:

- Providing PDs for families on the academic expectations (i.e. CCLS, specifics for different content areas)
- Looking at available resources for use at home as included in the news-letter, school's website (e.g. online resources)
- Posting assignments, exam data, academic tasks & activities and anecdotes on Skedula keeping parents up-to-date on their child's performance
- Interpreting school-wide data for parents (e.g. NYSED SIRs, Fitness Grams etc.)

(3) (a) The parents will be an integral part of the school's operation. The parents will be engaged by:

- Their attendance to the parent's teachers' conferences when they will get information on the students' performance. They will interact with portfolios and other students' work products.
- Exploring the possibility of student-led conferences where students will lead the sessions. As part of the discussions, they will identify their challenges and success or strengths (i.e. self-assessment.)

(b) Teachers will be able to learn from families and the children by:

- Introducing a parent survey to get relevant information on family background (i.e. heritage, history, culture etc.)

- Implementing a family-staff day with events that allow family to share information or skills (e.g. fine arts such as cooking, crocheting etc.)and/ or participate(e.g. cultural day)
- Including family to share at school-wide events such as Career Day

- Scheduling Family-Night to include events such as Movies/ Popcorn, playing games, reading etc.

(4) (a) The school’s partnership with families and CBO supports students’ success. This will be organized by:

- Inviting families to organize and facilitate events and/or activities at the school
- Encouraging families to attend school activities (e.g. trips, award ceremonies, shows etc.)
- Revitalizing and encouraging a more vibrant and active PTA/SLT to spearhead the process of welcoming parents, providing resources and services (e. g. ESL & Immigration), attending PDs, doing parent outreach etc.

(b) There will be a dedicated space for families. We will have a structured parents/family room within the school. It will be outfitted with computers, printers and copiers for easy access and use by the parents and family.

(5) As part of the Community Program, we will provide educational services for families such as:

- ESL services
- Information on CCLS Expectations
- Family Counseling

In addition, we will explore with the CBO, the possibilities of:

- Establishing GED programs
- Conducting Immigration Services
- Establishing Home Economics/Culinary/Hospitality Arts Program for Adults

(6) All families will have access to students’ data and progress. To facilitate the process:

- All parents will be given access to Skedula. They will be trained on how to use the system and understand the steps involved in interpreting the data.
- Continuous or “real-time” updates will be done on the students’ academic performance
- Traditional Progress Reports will be sent home to parents (i.e. 3 times a year)
- Parents will have access to the newly introduced NYCDOE Family Data System to get the relevant information on all the data systems (i.e. academics, attendance etc.)

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with

the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school will provide a series of workshops and school based events for families, including Parent Teacher Conferences, resulting in improved parent involvement as measured by an increase in parental attendance to at least three school based events.

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>At MS 334, we believe parent(s), family and community involvement will also build students’ academic achievement, attendance, attitude, and continued success. Therefore, all staff members will be involved in establishing a climate where parents and community involvement are actively solicited. We must ensure that they feel welcome, respected, trusted, heard, and needed as part of the school. Programs will be created to encourage school-family contacts such as parent workshops, community fairs, designing projects to increase teacher-parenting collaboration, and PTA involvement. Parents will be invited to the Medgar Evers Parent Academy as part of Medgar Evers Pipeline initiative.</p>	<p>Staff, parents, students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, parent coordinator, PTA, teachers, guidance counselor, Community partners, CBOs</p>
<p>As a means of parent outreach, on Tuesdays between 2:20 – 3:45 PM, teachers will meet with parents to discuss academic and social concerns particularly for our struggling students. Special arrangements will be made for families to accommodate them at a different time during the day.</p>	<p>Staff, parents, students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, parent coordinator, PTA, teachers, guidance counselor, Community partners, CBOs</p>

<p>Current partnership with CBOs such as New York Cares, Play Study Win and Counseling in Schools will facilitate the improvement of the home-school engagement. A series of activities will be implemented to build relationships and will continue throughout the year at different times of the day to accommodate all families. In addition, to get all of the anticipated work done at MS334, there are some prospective partners who we believe may be willing to cooperate with us and support our educational agenda. Based on current relationship with the Education Department at Medgar Evers College, we anticipate expanding this to the Science and Math Department for additional support. Also, considerations will be given to other neighborhood institutions such as Poly-Tech Institute, Pratt Institute Kings County Hospital, New York University as well as JP Morgan Chase Bank. Networking will also be extended to neighborhood elected state and city officials and various law enforcement agencies such as the 75 Precinct. We truly believe that the amalgamation of efforts from these varied sources can ensure the success of a stronger Math-Science-Technology or STEM Program, Hospitality Arts or Culturally focused program at MS334.</p> <p>Several outreach programs will be organized such as: breakfast meetings, book clubs, and workshops throughout the school year to involve the family.</p>	<p>Staff, parents, students</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, parent coordinator, PTA, SLT, teachers, guidance counselor, Community partners, CBOs</p>
<p>As a means of parent outreach, on Tuesdays between 2:20 – 3:45 PM, teachers will meet with parents to discuss academic and social concerns particularly for our struggling students. Families will be given a list of staff and faculties prep periods in order to accommodate conferences during the day.</p>	<p>Parents</p>	<p>The strategies extend throughout the school year from September 2015 to June 2016</p>	<p>Administrator, parent coordinator, PTA, selected teachers, guidance counselor, Community partners, CBOs</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"> • The parent coordinator & CBO on-site Directors in conjunction with the teachers will organize a series of parent outreach programs. • Funding for purchasing parent materials or items for parent meetings or events • Funding for using outside vendors where possible to host parents event or workshops • Securing funding to transport students where necessary to CBO or community-based sponsored events • Funding for setting up events on a school level

In cases where teachers will attend or conduct workshops or events for parents, funding will be necessary for bringing in substitutes for per diem activities

Monies allocated as part of the NYCDOE School Renewal Program will be used to support the success of the program. Grant writing opportunities are also being explored from other agencies to assist in offsetting the associated cost.

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		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, families will have opportunities to participate in at least 3 school-organized events resulting in an increase in Family and Community ties as measured by increased attendance at school wide and community events as well as scheduled parent teachers’ conferences.

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.
In the 2015-16 school year, all students will participate in ELT program and engage in academic and extra-curricular activities which will increase school-wide attendance to 90%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

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

The program will be offered to all students at the beginning of September, 2015. All students will be mandated to attend. Written notifications will be sent to parents, phone calls will be made to homes as well as the school messenger system will be used to inform them of the Extended Learning Time Program.

The instructional program will be a combination of blended learning activities with enrichment being offered to the students. A range of activities will be offered to capture the students' interest and strengthen their engagement in learning so as to promote higher attendance, reduce the risk for retention or drop out, and increases the likelihood of graduation. Activities that will appeal to students' interest outside of the academics such as basketball clinics, drama club, technology club, home economics and dance clinics will be incorporated in the program. All programs will be delivered by licensed and experienced staff that also has a keen interest and desire to teach the contents to the students. This will serve as an incentive for the students to attend school more regularly. In all cases, parental involvement with delivering instruction alongside the licensed pedagogues will be explored and used as an asset for the program. The CBO will support the process by providing activities designed to improve the students' academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

The community partners will be offered the opportunity to receive pd given to the day teachers in instructional strategies, development in content, assessment, management and collaboration. CBO staff and directors are invited to PDs and all teacher team meetings, cabinet and safety meetings in which various professional development opportunities are given. Students will have enrichment in the arts literacy, technology and sports which include martial arts. Literacy enrichment will include poetry writing and analysis.

The provider for ELT is PSW –Play Study Win organization.

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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 enrichment elements of the program will be fully implemented by the selected CBO, Play Study , Win. The provider for ELT is PSW –Play Study Win organization, in consultation with the principal. The goal is to ensure that the program-design is geared to meet the needs and interests of the students. The academic end of the program will be delivered by highly qualified staff selected by the principal. As much as possible, qualified personnel will be used from among the staff before external recruitment is done. The familiarity among staff and students most often contribute to greater success of the program. In conjunction with the CBO, the students' achievement data (e.g. results of the NYSED exams) will be collected and reviewed prior to the implementation of the program. A series of ongoing check-ins and mid-point reviews of the students' data and work products will be done to determine if there is any change in the students' achievement.

The ELT program has embedded core instruction throughout the day and extending to the evening. For example, journalism is a course to supplement ELA. Some classes are in the regular day and some are in the evening. There are 4 additional periods to the 8 ELA periods. The same is true for math. And for theater, visual arts and music classes which are scheduled both during the day and in the extended day.

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

The program will begin in September, 2015 and end in June, 2016

Part 5 – ELT Budget and Resource Alignment

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

- The parent coordinator & CBO onsite Director in conjunction with the teachers will organize a series of parent outreach programs to inform parents of the new initiative
- Funding for purchasing student materials/resources or items for students' activities
- Funding for using outside vendors where possible to train teachers on the use of resources used for the program
- Funding for setting up students' incentive events on a school level
- In cases where teachers will attend resource training, funding will be necessary for bringing in substitutes for per diem activities
- Funding for paying staff who are implementing the various elements of the program(per session or prorata

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.

X	21st Century	X	Tax Levy	X	Title I SWP		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.

The Parent coordinator and community partner will conduct daily monitoring of the students' attendance in order to implement outreach to the families as a means of increasing attendance and maintaining the success of the ELT program.

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.

In the 2015-16 school year, the school will develop a collaborative relationship with the identified Community Schools partner in order to provide the social-emotional support to the at-risks students as evidenced by improved students' attendance and reduction in the number of school-wide incidents.

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.

Part 2a:

- In the scope of services section, please consider and specifically state what kind of academic, social, emotional, and health services and supports that your CBO partners will provide as a part of your school-wide improvement efforts

The target population will be all students but the primary focus will be on the at-risks students. This includes:

- The students whose attendance is below 90%, students in the lowest third of the performance spectrum (SWDs, ELLs), the students living in shelters etc.
- The students who have mandated and crisis counseling

To provide the necessary support, the CBO will conduct a school-wide needs assessment to determine the areas of services. This will include :

- Providing Immigration and ESL services for families
- Identifying suitable CBO co-partners
- Supporting the ELT programs such as the Arts and sports

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.

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- An onsite Director that is best suited for the Community Schools expectations has been hired through Counseling in Schools. Collaboratively, a program that matches the needs of the students will be developed to provide the relevant services. The relevant support will be given to the Community Director in the form of scheduling to accommodate the program, allocation of space, access to school personnel and students' data etc. Ongoing discussion will be held in conjunction with check-ins and feedback to leverage areas for modifications and adjustments.

1. The CBO in collaboration with the guidance counselor will identify the students in need of the services. They will design a personalized program for the selected students which will include mental health and enrichment support. This will supplement the academic programs by extending the school day with flexible scheduling to meet the needs of the students.

2. The Parent Coordinator, CBO Counseling in Schools and the School Leadership Team will organize monthly forums addressing different topics that are in tandem with family needs (e.g. teen parenting, academic support, peer pressure etc.). Facilitation for these programs will come from the in-house staff or other providers who have demonstrated their expertise with sharing information on the topics. They will be hired to conduct the forums. Sessions will be scheduled at different times of the day to accommodate the schedules of the working parents or those that have other challenges (e.g. homecare or baby-sitting).

T The team will determine the kinds of data that will be analyzed (e.g. attendance and OORS reports) in order to identify the gaps, needs and next steps for improvement. Counseling in Schools will be expected to analyze it, interpret it, identify trends, and offer suggestions for improving areas for improvement. The team will develop a plan to address the findings which will include personnel, resources, timeline for implementation etc. The relevant structures for monitoring growth and progress will be identified and assigned to the appropriate staff.

Since the CSD is expected to be used as a quasi-administrator, this person be leveraged to support the work being done during the regular day, by being participants in all team meetings and planning, going into classes to observe and support student behavior, monitoring academic intervention services especially during the ELT program. She will work with the assistant principal to monitor AIS in the day as well. The CSD will be a member of the cabinet and will have regular meetings with the school leaders to plan and examine data from the ELT as well as AIS, student behavior and attendance.

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Part 3 – Community School Program Implementation and Oversight

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

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

1. The enrichment elements of the program will be fully implemented by the selected CBO Counseling in Schools, in consultation with the principal and the core team. The goal is to ensure that the program-design is geared to meet the needs and interests of the students and their families. The academic end of the program will be delivered by highly qualified staff selected by the principal and the team. As much as possible, qualified personnel will be used from among the staff before external recruitment is done. The familiarity among staff and students most often contribute to greater success of the program.

2. The CBO counseling in schools will be onsite and fully entrenched in all aspects of the school's operation. This will ensure that they are very familiar with the leadership's expectations and vision for school-wide improvement. Consequently, they will hold a seat on the school's cabinet where all school-wide initiatives are developed and timeline for implementation is planned. They will have a voice in the ELT needs and work with the leadership to hire the appropriate CBOs for the ELT expectations etc.

3. In conjunction with the CBO counseling in schools, the students' achievement data (e.g. results of the NYSED exams) will be collected and reviewed prior to the implementation of the program. A series of ongoing check-ins and mid-point reviews of the students' data and work products will be done to determine if there is any change in the students' achievement.

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

- The parent coordinator & CBO onsite Director in conjunction with the teachers will organize a series of parent outreach programs to inform parents of the new services provided by the community partner
- Funding for purchasing student materials/resources or items for students or family activities
- Funding for using outside vendors where possible to train teachers on the use of resources used for the program or providing services for the families
- Funding for setting up family incentive events on a school level
- In cases where teachers will attend resource training, funding will be necessary for bringing in substitutes for per diem activities
- Funding for paying staff who are implementing the various elements of the program(per session or pro rata

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

The program will begin in July, 2015 and end in June, 2016. The planning phase will be during the months of July and August so that full implementation for the families will begin in September, 2015.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students receiving a level 1 in state exam</p> <p>Students reading below grade level</p> <p>Students demonstrating limited proficiency on the ELA practice Exams</p>	<p>Saturday Academy</p> <p>Extended Learning Time</p> <p>MyOn Reading Program</p> <p>New Heights Reading Program</p> <p>Accountable Talk/ Collaborative discussions</p> <p>Guided Reading/Writing</p> <p>Think/Pair/Share</p> <ul style="list-style-type: none"> • Turn & Talk • Close Reading <p>Real World Connections</p>	<p>Small groups-Pull-out/push</p> <p>SETSS Program</p>	<p>Saturdays 9am-12 pm</p> <p>After-School 5x per week</p> <p>During the school day 2x per week</p>
Mathematics	<p>Students receiving a level 1 in state exam</p> <p>Students demonstrating limited proficiency on the math practice Exams</p>	<p>Saturday Academy</p> <p>Extended Learning Time</p> <p>Metamorphosis Math Program</p>	<p>Small groups-Pull-out/push</p> <p>SETSS Program</p> <p>One-one tutoring</p>	<p>Saturdays 9am-12 pm</p> <p>After-School 5x per week</p> <p>During the school day 2x per week</p> <p>2x per week before/after school & lunchtime</p>

Science	<p>Students scoring a level 1 on MOSL Pre-tests</p> <p>Students demonstrating limited proficiency on the practice or diagnostic Exams/CCLS-aligned Writing Tasks</p>	<p>Fieldtrips to cultural and Science institutions</p> <p>Scientific Inquiry</p> <p>Creating Models</p> <p>Scientific Inquiry by means of</p> <p>Secondary research</p> <p>Controlled experiment</p>	<p>Small groups</p>	<p>During the day</p> <p>Saturdays 9am-12pm</p>
Social Studies	<p>Students scoring a level 1 on MOSL Pre-tests</p> <p>Students demonstrating limited proficiency on the practice or diagnostic Exams/CCLS-aligned Writing Tasks</p>	<p>Discussion Groups</p> <p>Oral Presentations</p> <p>Close Reading</p> <p>Accountable Talk</p> <ul style="list-style-type: none"> • Turn and Talk • Leveled Groupings • Reading and Listening • Emphasis on Academic Vocabulary <p>Close Reading</p>	<p>Small groups</p>	<p>Small groups</p>
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<p>Students with IEP requirements; students identified by teachers, SBST or by parental requests</p>	<p>One-on-One</p> <ul style="list-style-type: none"> • Small Groups • Testing Evaluations • Observations • Round Table Discussions • Expression through Art <p>Training and utilizing the services of the Paraprofessionals</p>	<p>Small group and/ or 1:1</p> <p>Girls groups</p> <p>Boys group</p>	<p>During the school day 2x or 3x per week</p>

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"> • All recruited teachers will be appropriately certified and highly qualified content specialist with some flexibility, consistent with State regulations. • Principal will work closely with the Borough Field Support Director of Human Resources and follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and/or new teachers. To ensure that the school retains teachers who are highly qualified, mentors are assigned not only to first year teachers but teachers who are new to the school. In addition to pairing a new teacher with a mentor, each week the principal and core instructional team, conduct teacher team meetings by grades or departments to provide support and information about the curriculum, best practices, DOE policies, school culture and any other information that would support the teachers' professional development. • The Principal in collaboration with the Borough Field Support Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities. In the recruitment of highly qualified staff, school teams comprising of the principal, core team members and selected subject teachers will scout and interview suitable candidates to match the school's demographics and student needs at the DOE's hiring fairs. Selected teachers will then be invited to conduct a demonstration lesson in their licensed area, do a walkthrough of the school, as well as undergo a rigorous reference and background check. The hiring team then makes a decision about the candidate before the hiring process is complete. • The school also strives to maintain an air of openness and collaboration amongst the staff. There is inter-visitation through the physical visits of classrooms on an informal and formal basis whereby teachers get to view one another through a common lens for instruction and classroom rituals/routines and management. Teachers will also collaborate in weekly grade meetings and share lesson strategies, planning and brainstorming ways of addressing students' needs through remediation, grouping, extra help, and additional teacher support.

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).
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To ensure that all students meet the expectations of the Common Core Learning Standards (CCLS), all staff will be involved in the following professional development:

- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. For example, teachers who are identified as Teachers with Improvement Plan (TIP) are allowed to attend specified PD that matches their areas of need for improvement.
- Professional development will take place on days as prescribed by the DOE guidelines and Chancellor’s designated Conference Days (i.e. Every Monday).
- We will use Pearson CMP3 math curricula (supplemented by Go Math, Ready/I-Ready) and Scholastic Code X for ELA blended with the Teachers’ College Writing Units. In addition, programs such as MyON and Metamorphosis will be used as supplemental programs for the School Renewal Program. Teachers and administrators will be allowed to attend scheduled PDs as presented by the vendors supporting the use of these teaching programs. These sessions are directly aligned to the CCLS expectations.

Professional development will be on-going by weekly subject/grade conferences, weekly faculty conferences and through BFS and DOE opportunities . This will come in the form of professional development for math, science, Social Studies and ELA teachers. These trainings in CCLS aligned instruction and planning will be attended by teachers and administrators. These PDs will then turn-keyed to the rest of the staff, in our PD sessions which are supported through budgeted allocations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A – Middle School

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.

- The School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers' understanding of students' performance and strengthening teacher practice.
- The School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- The School community will select and agree upon the appropriate multiple assessment measures to be implemented for the MOSL/Advance teacher ratings. Teachers who are members of the MOSL team will decide on the measures of students' progress and how teachers will be rated by the city and state according to the progress shown by students according to the outlined measures.
- Teachers comprise the curriculum teams which decide and map curricula that include various types of assessments of students' progress. Built-into the curricula are formative and summative assessments.
- Professional development on testing protocols will be done by the testing coordinator who shares assessment/testing strategies as informed from city or testing workshops.
- Teachers are members of the principal's cabinet. Included in scheduled meetings are discussions on the use and effectiveness of assessments across the school. Teacher teams meet weekly to plan and evaluate assessments. Teachers collaboratively plan scope and sequence and assessment of curricula.
- Teachers meet weekly to examine students' work to identify common trends and to decide next steps for instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$96,294	x	15-20 & 33-36
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$24,497	x	22-25 & 28-31
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$0		

Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$867,076	x	15-20, 39-42 & 43-44

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. [**MS 334-The Middle School for Academic & Social Excellence**], 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. [**MS 334-The Middle School for Academic & Social Excellence**] 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)

[**MS 334-The Middle School for Academic & Social Excellence**], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 17	Borough Brooklyn	School Number 334
School Name School for Academic and Social Excellenc		

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 Bestie Green	Assistant Principal Monique Mainville
Coach Lorna Brown	Coach Sheryann Atkinson
ENL (English as a New Language)/Bilingual Teacher Danielle Hyacinthe	School Counselor Andre Lamy
Teacher/Subject Area Ms. Cilka Mcenzie/ Spanish	Parent Latoya Evans
Teacher/Subject Area Beverly Skeete/ ELA	Parent Coordinator Mrs. Jeanette Greene
Related-Service Provider Andre Lamy	Borough Field Support Center Staff Member Christine Etienne
Superintendent Clarence Ellis	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	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)	89	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	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	5	1	1	1		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	2	2					0
Chinese														0
Russian														0
Bengali									1					0
Urdu														0
Arabic									1					0
Haitian														0
French									0					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)									3					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)									1					0
Expanding (Advanced)							1	2						0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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

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

1. 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.

The Middle School for Academic & Social Excellence (M.S. 334) has a register of 89 students. Of those registered 7 students are English language learners - a small but significant part of our school population. This diverse group of English language learners speaks a language other than English at home. Five primary languages are represented including Arabic, Bengali, Haitian Creole, and Spanish and English language learners (ELLs).

The school leadership has a clear vision that includes high expectations for ELLs supported by a purposeful plan of action leading to post-secondary options. M.S. 334 instructional plan begins with the assessment process. In addition to ELA, Math, Social Studies, and Science, a variety of assessments are administered to ELLs. The NYSISTELL is used to determine English language proficiency. The Spanish LAB is administered to all newly arrived Spanish speaking students; and the ALLD is also administered for Spanish-speaking students who may be SIFE.

In addition, in order to assess the early literacy skill of ELL students, the DRA and teacher created assessments are administered at the beginning of the school year. The data gathered from these test help teachers know, the reading levels of students, also it provides insights as to student's strengths and needs. The data is also use to create appropriate lessons that meet the needs of these students and grouping arrangements.

Students also take Periodic Assessments several times throughout the school year to give teachers more information about what students have learned. Teachers use these assessments to learn where students need more help and plan targeted instruction. All the data obtained from these assessments is used to plan interventions for our ELLs and provide information about what each student knows. Teachers can target instruction to the learning needs of every child to help every student meet or exceed State Learning Standards.

Parents have online access to Periodic Assessment results as well as other state test results, attendance information, and course grades

through Skedula. Students are given a username and password so that they can logon to see test results and access instructional resources.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Analyzes of NYSITELL and NYSESLAT data patterns across proficiency levels, data patterns results revealed that the students' English language proficiency is limited in reading and writing modalities due to the fact that 43% of our ELLs are beginner/entering and 14% are intermediate/transitioning and 43% of our students are expanding/advance. Our past data has revealed the our ELLs scored higher on the modalities of Listening/Speaking rather than in Reading/Writing. This is consistent with language learners theories. The data also revealed that 43% of long term ELLs scored at the expanding level of language development in the NYSESLAT. They have been able to acquire the verbal skills needed for English fluency; however, they are lacking the comprehension and reading skills needed to achieve proficiency levels.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the pattern across the five proficiency levels, the focus of instruction is twofold. The instructional plan for ELLs will include two instructional components (1) English language arts instruction (ELA) and (2) English as a second language (ESL). The instructional services will focus on developing ELL academic and English skills in the four modalities particularly in the areas of reading and writing.

ELL's require significantly larger amount of support and preparation. The support is delivered through more collaborative planning between the ESL and content area teachers, increased communication with ELL content area teachers, after-school classes and Saturday tutoring.

Instruction will focus on building ELL literacy skills through the use of reading comprehension strategies, building academic vocabulary and text decoding. Integrating content and developing basic communication skills to promote English development most successfully because learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the English language. Content area teachers provide appropriate scaffolding from the start.

Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries. The information regarding the AMAO for ELL students at MS 334 is utilized to know where specifically we need to make progress with our ELL students. Also, the AMAO indicates gradual progress in English in the NYSESLAT. Most students advanced from one proficiency level to the next one. 43% of the students attained the Proficiency Level as determined on the NYSESLAT.

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?

4a. NYSITELL and NYSESLAT data across proficiency levels indicate the students' English language proficiency is improving. Patterns of proficiency across grades indicate that the students in grades 6-8 scored higher in the reading modality while reading test scores dropped for the students.

Newcomers, the majority of whom have received three years or less of ENL services, scored at the beginning level in reading while students at the Expanding level of language proficiency are performing better on the NYSESLAT. Students at the Expanding level have been able to acquire the verbal and oral skills needed for English fluency; however they are in need of increasing the comprehension and reading skills needed for English proficiency.

4b. At M.S. 334, school administrator, grade-level team leaders, and inquiry team member examine Periodic Assessments results. The English Language Learner Periodic Assessment is used in addition to other formative assessments discussed above. The detailed information provides students' strengths and weaknesses in English language development that teachers use to inform instruction. Administrators and teachers disaggregate the data from Periodic Assessments and use the information to determine specific needs for groups of ELLs.

4c. The Item Analysis Report provide teaches information on how students did, both individually and as a group (across a class, school), on each modality of reading, writing, and listening. Test results on each item on the ELL Periodic Assessment provide information and inform

teachers on the appropriate strategies to implement in the classroom. The information helps determine instructional planning to promote the four language modalities. All teachers create an optimal learning environment and promote flexible uses of language at the five levels of language progressions.

ELLs are allowed to use their home language to access the content when they are at the Entering and Emerging stages of new language progressions. Transitioning students can also use their home language when they have a need to. Students at the Expanding and Commanding language progression stage will be expected to use English to communicate in the four communicative modalities. Students are expected to demonstrate gains receptively in the listening and reading modalities and productively in the speaking and writing modalities of English language learning as indicated by the Student Performance Descriptors for New Language Arts Progressions.

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](#).] MS 334 uses periodical assessment and data is used to guide instruction for ELLs within the RtI framework. We incorporate high quality evidence based instruction for our students This includes instruction that has demonstrated effectiveness for ELLs and differentiation to meet students' diverse needs. When our ELLs demonstrate progress there is a need for more targeted and intensive academic support.

MS 334 provides professional development to all teachers and administrator which specifically addresses the needs of the ELL students. A minimum of 50% of the required professional development hours for all teachers as prescribed by CR Part 154 is dedicated to language acquisition, including a focus on best practices for team teaching strategies and integrating language instruction for ELL students.

6. How do you make sure that a student's new language development is considered in instructional decisions?
To make sure that a student second language development is considered in instructional decisions every subject curriculum map include strategies to help ELLs students reach their instructional goals. Also, the Spanish teacher and content area teachers utilize the Common Core Initiative and the New Language Arts Progressions levels of each student to inform instruction for ELLs. The linguistic demands within the Progressions will facilitate planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit in all content areas demands. Teacher's also develop formative assessments according to levels. Knowing what students should be able to do at each level then create benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the student needs more support, or if the student is ready to move to the next level. Teachers can also develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.

MS 334 believes that knowledge of our ELLs students' educational background, native language, family structure is very important and must be taken into consideration when making instructional decisions.

English language development of all ELLs is considered in instructional decisions. To this end, ESL and content area teachers utilize the Common Core Initiative and the New Language Arts Progressions levels of each student to inform instruction for ELLs. The linguistic demands within the Progressions will facilitate planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit in all content areas demands.

MS 334 provides ESL instruction in accordance with CR part 154. The mandated number of units support students in grades 6 through 8 which consists of 360 minutes of ESL support each week for Beginning and Intermediated students and 360 minutes of ELA. advanced ELLs receive 180 minutes of ESL and 360 minutes of ELA each week.

The ESL and content area teachers differentiate instruction for students. The Progressions support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students' language ability in English or home language. Differentiated linguistic scaffolds that students require is facilitated to students across the 5 levels of progression levels. At the Entering level, students will be able to develop students listening, reading, speaking and writing skills by focusing on key words in text, while students at the Emerging level focus on key phrases and short sentences in the new language. Transitioning students need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries. Commanding students can be expected to work more independently. All students work within the same content area, but the teacher is able to create different supports for the students to access the content and the academic language that is integral to the content area.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

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

N/A

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

MS 334 evaluates the success of our ELL program by analyzing assessment and data. All of our teachers receive the NYSESLAT scores of our ELL students. An analysis of this data is important for teachers to focus specifically on our ELL students individual needs. Examining the NYSESLAT score data assist our teachers in developing plans and differentiate the instructional process.

In the beginning of the school year MS 334 develops curriculum units in all content subject areas which have a focus on the four modalities of listening, speaking, reading and writing instruction to enable ELL students to advance on the NYSESLAT and ELA state exam.

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.

At M.S. 334, the initial identification process includes administration of a home language questionnaire, an individual interview with the student, and the administration of the New York State Identification Test for English Language Learners (NYSITELL). All forms are collected and maintain as follows:

- Records of notices and forms generated during the identification and placement process are filed in ELL student’s cumulative record.
- Records indicating parent’s preferred language or mode of communication; and

At registration, all parents with the assistance of the ESL teacher, Mrs. Green, the school principal or other licensed pedagogue, assist in administering and completing a Home Language Identification Survey (HLIS) to determine the child’s home language of a newly enrolled student as the first step in the registration process. If a student is transferring from a non-DOE school, at intake NYSITELL and NYSESLAT scores from non-DOE schools is requested by the principal or her designee. Ms. Dillon the pupil attendance secretary ensures entry of student’s home language in the designated ATS screen, and then files the HILS in the student’s cumulative record and remains a part of the student’s permanent record.

First, parents are invited to answer several language questions in the HILS regarding the child’s language dominance for reading, writing, listening, and speaking. A student is considered to have a home language other than English when (a) 1 question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (b) 2 questions on the HLIS Part 2: questions 5-8 indicate that the student uses a language other than English, and (c) the informal oral interview with the parent and student indicates a language other than English.

Students who have not been in a NYS public school or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again.

The second step is to test the child followed by the individual interview with the student to access whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Once it is determined that the child is limited English proficient, the child is administered the NYSITELL within the first ten days of initial enrollment. The NYSITELL assessment is aligned with the New Language Arts Progressions former (ESL) standards and New York State English Language Arts standards. Students who score below proficiency on the NYSITELL become eligible for state mandated services for ELLs.

Based on the results of the HILS, the NYSITELL results, and the results of the individual interview with the student, further literacy development screening and testing may be required using the assessment listed below.

- A) The Academic Language and Literacy Diagnostic (ALLD)
- B) SIFE Oral Interview Questionnaire

The Academic Language and Literacy Diagnostic (ALLD) is an assessment to identify students with interrupted formal education (SIFE). The ALLD is administered to students in grades 6-8 after the HLIS and the NYSITELL have been administered and an interview with the

Oral Interview Questionnaire has identified an interruption of more than two years.

SIFE identification also requires a review of the academic history of the student and student work samples to determine academic level in home language and in math [CR-154 -2.3(a) (6)].

If a student is deemed as being SIFE, the school within 45 days of enrollment, informs the district before a change in determination is made. The district initiates a review process by qualified personnel to determine if a student may have been misidentified.

ALLD is only administered to students whose home language is English or Spanish. Students with two year interruption in their formal education are further evaluated. Their native language literacy skills are evaluated with a brief writing sample and reading comprehension passages in the student's native language.

In-House Translators and Oral Interpreters

Staff Member	Language	Title
Ms. Mckenzie	Spanish	Teacher
Ms. Hyacinthe	French	Teacher
Ms. Bonilla	Spanish	Paraprofessional
Ms. M. Lamy	French	Guidance Counselor

Students whose first language is Spanish are tested using the Spanish LAB. The NYSITELL results determine whether students who scored below proficiency are entitled to bilingual or ESL programs and services as mandated by the state. The principal uses NYSITELL data to inform instructional programs and services based on student's levels of language acquisition. Parents are invited to watch an informative video to make an informed decision and select one of the 3 instructional programs offered in the NYC public schools. A letter is sent to the parents/guardians of each student indicating who is eligible or not eligible for ELL services.

A language proficiency team assesses SWDs entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. ESL identification process and placement into the ESL program must be completed within 10 school days. The ELL identification process for SWDs must be completed 20 school days for students entering with IEPs.

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).

Assessment to identify SIFE students is based on HILS, NYSITELL results, and the results of the individual interview with the student, further literacy development screening and testing may be required using the assessment listed below.

- A) The Academic Language and Literacy Diagnostic (ALLD)
- B) SIFE Oral Interview Questionnaire

The Academic Language and Literacy Diagnostic (ALLD) is an assessment to identify students with interrupted formal education (SIFE). The ALLD is administered to students in grades 6-8 after the HLIS and the NYSITELL have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years.

SIFE identification also requires a review of the academic history of the student and student work samples to determine academic level in home language and in math [CR-154 -2.3(a) (6)].

If a student is deemed as being SIFE, the school within 45 days of enrollment, informs the district before a change in determination is made. The district initiates a review process by qualified personnel to determine if a student may have been misidentified.

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).

A child's limited English proficiency cannot be the reason a child is determined to have a disability. If a parent believes that his or her child is having learning difficulties the parent is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within general education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects his or her learning. The school must determine if the problems being experienced by the child in school are related to the natural process of second language acquisition,

cultural/behavior norms or personal experiences and not a disability. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) and the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

To be eligible for special education services, the child must meet the criteria for one or more of the disability classifications. For further information, parents are also encouraged to view resources on Special Education at the New York City Department of Education Special Education website here: <http://schools.nyc.gov/Academics/SpecialEducation>. Also, Special Education in New York State for Children Ages 3-21: A Parent's Guide is available at <http://www.vesid.nysed.gov/specialed/publications/policy/parentguide.htm> in English and Spanish. Parents have the right to make a referral to the Committee on Special Education (CSE) Office. Assessments are to be conducted in the child's native language and in English. The Language Proficiency Team (LPT) comprised of the following members:

Language Proficiency Team

Staff Member	Title
Mrs. Green	Principal
Mrs. Mainville	Assistant Principal
Ms. Skeete	Special Education Teacher
Mr. Lamy	Guidance counselor
Ms. Hyacinthe	ESL Teacher
Ms. Mckenzie	Spanish Teacher
Ms. Alexander	Adminstrator of Special Education
The student's parent or guardian	

The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and notifies the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

Parents are informed of all three program options at a parent orientation. Parents are provided a Parent Survey & Program Selection Form, on which parents indicate their program choice. Parent choice as indicated on the Parent Survey & Program Selection Form is recorded in the designated screen in ATS (ELPC) as forms are completed. Parent's first choice is entered, regardless of whether that choice is currently offered at the school.

ELLs are required to be placed in a program within 10 days of enrollment. Parents are notified within five school days after NYSITELL is scanned and score is determined. Parents have up to 10 days to return signed notification and consent to ENL/ESL or bilingual education program placement.

Entitlement and non-entitlement letters are given to parents in the primary language indicated on ATS and on file in each ELL student's cumulative record. Mrs. Greene, the parent coordinator, works closely with the ESL teacher and informs parents throughout the year in a number of ways including one-on-one meetings, phone conversations, and through informational packets sent home with the student.

Parents are strongly encouraged to attend the orientation, so that they can make an informed program choice. However, if after extensive outreach a parent or guardian does attend orientation and the Parent Survey and Program Selection, and the signed notification is not returned, the student will be placed in a Bilingual Education program with the parent retaining the right to make the final placement decision. The identification process shall be completed before an ELL student receives a final school placement.

The ESL teacher and the parent coordinator ensure that entitlement letters are distributed and sent home. Every effort is made to ensure that the information parents are getting is useful, thorough, and timely. Other letters sent home as needed include:

- Entitlement Letter – student scores below proficiency on the NYSITELL
- Parent Survey and Program Selection Form
- Placement Letter
- Scores at or above proficiency on the NYSITELL
- Non Entitlement Letter
- Scores below proficiency on the NYSITELL Continued Entitlement Letter

- Scores at or above proficiency on the NYSITELL Non Entitlement/Transition Letter Letters are filed in student's cumulative record folder.

The stand-alone ESL program model is offered at MS 334. In this model of ESL instruction, the ESL teacher develops the English language needed for academic success. The stand-alone program at MS 334 is aligned with the parents' choice as indicated by their program request on the Parent Survey and Program Selection Form.

Parents are notified of NYSESLAT outcomes and program eligibility before the beginning of the following school year. Parents are informed that the child's continued entitlement is determined by his or her performance on the NYSESLAT measuring ELL students' level of English proficiency on an annual basis to determine whether the child continues receiving ESL services. The NYSESLAT is administered in the spring of a given school year.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Within the first 10 days of enrollment, parents attend an orientation meeting, complete the parent survey, and receive entitlement/non-entitlement letters after NYSITELL results. ELL entitlement letter notification is sent home within 5 school days of NYSITELL scanning letting parents know the test results. They are also informed that they have the right to appeal the ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders. The school provides parents annual and individual meetings to discuss their child's progress in addition to already existing meetings.

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.

Parents are informed about the three educational programs offered by the NYCDOE. At the time of registration, parents of our new ELLs are invited by our ESL coordinator and teacher to an orientation meeting to inform parents on standards and assessments and to inform parents of the three choices of programs regardless of whether the preferred model is currently offered at our school. Invitations for parents to complete the mandated parent orientation are sent home within the first ten days of the child's enrollment. Parents may be reached by via certified mail and phone calls. Phone logs are maintained at the school. Parents are the only ones who determine the program their children receive.

In order for parents to understand the three educational models, and to help them make the appropriate choice, parents are invited to watch the "Orientation Video for Parents of English Language Learners." The video is available in 13 languages. Ms. McKenzie or a trained pedagogue is present at all times. The Parent Brochure, in the parents' native language, is provided after the 3 models are thoroughly explained to them. The brochure inform parents about English learners identification, eligibility, program options, types of ELL programs, and ways in which they can participate in their child's education. Below is a description of the three programs parents choose from:

- Transitional Bilingual Education (TBE). A TBE program for ELLs includes grade-appropriate an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while promoting students' history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English.
- Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. Programs are designed to continue developing ELLs native language, as well as English language skills. Monolingual English-speaking students become bilingual. Each group provides linguistic role models for each other. In the Dual Language model students receive half of their instruction in English, and half of their instruction in the second language.
- Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. The three programs offer language development and rigor in academic subjects; however, the amount of instructional time spent in English and the native or target language is different.

After watching the video, parents make an informed program choice and indicate such preference by completing the Parent Survey & Program Selection Form. Parents indicate their program choice regardless of whether that choice is offered at MS 334 with the numbers 1, 2 and 3 to select the Transitional Bilingual, Dual Language, or Freestanding ESL program. Number 1 indicates their first choice or the program in which parents would most like have the child enrolled.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Within the first 10 school days after initiating the identification process parents select watch a video and select one of the three programs. Parent choice, as indicated on the Parent Survey & Program Selection Form, is entered on ATS designated screen (ELPC) by the ESL teacher regardless of whether that choice is currently offered at the school and filled in the student's permanent record. Students without completed Parent Survey & Program Selection Forms are recorded as "No Parent Survey & Program Selection Form" in ATS and counted as a selection for a bilingual program for the purposes of placement and for opening new programs (CR Part 154). have the right to appeal the ELL status within 45 days of enrollment.
- Parents unable to watch the video at registration receive letters of invitation in the parents' home language indicating date, time, and location of the orientation meeting. The Parent Coordinator makes a phone call to parents who cannot attend the scheduled orientation and facilitates the scheduling of an appointment or discuss program options over the phone.
- If a parent chooses the stand alone ESL program currently available in the school, the student is placed in that program and provides the student with a full schedule. If the parent chooses a TBE or the Dual language program, the principal will contact the Office of English Language Learners which will coordinate a transfer to a school where the program is available. While the school awaits the transfer, the child is temporarily placed in ESL until the transfer is completed within ten days of enrollment.
- Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which the child has been placed. Parent notifications and communication is filed in each ELL student's cumulative record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents are the sole determinants of the programs their children receive, initially and in subsequent years. The ESL teacher monitors documents that have not been completed and returned within the number of days as indicated by CR-Part 154 (1) (2). One of those documents is the Parent Survey and Program Selection form - a formal record of the parents' preference of ELL program for their child. The document is provided at parent orientations on which parents indicate their program choice.
- Every effort is made to reach parents unable to complete the registration process, view the Parent Orientation video which explains the three program options, and complete the Parent Survey and Program Selection form. Letters of invitation are sent home in the parents' home language indicating alternative date, time, and location of possible orientation meetings. The Parent Coordinator places a phone call to parents who cannot attend the scheduled orientation and facilitates the scheduling of an appointment or discuss program options over the phone and inform parents of the three instructional models available in New York City.
- Every effort is made to ensure that parents complete the Parent Survey and Program Selection form. Outreach attempts are tracked and maintained at the school. While waiting for a parent to complete the registration process and program choice, the student is placed in a bilingual program. Because a bilingual program is not available at MS 334, the child will receive the mandated ESL services based on the student's proficiency level. Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed.
9. Describe how your school ensures that placement parent notification letters are distributed. Entitlement, non-entitlement letter, and continue entitlement letter are distributed and sent home with the child. Copies of all documents are retained and filed in the student's permanent record.
- Entitlement letters are sent home in English and the student's native language via mail and student addressed to parent, Parent Survey in English and student's native language to be completed by parents. If parents do not return the forms, Mrs. Greene, Parent Coordinator calls parent to obtain program selection via telephone.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Formal records including the entitlement, non-entitlement letter, continue entitlement letter, and Home Language Identification Survey indicating parents' preference of ELL program for their child, are retained in the student's permanent record and accessible for State or City audits and reviews.
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.
- In spring, each ELL is administered the NYSESLAT. NYSESLAT test scores determine whether or not the student continues to be eligible for ELL services. The NYSESLAT also indicates the student's progress relating to acquisition of English language skills in listening,

speaking, reading, and writing and determines a proficiency level. NYSITELL answer documents are printed using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

The ESL teacher notifies parents in writing and in their native language of NYSESLAT outcomes and program eligibility before the beginning of the following school year. The ESL teacher sends home a continued entitlement letter, which emphasizes program continuity for ELLs. Parents are informed that students will continue to receive ESL until their scores on the NYSESLAT show that they have learned English well enough to participate in English only classes.

ELLs can test out through one of three ways (1) Test proficient on the NYSESLAT, or (2) test advanced on the NYSESLAT and test at level 3 or 4 on the ELA or (3) test advanced on the NYSESLAT and test 65 or higher on the English Regents.

ELLs who continue to score below the expected level of English proficiency continue to be entitled to ELL services. The principal, the school LAP team, and the teachers use NYSESLAT scores to maximize ELL services and instruction to meet the varying needs of ELLs.

ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and must enter an all-English monolingual class. The ESL teacher sends home a Non-Entitlement letter and a copy is kept in the students' cumulative folder. However, students reaching proficiency are entitled to time and a half in state and city assessment. Former ELLs must receive 90 minutes a week of integrated ESL for 2 years after testing out. Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement letters are sent home with the child after NYSITELL is scanned and test results indicate the child is limited English proficient. Copies of all documents are retained and filed in the student's permanent record.
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).

The trend in program choice in each of the past seven years indicates that 100% of the parents of our new arrivals have chosen to place their children in our Stand alone ENL program. The current number of ELLs registered at MS 334 for the 2015-16 school year is 7 students whose parents have selected the Stand Alone ENL as the program in which they want their child placed. None of our parents have made a requested to transfer their children elsewhere in the district to a TBE or DL program. If a parent were to choose the TBE or DL program, the parent or guardian would have had the option of transferring their child to a school within the district provided such program is available.

Parents are informed as per the Aspira Consent Decree outlined in CR Part 154 that MS 334 is required to open a bilingual program when 15 or more ELL students in grades 6 through 8 speak the same language in one or two contiguous grades.

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.

M.S. 334 offers the standalone ENL program. Ms. McKenzie the Spanish teacher and Ms. Hyacinthe the ESL teacher, teaches the stand alone ESL model that consists of both push-in and pull-out model. She pushes into academic classes and pull-out from non-academic classes like technology and physical education.

For the pull-out model, ELLs are brought together from various classes for ENL focused instruction. ENL is taught through the use of specific ESL instructional strategies emphasizing English language acquisition. The ENL program is designed to bridge the linguistic and academic gap limited English proficient students experience during the 5 levels of language progressions: Entering, Emerging, Transitioning, Expanding and Commanding stages (formerly 4 levels Beginning, Intermediate, Advanced and Proficient) of English language acquisition. All instruction is delivered in English using ESL methodologies designed to create a risk-free environment that stimulates authentic learning and promotes a safe supportive community within each classroom.

Teacher collaboration, common planning, and conferencing ensure that area instruction does not suffer as a result of the pull-out program. On the other hand, for the push in model, the ESL teacher works in the mainstream classroom in collaboration with content area teachers to develop collaborative partnerships and support inclusive practices to accommodate the needs of diverse English language learners. The ESL teacher plans with mainstream teachers to ensure curriculum alignment.

Grouping for instruction is based on mixed proficiency levels or heterogeneous grouping. All instruction is age and grade appropriate and follows Children First reforms that focus on strengthening ESL program models so that they are academically challenging. ESL instruction is also aligned with the NYSED New Language Arts Progressions (NLAP) aligned to the Common Core Learning Standard in every grade.

MS 334 as per the CR Part 154 requirements stand alone model, Ms. Hyacinthe our ESL teacher provides instruction to our ENL students in developing literacy and academic skills of ELLs in all subject areas.

In our integrated model our ESL teacher and ELA teachers collaborate in the content areas in the delivery of instruction which builds language skills through all subjects.

- 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)?

The stand-alone ENL program implemented at M.S. 334 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and English as a New Language (ENL). ELA instruction is provided by content area teachers. The ENL component is provided by the Spanish teacher. The instructional program provides classes for students at the 5 levels of language progressions Entering, Emerging, Transitioning, Expanding and Commanding levels of English language competency and literacy proficiency.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. The Spanish teacher, provides language development instruction in English. As per CR Part 154 content area instruction and ELA classes are delivered in English. Mainstream content teachers use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

When MS 334 reviews the NYSESLAT scores we program the ELL students in specific groups in order for them to receive the mandated amount of instruction outlined in CR Part 154.

Our entering/beginning and emerging/transitioning ELL groups receive 360 minutes of ESL and our expanding and advance ELL groups receive 180 minutes of ESL instruction which utilizes ESL Methodologies as their learning is scaffolded using our curriculum units.

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.

Language learning competency is based on academic content that is specific to each academic discipline where students are treated as historians and scientists. Consequently, ELLs are expected to work at the same level as all of the other students in the school. Curriculum options are the same for ELLs and non-ELLs. Teachers use QTEL strategies that are most applicable to the curriculum being taught, help identify the strategies that are most appropriate for the concepts being taught. M.S. 334 teachers also use data to monitor ELL performance. In particular, teachers monitor and analyze NYSESLAT and ELA scores to identify when ELLs have improved. After examining the data, teachers discuss any achievement gaps and identify the specific actions that can help students achieve.

Mainstream content teachers use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge. Small flexible grouping is in place to address the needs of ELL subgroups. Content area instruction and ELA classes are delivered in English to students with limited English-speaking abilities. They face the challenge of learning how to read, speak, write, and understand a new language while at the same time mastering grade-level content.

MS 334 provide the stand alone ENL/ESL model to provide instruction to develop the English language needed for academic success CR- Part 154 [152.3(m) and (x)]. Students are supported and guided to become college and career ready. Integrated English as a new language is the mandated delivery model implemented at our school in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. The ESL teacher, holding an appropriate license for teaching English to Speakers of Other Languages, provides language development instruction in English. As per CR Part 154 content area instruction and ELA classes are delivered in English. Mainstream content teachers use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge to meet the demands of the Common Core Learning Standards. Also, the ESL teacher uses words in the ELL student's native language to assist in vocabulary building on a one to one basis in the student's writing notebook.

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

Dual and Transitional models are not available at MS 334. The Freestanding ESL model is implemented and ELA, content area instruction is delivered in English as per CR Part 154. Flexible use of home language is permitted in the first two stages of language learning "Entering and Emerging", regardless of their grade level. Students at these 2 stages can use their home language in order to access the content.

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

ELLs are appropriately evaluated in all 4 modalities of the NYSESLAT. Students are evaluated to see what level of command each student demonstrates in the reading, writing, listening, and speaking modalities. NYSESLAT modalities scores will promote instructional decisions as follows. All ELLs will be provided with the following:

- Aligning ELL programs to English Language Arts (ELA) and mathematics Common Core curriculum and standards,
- Building the capacity of all educators to deliver coherent programs and high-quality instruction,
- Implementing effective assessments, and
- Increasing parental participation in the education of ELLs.

The LAP team, the Spanish teacher and all content area teachers use the New Language Arts Progressions (NLAP) to scaffold instruction and ensure that ELLs meet the Common Core standards. To evaluate students, teachers utilize the NLAP performance indicators that address all four components of language: listening, speaking, reading, and writing. In addition, they monitor ELL student progress e.g. student work, formal and informal assessments test results, and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers use the NLAP to develop grade level instruction for students with varying levels of language proficiency and native language literacy development.

ELA and content area teachers differentiate instruction for ELL in their classes. The NLAP have five levels of progressions: Entering, Emerging, Transitioning, Expanding, and Commanding. Teachers engage students of all literacy levels with grade-level texts. The amount of scaffolding provided by teachers is based the students' 3 literacy levels (1) Students with strong schooling in their home

language, (2) Students with Interrupted Formal Education (SIFE), and (3) heritage speakers.

The NLAP are aligned with the idea that new language development most successfully happens when integrating content and language. The ESL teacher and content area teachers engage ELLs in authentic content-specific tasks from the very beginning of their exposure to the English language rather than working with simplified texts or lower level texts. Teachers provide appropriate scaffolding (e.g. pre-identified words, different graphic organizers, option to use home language, goggle, glossaries etc.) so that language learners can start developing the four modalities of language for academic purposes while at the same time they are developing basic communication skills.

The Freestanding ENL program implemented at M.S. 334 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and ENL progression. ELA instruction is provided by content area teachers. The ENL component is provided by the ESL teacher. The instructional program provides classes for students at the 5 levels of language progressions Entering, Emerging, Transitioning, Expanding and Commanding levels of English language competency and literacy proficiency.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. The ESL teacher, holding an appropriate license for teaching English to Speakers of Other Languages, provides language development instruction in English. As per CR Part 154 content area instruction and ELA classes are delivered in English. Mainstream content teachers use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

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

Differentiated instruction, is provided to all ELLs by all content area teachers. All teachers use the NLAP to ensure that ELLs meet the Common Core standards. For example, teacher use small group instruction, provide pre-identified key words, sentences, and phrases, pre-populated paragraphs, words banks, and bilingual glossaries. Teachers also provide sentence starters, cloze-type procedures, graphic organizers, note taking skills, and allow students to use their home language in the early stages of language development.

6 a. There are no SIFE students at MS 334 but in the event we had SIFE students they will be given extra support at our school, particularly through push-in/pull-out. The focus for SIFE students is on developing their literacy skills and vocabulary development so that they will be able to function on their grade level and beyond. In addition, SIFE students are provided with native language glossaries and English dictionaries. They are encouraged to participate in after-school program so they can receive additional help by content area teachers. SIFE are exposed to e-books and have access to bilingual books on line.

6. b. Newcomers (Less than 3 years): There are eighteen newcomers. The newcomers have anywhere from 1 to 3 years of ENL. Most of these students are required to take the State ELA exam in their second year. ELL students are exempt from taking the ELA if the child has been enrolled for less than one year. Newcomers receive 8 periods of stand-alone ENL class and are supported throughout their day by content area teachers using NLAP and ESL methodologies in their lessons. The students are provided with native language materials as available in an effort to maintain and promote their native language proficiency. They also participate in the after-school program.

6. c. Long Term ELLs at MS 334, are expected to participate in all City and State exams. To help those ELLs , we offer extra AIS sessions using an intense program that focuses mainly on developing academic reading and writing, ELA and Math skills, plus test preparation assistance, plus after-school programs. ELL students receiving service for 4 to 6 years receive additional support during the day through push-in/pull-out. The focus for these students is on reading comprehension skills and writing. The content area teacher also provides additional support for these students during the day by pairing them with a proficient student. They, too, are encouraged to participate in after-school programs.

6. d. The focus on Long-term ELLs is in the area of reading comprehension and writing. Content area teachers provide additional support by providing them with English/Spanish dictionaries and thesauruses. They are also given support during the day through push-in/pull-out. They are often paired with an English-speaking student or a native language student. They are encouraged to attend after-school, and they will receive additional support in reading and writing.

Regarding testing:

- ELL students may be eligible for one, and only one, exemption from the administration of the Grades 6–8 Common Core English Language Arts Tests.

- ELL students are NOT exempt from content area exams e.g. math.
- Schools may administer the NYSESLAT in lieu of the Grades 6–8 Common Core English Language Arts Tests, for participation purposes only.
- The one-year exemption window does not have to be 12 consecutive months.
- Students enrolled anytime during a month, including July and August, are considered enrolled for that month.
- As such, eligible students may be exempt from taking the NYSTP in ELA for the first year in which they are enrolled during the NYSTP ELA test administration period.
- Such students may not be exempt in subsequent years, even if they have been enrolled in a US school for fewer than 12 months.

6. e: Former ELLs: Testing accommodations will be provided to former ELLs. These students are entitled to time and a half on city and state assessments. Former ELLs: Testing accommodations will be provided to former ELLs. For at least two years following the school year in which an ELL is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language for 90 minutes per week as mandated in the CR Part 154.2.

ELLs are appropriately evaluated in all 4 modalities of the NYSESLAT. Students are evaluated to see what level of command each student demonstrates in the reading, writing, listening, and speaking modalities. NYSESLAT modalities scores will promote instructional decisions as follows. All ELLs will be provided with the following:

- aligning ELL programs to English Language Arts (ELA) and mathematics Common Core curriculum and standards,
- building the capacity of all educators to deliver coherent programs and high-quality instruction,
- implementing effective assessments, and
- increasing parental participation in the education of ELLs.

The LAP team, the Spanish teacher and all content area teachers use the New Language Arts Progressions to scaffold instruction and ensure that ELLs meet the Common Core standards. To evaluate students, teachers utilize the NLAP performance indicators that address all four components of language: listening, speaking, reading, and writing. In addition, they monitor ELL student progress e.g. student work, formal and informal assessments test results, and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers use the NLAP to develop grade level instruction for students with varying levels of language proficiency and native language literacy development.

ELA and content area teachers differentiate instruction for ELL in their classes. The NLAP have five levels of progressions: Entering, Emerging, Transitioning, Expanding, and Commanding. Teachers engage students of all literacy levels with grade-level texts. The amount of scaffolding provided by teachers is based the students' 3 literacy levels (1) Students with strong schooling in their home language, (2) Students with Interrupted Formal Education (SIFE), and (3) heritage speakers.

The NLAP are aligned with the idea that new language development most successfully happens when integrating content and language. The ESL teacher and content area teachers engage ELLs in authentic content-specific tasks from the very beginning of their exposure to the English language rather than working with simplified texts or lower level texts. Teachers provide appropriate scaffolding (e.g. pre-identified words, different graphic organizers, option to use home language, goggle, glossaries etc.) so that language learners can start developing the four modalities of language for academic purposes while at the same time they are developing basic communication skills.

The stand-alone ESL program implemented at M.S. 334 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and ENL progression. ELA instruction is provided by content area teachers. The ENL component is provided by the ESL teacher. The instructional program provides classes for students at the 5 levels of language progressions Entering, Emerging, Transitioning, Expanding and Commanding levels of English language competency and literacy proficiency.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. The Spanish teacher, provides language development instruction in English. As per CR Part 154 content area instruction and ELA classes are delivered in English. Mainstream content teachers use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

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.

MS 334 completes the Re-identification Process when they receive a written request from a student's parent and/or guardian. Once our school reviews the written request from the family member of an ELL MS 354 conducts and reviews the results of school based assessment as defined by CR Part 154-2.2 of the student's abilities in listening, speaking, reading and writing in English. When it is determined that the ELL student has an IEP the ESL teacher consults with the Committee of Special Education to determine if the student's disability may impact the student's ability to speak, read, write or listen in English. Based on the recommendation of the ESL teacher, the principal determines whether to change the ELL status or not. Written notification of the principal's decision in the parent's preferred language is sent to the parent and/or guardian. Between 6 and 12 months of the principal's written notification, Ms. Green the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by her determination. If the principal concludes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within the same 6 - 12 month period. Final decision notification must be in writing to the parent/guardian in their 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?

The New Language Arts Progressions (NLAP) and a balanced approach to literacy provide access to academic content areas and accelerate English language development. This approach is being implemented to ensure that all ELLs students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and students with disabilities (SWD) meet the common core standards and competences set by local, state, and federal requirements under the Elementary and Secondary Education Act (ESEA).

Parents and students have right to a re-identification process within 45 days of initial enrollment. ELL is placed within ELL program within 10 days but parent (or student 18 or older) can appeal within 45 days.

Schools must form a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL (prior: no special procedure for SWDs). SWDs not demonstrating adequate performance are identified and provide additional support services aligned to district wide intervention plans.

The New Language Arts Progressions (NLAP) are research-based, flexible frameworks that all language arts teachers can use to guide their decisions about what scaffolds and supports are appropriate for students at different levels of language and literacy development relative to the Common Core-aligned ELA curricular units of instruction. NLAP suggest scaffolds and supports that teachers can use within the context of Common Core-aligned Language Arts instruction to be selected according to student level of new and home language arts progressions:

- Provide pre-identified key words, sentences, and phrases, word banks or glossaries.
- Provide sentence starters, cloze-type procedures, graphic organizers (modeled, partially completed), and note making guides.
- Use partnership and small-group discussions.
- Allow students to meet the standard in new or home language, especially in the early stages.

The instructional materials incorporate ESL and ELA standards. The primary purpose is to accelerate LEP/ELL students' social and academic English language development in order that the students master the grade-level content knowledge. This interdisciplinary, standard-based approach enables the students to meet the performance standards and succeed on state, city, and national assessments.

Content area teachers use various media. For example, Google Translator is used to provide students with class activities and homework in their native language. In addition, content-specific vocabulary or task verbs are introduced, displayed, and emphasized throughout the school year. All teachers include a language objective for ESL students in all units of study and lesson plans. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish.

All students are exposed to technology. Laptops, teachers using smartboards, and access to the internet are provided to accelerate language learning by ELLs. At M.S. 354, it is our goal to empower LEP/ELL students to achieve the NYS designated level of language progressions and to meet or exceed NYS, city, and national standards. To meet these goals, the students receive at least three years of academic subject area instruction using ESL methodology and instructional strategies. However, if a student does not meet ESL requirement by passing the NYSITELL within three years, a time extension may be granted by the Commissioner for a period of up to six years of additional ESL instruction. Support is given to those students who achieve

proficiency score on the NYSITELL to ensure a smooth transition into an English language mainstream program. ELLs also participate in the 37 ½ extended day small group instruction. Differentiated instruction is in place for all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities. In addition, students in content area classes are usually paired with a native language student who assists them in their native language. In addition, where possible, content area teachers provide work in the ENL student's native language. Small group instruction enables the teacher to provide targeted instruction in order to focus on each student's academic needs. Intensive small group instruction is provided for special education students and to Students with Interrupted Formal Education, SIFE to instruct middle school students. All laws and regulations for placement of LEP/ELL students, with possible handicapping conditions, are followed.

The ESL teacher demonstrates and instructs ELL students to use the computer website Google Translate to translate their daily classwork from their native language into English. Utilizing technology is an important factor in ESL instruction because of the interactive, multi-sensory nature of language development computer software.

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?

For scheduling purposes and to build a sense of community, ESL students tend to be placed in the same general education homeroom classes. Aside from ESL services, these students also receive AIS intervention in reading and writing to support their language acquisition development. Teachers engage in curriculum mapping and inquiry to determine the needs of their ELL-SWDs within the least restrictive environment. ELL-SWDs are given support services from SETTS, CTT, and ESL instructors, who communicate with each other throughout the day about the progress of ELLs -SWDs.

During the team meetings, teachers discuss the students' IEP and the NLAP appropriate strategies, grouping and scheduling that would best benefit these students. We also use data to assess our instruction and make decisions based on student's performance to determine the best instructional needs for our ELLs-SWDs. Accommodations for students with disabilities are provided to eligible students and documented on the student's IEP or 504 plan, as appropriate. Examples of method of presentation are listed below:

- * Braille and large type
- * Visual magnification and auditory amplification
- * Test questions read aloud or signed (on appropriate tests)
- * Direction Read and reread aloud
- * Use of calculator, abacus or arithmetic tables (on appropriate tests)

Chart

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

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

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

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



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

Chart

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

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

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

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

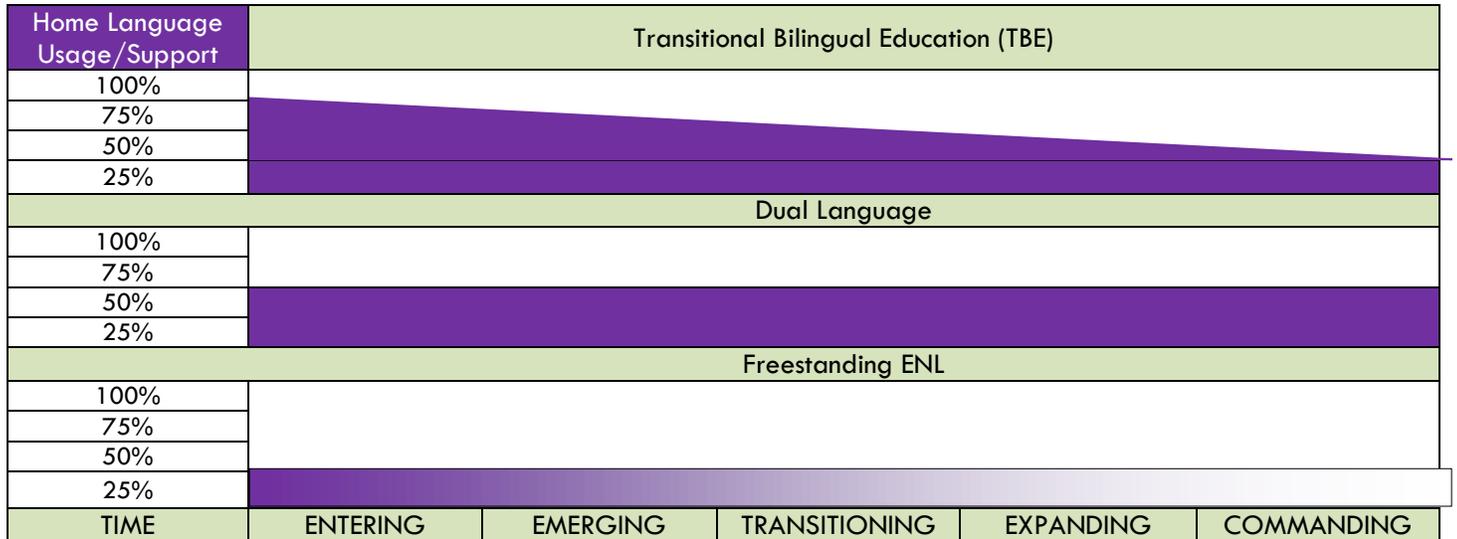


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our intervention programs for ELLs include after-school and Saturday academies in ELA and Math, various social and academic clubs according to students' interests, AIS reading and writing interventions by several of our teachers, and all mandated specialized services such as speech and SETTS.
Our ELL students receive AIS intervention in the subjects of Social Studies and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ESL teacher and content area teachers engage ELLs in authentic content-specific instruction and appropriate tasks based activities are used based upon the 5 levels of student progressions. Content area instruction is provided to ELLs from the very beginning of their exposure to the English language rather than working with simplified texts or lower level texts. Teachers provide appropriate scaffolding (e.g. pre-identified words, different graphic organizers, option to use home language, goggle, glossaries etc.) so that language learners can start developing the four modalities of language for academic purposes while at the same time they are developing basic communication skills. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous groups is practiced based on student needs and learning goals.
The ELL Program at MS 334 is effective in terms of content and language development. The ESL teacher is given copies of each grade level's curriculum goals at our weekly Professional Development. The instruction the ESL teacher provides is aligned to the curriculum goals.
12. What new programs or improvements will be considered for the upcoming school year?
All ELLs are offered and encouraged to participate in after-school and Saturday academies in ELA and Math. They are also encouraged to participate in various social and academic clubs according to their interests and in various AIS reading and writing interventions provided by several of our teachers. SWD who ELLs also receive all mandated specialized services such as speech and SETTS. We have been identified as a Community School qualifying us for one hour of Extended Learning Time. Therefore, we will be extending the school day for all students including ELL's. They will have opportunities to participate in the specific literacy programs used as consolidation for their language development.
13. What programs/services for ELLs will be discontinued and why?
Unless there are further budget cuts during the school year, we do not anticipate having to cut any of our ESL services.:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs and their parents are notified of, offered, and encouraged to take advantage of all the after-school programs and Saturday academies, and all the social and academic clubs that we offer. In addition, they are encouraged to participate in the local library's many programs as well as other community activities that exist near the school. In addition, they are encouraged to participate in the local library's many programs as well as other community activities that exist near the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All of the classrooms in MS 334 are equipped with Smartboards for in-depth instruction and with computers for student work. In addition, there is a large, modern, well-functioning computer lab, where technology instruction is given to all students, including the ELLs. The instructional materials used for our ELLs are our curriculum units that include the four modalities for our ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in our Freestanding ESL model. Flexible use of student's home language is permitted and encourage in all classrooms in the first two stages of language learning which are the Entering and Emerging stages, regardless of their grade leve. ELLs use their home language in order to access the content. Students at the Transitioning stage can make use of their home language when they have a need to. The ESL and content area teachers use bilingual books and references, dictionaries, and books on tape. Multi-lingual glossaries are offered to the other core subject teachers. And the peer-buddy system in and out of class is especially strong among our ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services, materials, lessons, and peer-pairing correspond strictly to the age, grade and social level, and culture of our ELLsThe ESL teacher meets with the SETSS and classroom teachers during common planning times obtain feedback on individual strengths and needs of the ELL students. The ESL teacher is provide with weekly lesson plans of classroom teachers for all grade levels to be able to support and reinforce work done in the classroom.
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).
We are not aware of newcomer students' recent arrival to this country before they register in our school. While many come at the beginning of the school year in September, many more flow in throughout the school year, sometimes registering as late as

March. If we knew of any arrivals well before registration, we would refer them to the many community-based programs available in the areas near their residences for participation during the summer months.

19. What language electives are offered to ELLs?

The language other than English that is offered at MS 334 is Spanish. All seventh (7th) graders, including the ELLs, take it to satisfy the middle school foreign language requirement. In addition, the ESL teacher offers a Spanish Luncheon Club that meets twice a week, at students' requests. Many of the ELLs participate in this club which allows for social exchanges in a more relaxed atmosphere than a regular class.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The successful implementation of Language Allocation Policy will also depend on staff development (PD), teacher qualification, and knowledge of the needs of English language learners. The focus of the ENL professional development is to present research based strategies designed to help LEP students meet the Common Core Standards. Professional development sessions encourage teachers to engage in reflection upon their pedagogical practice. Teachers and school personnel have opportunities to share “best practices” and to learn from each other. Staff development sessions are designed to meet the mandate under Part CR154.

Professional development and certification requirements

- 15% total hours ELL-specific PD for All Teachers
- 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers

At the beginning of the school year 17K334 provides professional development for all staff members which includes all teachers, speech therapists, occupational/physical therapists, guidance counselors, paraprofessionals, aides and secretaries regarding differentiated instruction, planning for the Differentiated Classroom and strategies for ELL students to developmental success. All teachers who provide instruction to LEP/ELL students and other school personnel including paraprofessional and the guidance counselor are encouraged to participate in high quality professional development (PD) workshops that are needs driven and research-based. Our ESL teacher attends professional development workshops regularly and makes turnkey presentations to the other members of the faculty. This year, we are concentrating especially on Danielson’s Enhancing Professional Practices, A Framework for Teaching, both at our monthly professional development faculty sessions and in a professional study group that meets weekly. Other PD teachers are encouraged to participate is PD that provides information on how to identify and address the academic achievement gaps that may affect ELL students’ performance. The training will explore the impact of second language acquisition, lack of quality prior instruction, socio-economic status, and students with interrupted formal education. The workshop will provide an evidence-based approach to appropriate school-based services before, or instead of, referring for a disability evaluation.

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?
The Department of English Language Learners and Student Support offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library. DOE employees that would like to receive additional information on ELL-related professional development opportunities and educational resources should email DELLSS@schools.nyc.gov using a valid DOE email account.

The Video Library

Professional Development Offerings and Special Announcements

Students with Interrupted Formal Education (SIFE)

Supporting ELLs' Literacy Development

Native Language Arts

Math Sample Units

RTI Resources for Teachers of ELLs

Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators

Video: 2013 Citywide Parent Conference Creating Pathways to College – Dream, Believe, Succeed!

Language Allocation Policy Tool Kit

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support for ELL students and their families is provided through high school workshops at school, along with Citywide and Borough fairs. These workshops and fairs are excellent opportunities for students and their families to gain a greater understanding of the

high school admission process. In addition, our counselor meets individually with ELL students and their families to assist with the high school application process. On-going guidance and support is available to ELL students and their families throughout the year.

Our guidance counselor, Mr. Lamy, provides support for ELL students and their families is provided through high school workshops at school, along with Citywide and Borough fairs. The support provided by the guidance counselor helps the families of the ELLs with information regarding the transition to high school. These workshops and fairs are excellent opportunities for students and their families to gain a greater understanding of the high school admission process. Our guidance counselor push-ins into the classrooms to observe and present high school information to the students. In addition, our counselor meets individually with ELL students and their families to assist with the high school application process. On-going guidance and support is available to ELL students and their families throughout the year.

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.

Teachers new to NYCDOE in general education and special education classroom are mandated to receive 7½ and/or 10 hours, respectively, of professional development in ESL strategies. The special education teachers at our partner school (MS 354) have participated in Jose P. workshop organized by the Office of English Language Learners and District 17. They were trained in ESL methodologies and strategies. These teachers will now train the special education teachers at MS 334 in Understanding by Design, to create curriculum and lesson plans that meet the needs of ELL students and ensure that they have the opportunity to apply learning and skills that allow students to think critically.

If any of our new teachers do not have this training when they come to MS 334, they will be sent to professional development workshops that focus on cultural sensitivity and diversity, ESL standards, ESL teaching techniques, and assessments. Examples of the kind of ESL teaching techniques they will acquire are the QTEL methodology, cooperative learning techniques, use of manipulatives and kinesthetic activities, pedagogic use of body language and facial expressions, modeling, use of variety of visuals, key vocabulary teaching, how to create a linguistically-rich-free atmosphere in the ESL classroom, awareness of all stages of language acquisition, activating prior knowledge in the ELL's native language, and use of multi-sensory activities. Proof of attendance at this training will be kept by each teacher as well as in the individual teacher's file in the office of the school.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

MS. 334 maintains communication with parents of ELLs. In addition to mandated parent orientation meetings and DOE scheduled parent-teacher conferences, MS 334 schedule annual meeting with parents of ELLs. The meetings are conducted as group meetings or as individual meetings. We foster collaboration and support ELL parents and encourage a sense of ownership over their child's academic success. Every effort is made to have parents as partners.

Parents are informed of program goals, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Individual parent meetings are conducted in accordance with collective bargaining agreements. Record of attendance are filed using existing procedures.

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.
Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and languages of our ELLs such as Spanish, Arabic, French, Bengali, and French when necessary. Translators are available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and stand-alone ENL programs as per CR- Part 154 Regulations. Information is presented to parents in their native language to the greatest extent possible. In addition the school holds PTA Monthly Meetings with bilingual translation, Award Ceremonies and School Concerts and Plays that promote parent involvement. The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations as well. Record of attendance are filed using existing procedures.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We work with all CBO's and community partners to provide all parents with workshops. Our school in partnership with Counseling In Schools, Play, Study & Win and The Sports and Arts as our Community Based Organizations to provide workshops for parents and translation services which are available through teachers, para-professionals or other parents. The Parent Association also plays a key role in supporting the academic and social cultural areas towards the success of our ELLs.
5. How do you evaluate the needs of the parents?
Once a year, we conduct a formal survey among the parents, inquiring about their concerns, their wishes, their evaluation of their children's performance, and their appraisal of our school. On an on-going basis throughout the year, the teachers and staff are all available for meetings with them.
6. How do your parental involvement activities address the needs of the parents?
All of our parent involvement activities address the needs of the parents. They are given their choice of the many meetings, conferences, and workshops we offer them. The subjects of these include ARIS-Parent Link, cyber bullying, parental control of internet usage, teenage pregnancy prevention, parenting practices, ESL for parents, explanation of how they can help their children prepare for the State exams they must take, the high school application and selection process, and individual issues such as single-parent household problems, lack of role models for their children, and domestic violence support.
Our parent coordinator evaluates the needs of parents sending home Needs Assessment forms in English and the ELLs native language that gives MS 334 insight as to how we can better serve our families. We use translation services provided by the DOE for languages we are not able to translate. Also the parent coordinator uses technology of Google Translation when necessary to communicate with parents of languages other than English, French, Haitian Creole and Spanish.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: MS for Academic & social Excel

School DBN: 17K334

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)
Bestie Green	Principal		8/31/15
Monique Mainville	Assistant Principal		8/31/15
Jeanette Greene	Parent Coordinator		8/31/15
Danielle Hyacinthe	ENL/Bilingual Teacher		8/31/15
Latoya Evans	Parent		8/31/15
Ms. Cilka Mckenzie	Teacher/Subject Area		8/31/15
Ms. Beverly Skeete	Teacher/Subject Area		8/31/15
Lorna Brown	Coach		8/31/15
Sheryann Atkinson	Coach		8/31/15
Andre Lamy	School Counselor		8/31/15
Clarence Ellis	Superintendent		8/31/15
Christine Etienne	Borough Field Support Center Staff Member _____		8/31/15
	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: 17K334 **School Name: MS for Academic & Social Excellence**
Superintendent: Clarence Ellis

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.

Middle School for Academic and Social Excellence (MS 334) has structures in place in order to provide a parent whose English is limited with the best possible service. At enrollment a trained pedagogue, administers a Home Language Identification Survey (HLIS) . Parents are also asked to fill out the HLIS to determine both the student and parent home language and the parent language preference for written and oral communication. Once parents indicate their language preference, the information is entered into ATS system and then stored in the student's cumulative records. At the beginning of the school year, an ATS report is printed to make an assessment of the different languages for which we need to provide information for parents. The list is then placed in the office in order for it to be checked when information needs to be sent home to parents. All correspondences from the NYCDOE is then generated at the website in the appropriate language. At a local level, if teachers or school personnel need to communicate with parents via letters or orally, we first make use of staff members who speak and read in the given language. All staff are also provided with information and the telephone number of the over the phone interpretation and translation office and the Translation and Interpretation Unit. Another way in which MS 354 provides language access support to families and parent is by displaying multilingual welcome poster and translated signs throughout the building. A language identification guide for school staff and the "I speak..." card is also used by security desk personnel and staff members. The language access plan at MS 354 ensures that the provision for translation and interpretation services for limited English proficient (LEP) parents is in accordance with Chancellor's Regulation A-663.

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.

Parents preferred language for both written and oral communication was determined during the registration process, the administration of the HLIS, and the interview process with the student and parent. The preferred languages for both written and oral communication by parents of ELL Students at M.S 334 are as follow 10 Spanish, 3 Arabic 1 Bengali and 6 French.

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.)

Many documents are disseminated at M.S 334 each year and in need of translation are as follow. In September, annual handbooks and parent teacher announcements are sent out to parents. In November we send out school leadership letters and calendars, in December, newsletters and NYSESLAT testing dates are sent out to parents. In February, we again send out parent teacher conference letters, newsletters and calendars. In March parent teacher conference letters and from April to June we send out calendars.

Other documents provided to each parent who require language assistance services is a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>.

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.

At M.S 334 throughout the year we have the following face -to -face meetings with parents. At the beginning of the year on September 18, we had our first parent teacher conference, on March 11, 12 we had our second parent teacher conference and on May 6 we had the last parent teacher conference for the year. In December we have our High school articulation, where letters are sent out and parents may be called in to meet with the Guidance counselor. In March we have graduation information letters sent out and parents are called in to speak with the Guidance counselor. At the end of the school year in June, Summer school letters are sent out and parents may be called in to meet with the Principal. In addition, face to face meetings will take place as follows:

- 1) The September 16, 2015, "Family Night"

2) Parent-teacher conference:

November 17, 2015
March 16, 2016
May 11, 2016

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.

M.S 334 will meet identified translation needs by sending out information to be translated in a timely fashion to The Translation and Interpretation Unit as follows. Before the school year begins in August, we will send out annual handbook and parent's teacher conference notes to be translated in Spanish, Bengali, French and Arabic. We will also make use of The Translation and Interpretation Unit in the following ways. In October we will send out school leadership letter and calendars, in November we will send out Newsletters and NYSESLAT letters, in January we will send newsletters and calendars, in February we will send out parent teacher conference letters and finally we will send out the calendars for April, May, and June to be translated 3 weeks before they are sent out.

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.

M.S 334 will meet identified interpretation needs indicated in Part B, by first making use of staff members who speak the language, during parent teacher conferences and other face-to face- meetings mentioned. We currently have two staff members that are fluent in Spanish and one in French. During these meetings if someone that speak the language is not available, teachers are instructed to make use of the over the phone interpretation service by calling 718-752-7373 to get over the phone interpretation.

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.)

M.S 334 will ensure that besides making use of staff members who speak the language, all staff members are aware of how to use translation services and the over -the -phone interpretation services by allowing them to watch the video during PD as to how and why they should make use of these services. Also all staff members will be provided with a hard copy of the information and telephone

numbers of these services and they will be ask to keep the information in an area in their classroom with easy access to them.

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

In accordance with Section VII of the Chancellors Regulation A-663, the parent coordinator and the Language Access Coordinator will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm> through the NYCDOE's website. Parents are also informed of the interpretation services available to them. A Welcome poster of the covered languages is displayed near the main office entrance indicating the availability of interpretation services in each of the covered languages. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. The school's safety plan contain procedures that ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. In the event that a limited proficient parent speaks a language that is neither English nor a covered language, the language access coordinator or the parent coordinator would obtain from the Translation and Interpretation Unit a translation into such language and will post and provide such forms in accordance with Regulation A-663.

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)

M.S 334 will gather feedback from parents to see how we can better serve them via parent survey and school generated survey. We will use the services of the parent coordinator to conduct parent surveys. These will be done during Parent Teacher Conferencec, PTA meetings and other parent meetings. Reflection and feedback sheets could also be filled out by parents in English or preferred home language after each session where these services are utilized. We will also use face to face interviews when we conduct parent meetings. Teachers and other staff - guidance counsellor, AP, para -professional, etcetera will assist in this process.