



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	16K534
School Name:	UPPER SCHOOL @ P.S. 25
Principal:	ATIVIA SANDUSKY

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Section 1: School Information Page

School Information

School Name: Middle School 534 School Number (DBN): 16K534
Grades Served: 6,7,8
School Address: 787 Lafayette Ave. 3rd Floor Brooklyn, NY 11221
Phone Number: (718) 574-6032 Fax: (718) 602-2357
School Contact Person: Ativia Sandusky Email Address: asandusky@schools.nyc.gov
Principal: Ativia Sandusky
UFT Chapter Leader: Egwu Wilkinson
Parents' Association President: Theresa Wilson
SLT Chairperson: Lesia Wills Johnston
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Crystal Williams
Student Representative(s): N/A
N/A
CBO Representative: Christy Math/ Partnership with Children

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Ave. Brooklyn, NY 11221
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: (718) 574-2834 Fax: (718) 453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: (718) 935-2382

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ativia Sandusky	*Principal or Designee	
X	Egwu Wilkinson	*UFT Chapter Leader or Designee	
X	Theresa Wilson	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
	Crystal Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
	Clameiry Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	LLenifer Trejo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Lesia Wills Johnston	SLT Chairperson/UFT	
X	Wendy Gamble	SLT Co-Chairperson/UFT	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ann-Marie Bancroft	SLT Secretary/UFT	
X	Heather Stephens	Parent	
X	Mary Cooks	Parent	
X	Arabella Ortiz	Parent	
	Christy Mathurin	CBO-Partnership w/Children	
		CBO-Partnership w/Children	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

Middle School 534 is located in Bedford Stuyvesant, Brooklyn. We serve a total of 112 students in grades 6, 7, and 8. The student demographics includes 75% Black, 24% Hispanic, 1% White, 6% English Language Learners (ELLs), 32% Students with Disabilities (SWDs) and 85% Title I.

The mission statement for MS 534 is to create a safe environment where parents, teachers, and students work together to assist our children in successfully finding their identity, purpose, and making positive contributions in their communities. Our goal is to strive for excellence by providing all children with a high quality education, which includes a rigorous curriculum in all content areas, intertwined with technology and mentoring, that will raise student achievement and prepare students to compete in the global economy. All stakeholders including administrators, teachers, community based partners, parents, and students are committed to this shared vision. This collaboration generates support for students and encourages their participation as evidenced by the MS 534 student attendance rate of 90% in the 2014-2015 academic year.

At MS534, learning is engaging every day, scholars feel supported, and teachers work effectively, as well as, collaboratively to ensure that we are closing all achievement gaps. Partnerships are central to our school community. To address the needs for all students to become proficient in literacy, MS 534 is part of the Middle School Quality Initiative. We also have a partnership with Urban Advantage, City Parks, Young Debaters, Project Boost, PurElements and most recently the collaboration the Community Based Organization (CBO), Partnership with Children.

Some of the special initiatives which MS 534, has implemented include advisory periods to address the many social emotional issues our students face daily. This population of at risk students living with social emotional issues includes students that are over-age, housed in shelters, and who have families living below the poverty line. We are working with Living Above Disorder to assist our students with their specific needs such as social anxiety and juvenile depression. A unique school-based initiative is Helping Others in Need and Empowering Youth (H.O.N.E.Y), a girls mentoring group focusing on problems such as those arising from social media and peer counseling/bullying. Our Dean's Club Exclusive is another school initiative focusing on scholar's leadership qualities. For example, students have been identified that are progressing academically and 'at risk' socially and/or emotionally.

According to the Framework for Great Schools, MS 534 has made progress in the past year in the areas of Rigorous Instruction, Supportive Environment, and Effective School Leadership. Specifically, in the area of Rigorous Instruction, Middle School 534 scored a developing on our 2012-2013 Quality Review in the area of the Instructional Core; while in our 2014-2015 Quality Review, we received a score of proficient in QR Indicator 1.1: Rigorous, engaging, and coherent curricula aligned to the CCLS. The school has adapted various, Common Core-aligned curricula, specifically Expeditionary Learning in ELA, Math-in-Focus, and Glencoe for science, in all content areas that lend itself to delivering rigorous instruction. Educators receive ongoing professional development to strengthen their practice.

Additionally, we have grown in the area of Supportive Environment as well. We have an open door policy that is community minded and we host several events that bridge the school and its community. Such as family game nights, Thanksgiving Feasts, Mother's Day Breakfast, Bring your Dad to school Day etc. It is apparent that we have grown in School Leadership as evidenced by resources provided, collaborative decision making and State and Quality Review data. The most challenging elements of the Framework are; Collaborative Teachers, Strong Family-Community Ties, and Trust. We have made progress with establishing family and community partner engagement by strengthening the

parent association, accurate and frequent parent contact, and provided professional development for teachers on how to improve their interactions with parents.

Our CBO Partnership with Children, will meet the needs of our families (examples: vision, dental, OST, fitness, recreation, social emotional and entertainment events. Partnership with Children will be seamlessly integrated into the school in a targeted but flexible way; bridging the gap between the school and outside services. Partnership with Children will have a full time clinician with a Masters of Social Work (MSW) on site at school with MSW interns providing social emotional support, meeting with students, teachers and parents providing an array of comprehensive services.

The Expanded Learning Time (ELT) will be offered from 2:20p.m.-3:20p.m. Students will have opportunities to engage in small group instruction, focused skill reviews, enrichment in all content areas, and/ or independent reading on with online library MyOn. Additionally, we are including targeted course offerings to students including Math in the Real World, Business Math, Creative Writing, Art Alive, ELA and math help, and Lego Robotics.

There are three significant areas of strength that can be identified at MS 534. Tenet 2- School Leader Practices and Decisions. First, 2.2 the school leader communicates and shares the school vision, long-term mission, and goals with stakeholders including teachers, parents, students, and the broader community. The school culture has been transformed in her two-year tenure establishing the foundation for a professional learning community with a shared vision and core values. Second, 2.3 the school leader has established a leadership team to collaboratively analyze data and make strategic resource decisions to improve student achievement. Third, 2.4 the professional learning community is viewed as a vehicle for improving instruction and student learning, by both teachers and school leader, and enables teachers to feel responsible for their own development and accountable to improve student achievement. The key area of focus is 2.5; systems are not consistently in place that allows the school leader to assess accurately how well the school is performing and to take appropriate actions to address weakness and to disseminate good practice.

One accomplishment that can be celebrated is that all students have shown progress in English Language Arts (ELA) and Math. However, the challenge is the overall achievement rate in student performance on State exams. The key area of focus this year is raising the student' performance on State exams and the overall achievement rate. The tenet where the school has made the most growth is the school leader's implementation of evidence-based systems and structures to maximize programmatic, human, and fiscal resources as a springboard to foster continuous and sustainable school improvement. Another key area of focus is coherent curricula aligned to the common core learning standards, curricula aligned assessment practices that inform instruction, and research based effective instruction that yields high quality student work.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- 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
- 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

We will also undergo a comprehensive needs assessment across all six elements of the [Capacity Framework](#) (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection</p> <p>3.2 - A systematic plan is in place to support the implementation of rigorous and coherent curricula aligned to CCLS, however, based upon the Survey of Enacted Curriculum and students' performance on state-wide assessments, the work needs to be deepened.</p> <p>3.3 - Teachers develop unit and lesson plans informed by students' performance on baseline, formative, and summative assessments. Work is needed in more closely aligning curriculum to the rigors of the common core and providing more strategic interventions and support for target populations.</p> <p>3.4 - Teachers meet regularly during common planning in departments. More time is necessary for teachers to work across the grades, to ensure a more interdisciplinary curricula.</p> <p>3.5 - Teachers implement formative and summative assessments for long-range curriculum planning, but do not consistently across grades and content areas, use this data to target specific populations (ENLs, SWDs, etc) or provide multiple points of entry.</p> <p>Strengths: According to the school’s most recent Quality Review and the findings from the American Institute of Research’s (AIR) Co-Interpretation Report, the school’s strengths include:</p>		

Rigorous Instruction

- The school has aligned curricula to the Common Core Learning Standards (CCLS); teachers engage in the use of data analysis to plan tasks for all learners, including student subgroups to promote rigor.
- The use of data to plan academic tasks that emphasize higher order thinking, results in access for all learners to cognitive engaged tasks.
 - Most English Language Arts teachers feel well prepared in teaching reading, writing and grammar to solve problems.
Most Math teachers feel very well prepared teaching standards and integrating math with other subjects.

Collaborative Teachers

- Teachers meet in professional learning groups and analyze assessment results and student work to share best practices that lead to achievement of goals for all students. The school leader promotes teacher leadership and encourages teacher input on key instructional decisions.

Priority Needs:

According to the school's most recent Quality Review and key findings from the AIR's Co-Interpretation Report, the school's priority needs include:

Rigorous Instruction

- Although the school has begun to align pedagogy with the Danielson Framework for Teaching and some instructional supports are provided, the emphasis on higher order thinking skills and the use of multiple entry points that would promote in-depth analysis, deep student engagement, and rich class discussion are inconsistent. (3.3)
- According to the State Education Department (SED) Integrated Intervention Review, improvement will be measured by effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system. Based on data from the assessment, Professional Learning will be planned so that teachers can create tiered action plans for students. Subsequently, our Professional Learning Calendar will be revised to ensure teachers receive instructional support on challenging standards.
- Many teachers are growing in their preparedness to teach standards or follow-up on implementation.(3.4)
- Many ELA teachers are improving the amount of time on teaching Common Core Standards
-

Teacher Collaboration

- While teachers have been collaborating to develop lessons and unit plans and meeting weekly to analyze student work, using data to drive instruction that will assist with meeting the needs of all students in all content areas is a priority that needs to be addressed. This will be done through progress monitoring using a minimum of four teacher observations, analyzing benchmarks, Degrees of Reading Power (DRP) baseline assessments, and unit assessments and Fall and Spring Measures of Student Learning (MOSL's). (3.2, 3.5)

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)

Middle School 534 will continue to implement the following curricula for the 2015- 2016 school year, Expeditionary Learning for ELA, Math and Focus for Math, Glencoe for Science and History Alive for Social Studies. It will be scaffolded by providing multiple entry points to meet the needs of all learners with modifications and adjustments to all lessons. The shifts will be evident in unit and lesson planning; during common planning time, teachers will assess units, lessons, and project-based tasks through the use of a CCLS-alignment planning tool, which will allow teachers to assess to what extent the instructional shifts are evident, and allow teachers to collaborate with colleagues to make any necessary adjustments.

Monday through Friday students will be provided with Academic Support: Between the hours of 2:20 - 3:20 PM, students will attend electives that are specifically created to provide remediation or enrichment, depending on the skill-level demonstrated by students in state tests and performance in content area classes. These electives include ELA and math remediation, math in the real world, business math, debate, creative writing, art, and Lego robotics. In addition, in order to support students' engagement in rigorous learning experiences, the school along with the Community Based Organization (CBO) Partnership with Children will identify and hire an educational specialist.

The pedagogical practices will consist of the workshop model (I do, we do, you do), small group instruction, as well as one to one instruction. The mode of instruction will be explicit, individualized and tailored to the students' individual needs.

Students will participate in college and career awareness through participating in college tours at public and private universities as well as various high School open houses. The Community Based Organizations (CBO) will be directly involved in this effort. There will also be an annual career day that gives students the opportunity to listen speakers from various career settings which they can consider.

Teachers will use a multiple intelligence assessment to ensure that instruction is differentiated and individualized. During Professional Learning time and common planning meetings, teachers will engage in cycles of inquiry, looking at students' work protocols, and analysis of data to create strategic plans for target populations. Weekly common planning meetings and teacher collaboration with extended learning time and the CBO's educational specialist will support consistency.

Formative and summative assessments will be used across all content areas and the data will be collected weekly and analyzed by Administration and Coaches. Professional Development will be aligned with the results of the assessments which will give indication of pedagogical practices next steps.

At least 5% of our students are expected to show measurable growth in ELA and Math.

Part 3 – Annual Goal

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

By June 2016, there will be a 7.5% increase in levels 3s and 4s in English Language Arts in comparison to the 2015 results in ELA of a 6.5% increase. There will be at least a 1.0% increase in levels 3 sand 4s in Mathematics in comparison to the 2015 results in Mathematics of a .9% increase .

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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>All teachers will receive professional development on Universal Design Learning and implement the practice in their classrooms</p>	<p>All teachers</p>	<p>October-June</p>	<p>Principal/ Educational Support/ Consultants</p>
<p>Utilization of Common Planning periods to align curriculum to CCLS & Danielson Framework (planning & questioning) to meet the needs of all groups of students, including students with English as a Second Language (ENLs) and Students with Disabilities (SWDs)</p>	<p>All teachers</p>	<p>September - June</p>	<p>Principal/ Coaches</p>
<p>Staff “Book Study” of Making Thinking Visible by Ron Ritchhart, Mark Church & Karin Morrison. Educators meet on a bi-weekly basis to discuss research based instructional strategies that promote engagement, understanding and independence for all learners. Th strategies will assist with students thinking critically.</p>	<p>All Teachers</p>	<p>December - June</p>	<p>Principal/Teachers/ Coaches/ Judith Jean Bruce, MSQI Coach</p>
<p>ELA Teachers will attend professional development on Teachers College to assist with implementing the Teachers College curriculum. Teachers will turn key the information to ELA teachers during weekly common planning meetings. The Math coach will attend Math Solutions professional development and turn key the information to all Math teachers.</p>	<p>ELA & Math Teachers</p>	<p>November- June</p>	<p>Principal/Coaches/ Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources - Internal/External Consultants, per session parent engagement allocations Instructional resources - curriculum, professional learning supports Schedule adjustments - per session/pro-rata for teachers Period 9/Extended Learning Time</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	X	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>By May 2016, 100% of our teaching staff will demonstrate evidence in their unit plans, lesson plans, common planning minutes, and teacher practice of targeted strategies to meaningfully engage students, including students with English as a New Language (ENLs) and Students with Disabilities (SWDs), in rigorous, CCLS-aligned work.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection:</p> <p>5.2 - A number of overarching systems and understandings of how to support and sustain student social and emotional health and academic success are in place, including a Dean's Club, monthly school spirit assemblies, and school-based initiative, Helping Others in Need and Empowering Youth (H.O.N.E.Y), a girls mentoring group focusing on problems such as those arising from social media and peer counseling/bullying. These positive initiatives do not systematically identify, address, and support the range of social-emotional needs and development of students within our community.</p> <p>5.3 - Our school motto, the acronym SOAR (Studios, Organized, Articulate, Responsible), and the monthly assemblies help to promote a shared vision for social-emotional developmental health; however, it is not aligned to a particular vision and needs to be strengthened.</p> <p>5.4 - While there is evidence from the previous year's Measures of Teaching Practice (Danielson's Domain 2), in administrative formative classroom walk throughs, and the Learning Environment Survey that there is a common understanding of the importance of stakeholders' contributions in creating a safe, learning-centered school community that supports students' social-emotional development and growth, there is a lack of consistency that prevents an effective rating in this area.</p>		

5.5 - The principal is currently working with student support staff, teachers, and Partnership with Children in the development of an aligned, consistent Social Emotional Learning framework to be implemented in school year 2015-16.

Strengths:

According to the school's most recent Quality Review (QR) and the findings from the American Institute of Research (AIR) Co-Interpretation Report, the school's strengths includes:

- Students, teachers and most parents share the school leader's vision for creating and maintain a safe and orderly school environment that is conducive to learning. The school leader, leadership team (SLT) and the network staff analyzed data and responses on the 2012-2013 Learning Environment Survey to identify any deficiencies and planned strategic responses. The discipline code is applied to all student sub-groups and discussions with students indicated that they have a growing and more embedded understanding that they have a pivotal role to play in ensuring that the school provides a safe learning environment. The school leader and teachers revealed that they understand their roles, feel supported and take responsibility for creating a safe learning community. Parents recognize the role they play in supporting the school's vision for a learning culture based on respect and acceptance of others. Staff knows protocols for student discipline.

Priority Needs:

According to the school's most recent QR and the findings from the AIR Co-Interpretation Report, the schools priority needs include:

- Students are comfortable approaching adults for assistance however there was no formalized system in place.
- The school has adopted a SOAR motto, (Studious, Organized, Articulate, and Responsible) which helps raise students' awareness of social and emotional developmental health and should be more embedded across classrooms.
- Students, teachers, and most parents share the school leader's vision for creating and maintaining a safe and orderly school environment that is conducive to learning and need to work towards consistent implementation.
- The school is beginning to use data to address student social-emotional needs but the impact is not consistently evident.
- Social Emotional health support systems are not developed.

According to the State Education Department Integrated Intervention Team Review, improvements will be measured by the reduction in school incidents reported in the Online Occurance Reporting System (OORS) and improved feedback from teachers, parents, and students on the learning environment survey.

Part 2 – Summative Vision for Supportive Environment

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

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

It is our goal that all stakeholders describe our school as a warm inviting place. We are a school where students come first in all decision making. Our school has a shared decision making process where we work collaboratively, through consensus. and no-fault. We take a holistic approach linking academic growth to social, emotional, physical, and speech and language development. Our Community Based Organizations (CBO's) will be full partners who meet the needs of our families (examples vision, dental, OST, fitness, recreation, mental health and support).

CBO's will be seamlessly integrated into the school in a targeted but flexible way. Our primary CBO, Partnership with Children, will be the bridge between the school and outside services. Partnership with Children will have a full time social worker on site at school with social work interns providing social emotional support, meeting with students, teachers and parents providing an array of comprehensive services.

We will have student voice on both the CST and SLT. A student leadership advisory group will be created having representation from every grade and will present to SLT and CST. Our students will have opportunities for youth development activities, including service-learning, youth leadership training, and youth involvement in school projects.

We will be working with Partnership with Children to examine Social Emotional Learning frameworks to implement throughout the school. These frameworks will be reviewed by the Principal's cabinet, school leadership team, and with teachers to identify the best-fit framework for our students. Support will be provided by Partnership with Children, providing professional learning to teachers in implementing a framework with fidelity.

We will be proactive in collecting and using data to drive not only academic programs but also social emotional learning strategies. We will strengthen our Pupil Personnel Team (PPT) to effectively look at students & families from a holistic lens and create action plans. There will be accountability for action plans and they will be revisited at PPT meetings which will take place weekly with key stakeholders along with inviting parents of students who are being addressed. Student data will be examined at PPT meetings, and students who exhibit mental health, behavioral and attendance challenges will be identified and a plan of action will be created. Partnership with Children will provide individual counseling, small group counseling, full classroom and/or advisories. Families will be provided with casework services. We will measure social-emotional development from using data such as attendance, incidence reports, suspensions and the Partnership with Children Social Emotional Learning rubric. This will be shared with teachers, parents and other CBO's working with students.

Attendance is key in every school. If students do not come to school they cannot learn. We will develop an attendance team that will keep track of every student's attendance in the school. Our school will make every effort to work with the chronically absent and severely absent students. Addressing any challenges they face that impedes their child from coming to school. We view student attendance as an integral part of academic and personal success. We will monitor the attendance of all students, outreach via phone calls, letters & home visits are the key elements of success and positive outcomes.

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, our school will work in tandem with community-based partner, Partnership with Children, to increase self-monitoring of their attendance as measured by a 2% increase in our annual attendance.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Guidance Counselor infuses the text, <u>Seven Habits of Highly Effective Teens</u> by Sean Convey in her weekly 'at risk' guidance sessions.</p>	<p>Mandated Services/ At - risk students</p>	<p>October - June</p>	<p>Guidance Counselor</p>
<p>Ongoing weekly student advisory periods with in house educational consultant, "Living Above the Disorder"/ CBO focusing on topics such as mutual respect, effective communication and honesty.</p>	<p>Educational Consultant/All students/CBO</p>	<p>October - June</p>	<p>Educational Consultant/CBO</p>
<p>School will host a monthly "Family Night" opportunity for parents to learn about curriculum updates, Individualized Education Plan (IEP) services and School/Community resources. Additionally, there are monthly parental workshops, which focus on Common Core Learning Standards, Standardized Assessments, IEP, Nutrition, and Stress Management..</p>	<p>Staff/Students/ Parents/ Parent Coordinator/CBO</p>	<p>November- June</p>	<p>Principal/ Educational Consultant/CBO</p>
<p>The establishment and active utilization of the school's "S.O.A.R." motto (Studious, Organized, Articulate, Responsible). Students are familiar with the agreed upon qualities that the entire school community must exhibit on a daily basis. The S.O.A.R. standards and criteria are valued, respected and trusted by all stakeholders as a measure of excellence and are deeply rooted in our school culture. Our school motto, "Where students S.O.A.R" is a daily affirmation in our school community and is the tie that binds us all. S.O.A.R criteria is used to promote positive behavior and as an incentive for admission for activities involving Saturday School, Trips, After-School Programs/Dances in which educators, students and families are all invited to attend.</p>	<p>School Wide</p>	<p>September - June</p>	<p>Principal/ Coaches/ Dean/ Support Staff</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources - Teacher per session, Instructional resources - supplies, materials to support collaboration, professional development consults, support from CBO.											
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	X	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 May 2016, all staff and students will receive Professional Development using the Social Emotional Learning framework, resulting in a 25% decrease in Office Discipline Referrals (compared to this same time frame last year).											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative 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>Reflection:</p> <p>4.3 - Teachers are growing their practice towards full implementation of curriculum aligned to Common Core Learning Standards. Full implementation across grades and content areas is not yet consistent, and more work is needed to develop consistent multiple entry points into every lesson.</p> <p>4.4 - Teachers and students do work together to work towards an environment that is responsive to students' needs, however, the work needs to be deepened so it is fully embedded within the community.</p> <p>4.5 - Teachers do use analysis of data to inform instruction, and the work around monitoring students' progress can be deepened.</p>		
<p>Strengths:</p> <p>According to the school’s most recent Quality Review and the findings from the American Institute of Research (AIR) Co-Interpretation Report, the school’s strengths include :</p> <ul style="list-style-type: none"> The principal is effective in instructional leadership. The school leader demonstrates the importance of the use of data to make curriculum decisions and develop unit plans. The school leader has identified level two students and students on the cusp of level three and targeted them for some assistance Inquiry teams have implemented ‘Looking at student work’ protocols. 		
<p>Priority Needs:</p>		

According to the school's most recent Quality Review and the findings from the AIR's Co-Interpretation Report, the schools priority needs include:

- All students were not receiving the same level of instruction
- Instructional strategies and interventions provided during Professional Development are not used consistently in the classroom.
- Teacher units and lesson plans are not consistently developed and aligned to CCLS.
- Teachers are inconsistently engaging in collaborative instructional practices.

According to the State Education Department and most recent Quality Review, Integrated Intervention Team Review, improvement will be measured by effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system.

Weekly Common Planning periods across all content areas provide additional support and professional development on meeting the needs of students.

Coaches and outside consultants collaborate with the teachers focusing on creating unit and lesson plans aligned with the Common Core Learning Standards.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program.

Questions to consider:

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

The school is organized to promote teacher collaboration by scheduled weekly common planning time and professional learning on Mondays and Tuesdays. Each content area meets weekly to collaborate in determining the alignment of unit plans, lesson plans, and projects to the CCLS, and examine the work of those assessments, using a looking at student work protocol. The underlying principal which influences teachers' planning is through the thorough examination of students' work, we will identify students strengths, build upon those strengths, and guide students through the rigors required of the CCLS.

Teachers are providing opportunities to implement project based learning in their lesson plans, as well as creating lessons for enrichment students. Additionally, enrichment is supported through Extended Learning Time. Students participate in activities such as debate and Lego robotics, so that they have the opportunity to apply concepts of core content areas and use those skills in novel ways.

Teachers create expectations collaboratively with students and revisit them throughout the school year. The school-based initiative Dean's Club allows students to take on leadership roles throughout the school, and provides students with the opportunity to have a voice in the way school is run.

Teachers use formative assessments daily, summative assessments, benchmarks, unit assessments and Measures of Student Learning (MoSLs) to obtain data that is used to regularly ensure plans for individual student needs. This year, teachers are collaboratively planning intervention strategies for target populations; this work is supported through common planning meetings and professional learning time. We will track the success of these interventions throughout frequent inquiry cycles, so that student performance informs future planning.

Teachers meet in collaborative teams to analyze data that will provide implication for instruction to meet the needs of all students. Community educators meet with coaches during weekly cabinet meetings, to evaluate students' progress and create plans of action to support both social-emotional development and academic success.

Part 3 – Annual Goal

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

By June 2016, 75% of teachers will have shown at least effective growth in their observations through Advance in components 1E- Designing Coherent Instruction, 3C Student Engagement and 3D Assessment.

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) <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>All teachers will participate in cycles of professional learning focused on components 1E, 3C, and 3D. Teachers will provide critical feedback to their colleagues by using the Danielson Framework during the professional learning sessions. .</p>	<p>All Teachers</p>	<p>November - June</p>	<p>Teachers\Administration</p>
	<p>90% of Educators School Wide/CBO</p>	<p>September- June</p>	<p>Schools Staff, Teachers, and Principal/CBO</p>
	<p>Parent Coordinator & Para- Professionals/CBO</p>	<p>September- June</p>	<p>Parent Coordinator & Para- Professionals/CBO</p>
<p>Teachers collaborate bi-weekly to perform inquiry work in which they analyze student work, discuss student needs and develop strategies to improve achievement in subgroups.</p>	<p>Teachers, Coaches</p>	<p>November- June</p>	<p>Principal, Coaches, Teachers</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources - Teacher per session for inquiry work, two part-time instructional coaches to support and improve teacher practice in ELA and mathematics, Instructional Resources - supplies/ materials to support collaboration. Schedule Adjustments - scheduling common planning for core content teachers embedded within the school day											
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	X	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 May 2016, 3% of students will demonstrate growth from benchmark to mid-year assessments for math and ELA											
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: Based upon data from the Quality Review and American Institute of Research (AIR) Co-Interpretation Report, Effective School Leadership is an area of strength. This work can be extended and built upon by strengthening collaboration between administration, instructional staff, support staff, and Partnership with Children, so that the work of school improvement (specifically improving student outcomes) is continually refined and on a forward trajectory.</p> <p>Strengths According to the school's most recent Quality Review and the findings from the AIR's Co-Interpretation Report the school's strengths includes</p> <ul style="list-style-type: none"> The school leader has communicated the school vision, long-term mission, and goals, which are shared with members of the school community. Through data analysis, the school leader makes strategic resource decisions to improve student achievement. The school leader is the sole school leader who has established a leadership team and has made personnel changes to improve the instructional program. The school leader established a system of teacher self-assessment, an observation cycle, and administrative evaluation and support implementing the Danielson Framework and the new Annual Professional Performance Review (APPR). The priority need is to sustain the system that has been established. 		

According to the State Education Department Integrated Intervention Team Review, effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system. Also, through MOSLs, benchmark assessments and NYS Assessments in ELA and Math.

Priority Needs:

According to the school's most recent Quality Review (QR) and the findings from the AIR's Co-Interpretation Report, the schools priority needs include:

- School leader needs to implement a fully functional system in place to conduct targeted and frequent observations. The principal will lead by example and nurture the professional growth of teachers and staff by providing additional instructional support that drives student achievement. This will be measured by the Advance system and teachers receiving a minimum of four observations with targeted feedback for continuous improvement.

Part 2 – Summative Vision for Effective School Leadership

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

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will articulate a shared mission and vision through the School Leadership Team, Parent Association, Community Based Organization (CBO), and daily communication to staff. The principal will ensure the CBO partnership is strong with consistent communication and weekly meetings. The CBO will provide professional development using the Social Emotional Learning Framework along with the Educational Specialist and Community School Manager to monitor school progress.

The school leader will conduct frequent classroom observations aligned to the Danielson Framework and meet with analyze the data with Central, Borough Field Support Center and/ or District support staff. Support will be provided from the results of the observations and teacher needs analysis to provide professional development. The school leader will collaborate with a cabinet that will consist of instructional coaches in ELA and mathematics, guidance counselors, community school manager and educational specialist on a weekly basis.

Students will be provided with small class size settings for more individualized instruction in all subject areas. Students will receive double blocks in major content areas and teachers will be provided with support from instructional coaches and master teachers. Informal and formal observations will be conducted that are aligned to the Danielson Framework. Teachers will meet with the school leader in a timely manner to receive feedback from observations and next steps.

Middle School 534 will develop an effective Pupil Personnel Team/School Implementation Team, where data will be reviewed on students (academic, social, emotional, attendance, physical, & speech and language). The Community School Director will chair the meeting which will meet weekly to review and follow up on students. The team will have a school administrator and appropriate members, Guidance Counselor, School Based Support Team, and Special Ed. Teacher. Teacher and parent of student being discussed will be invited. Students will also be invited to help develop a plan. A caseworker will be assigned. Community School Director will ensure meetings are convened, agenda set and that students are receiving targeted, selective and universal interventions. Trends in school wide data will lead to Selective and Universal interventions Collaborations with CBO's will help us get the services for our students and families. Follow-up will be done on students on a rotating basis every 2 weeks with a report from case worker.

The school leader will collaborate with the Community School Manager to complete a needs assessment identifying pre-existing services in the school and any gaps in services for students and their families to develop a community school plan. In addition, the community school manger will outreach to community agencies to form alliances and broker new partnerships aligned with school goals and bring necessary services into the school. For example, health, mental health, dental, vision, after school etc. Lastly, the school leader will develop and implement a robust parent and community engagement action plan collaboratively to monitor effectiveness of partnerships .

Part 3 – Annual Goal

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

By June 2016, the school leader will have implemented a fully functional system to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement, as evidenced by improvement in Measures of Teaching Practice scores in 3b. Engaging Students in Learning, 3c. Questioning and Discussion, and 3d. Assessment.

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>Progress Reports will go home 4 times a year and Engrade updates will be made identifying the results of all student assessments that are administered five times a year (Sept., Nov., Jan., March, June) involving parents in their child's progress.</p>	<p>Teacher , Parents</p>	<p>September 2015 June 2016</p>	<p>Principal/ Teachers</p>
<p>The school leader in collaboration with teachers will be able to meet quarterly during Common Planning periods and evaluate student progress and the effectiveness of instructional practices using school wide data.</p>	<p>Teachers</p>	<p>September 2015 June 2016</p>	<p>Principal/ teachers/ MSQI/ Educational consultants</p>
<p>Create and implement calendar of observations, with data gathered from observations informing professional learning cycles</p>	<p>Teachers</p>	<p>September 2015 June 2016</p>	<p>Principal, Teachers</p>
<p>Utilize data from statewide exams, items skills analysis, DRP data as part of an embedded cycle of inquiry during professional learning and common planning times.</p>	<p>Teachers</p>	<p>September 2015 June 2016</p>	<p>Principal, Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Instructional resources - Supplies/materials to support collaboration. Professional Development Schedule adjustments - embedding common planning periods in teachers' schedules</p>											
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>	<p>X</p>	<p>Other</p>

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 May 2016, the school leader will have conducted 4 or more observations on each teacher. The school leader will use a school-wide evidence based system that effectively monitors school wide and individual practices so that the school leader gains a clear picture as to how well the school is performing, tackling weaknesses, and addressing rigor.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: 6.2 - 6.5- Outreach to families regarding expectations for academic achievement, identification of student strengths, training opportunities, and data about students is completed every Wednesday during Parent Engagement Time, however, attendance by families at Parent Association meetings and school-wide events is relatively low.</p> <p>Strengths: According to the school’s most recent Quality Review and the findings from the American Institute of Research (AIR) Co-Interpretation Report, the school’s strengths includes:</p> <ul style="list-style-type: none"> The school has introduced some initiatives to make a clear stance on academic expectations, such as Open School Night. The school engages in effective planning and reciprocal communication with family and community stakeholders. The school shares data that promotes a dialogue among parents, students, and school community. The school uses a plan to communicate its expectations to students and families through an online platform called Skedula. <p>Priority Needs: According to the school’s most recent Quality Review and the findings from the AIR’s Co-Interpretation Report, the schools priority needs include:</p> <ul style="list-style-type: none"> Increase parent engagement and encourage parents as partners with the school in the education of their children. The school is developing a plan to teach parents how to engage in their children’s education. 		

- Provide weekly parent outreach meetings, monthly parent workshops on topics such as IEP's, nutrition, stress management et. Parent's needs assessments will be evidenced by their participation on the School Leadership Team, quarterly community meetings and collaboration with the Parent Coordinator.
- Although workshops and resources are offered/available parents are not taking the opportunity to be involved. All stakeholders will participate in Common Core Workshops facilitated by the school.

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?

At Middle School 534, we have an open door policy. MS 534 will create a designated family resource room, which contains access to a computer station, a station filled with materials about community resources available (information about GED programs, parenting classes, entitlements, community health resources, etc.), with a lounge atmosphere where families can receive necessary supports and referrals. School safety officers and staff will receive professional development and materials on bridging the gap between the community and the school.

The school provides outreach to families every Wednesday. Teachers can provide workshops about what students are learning and what supports are available to help facilitate students' success. Partnership with Children will establish a Parent Support Group, to strengthen a sense of community, identify possible challenges that prevent students from fulfilling their potential, and provide necessary resources and supports to both families and students.

We intend to implement monthly Family Nights, where families and members of the community can come together to share ideas and resources, and create a sense of belonging across stakeholders. In addition, Partnership with Children is in the initial stages of planning a Community Fair, in which CBOs and other organizations across the community come together to access and share resources.

Partnership with Children is part of the Principal's cabinet, and therefore aware of the issues that face our students, both academically and in their social-emotional development. Based upon these conversations, together with the administration, Partnership with Children is planning a series of professional learning sessions which assist teachers in appropriately addressing the behaviors and challenges which our students face. Teachers also glean information about students and their community during Open School Night and Parent Teacher Conference.

At the beginning of this school year, the Principal hosted a breakfast in which Partnership with Children was introduced and was able to begin getting to know families and assess the extent of their needs. PWC is also part of the School Leadership Team and Parent Association. Additionally, PWC maintains an open door policy and have engaged with families as they visit the school. A comprehensive needs assessment, spearheaded by PWC, has begun and will inform administration and other key stakeholders about the needs of families and how to best support students success.

We are currently researching adult education offerings, and are establishing a linkage agreement with the Brooklyn Adult Center, which provides adult learning classes and GED. PWC will continue researching possible opportunities to enhance adult learning classes, and respond to any requests made via parent surveys.

Families have access to students' data by accessing our online gradebook, Engrade. We will offer classes to parents who need assistance in accessing and understanding this data. Additionally, we will offer parents targeted assistance during Parent Association meetings and Parent Teacher Conferences. Progress reports, which unpack students' progress, will also be sent out quarterly. Together with parents, students, and teachers, individual Student Plans for Success will be created for any student not on track to graduate.

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, in the area of Strong Family and Community Ties we will have increased by 25% as evidenced by the learning survey.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
WIN "What I Need" periods were created and scheduled for all classes, which utilize DRP (Degrees of Reading Power) data from MSQI.	Students, Teachers	9/2015 to 6/2016	Principal
The use of the MYON (Capstone's "My Online" Reading Program) reading program for all students.	Students	9/2015 to 6/2016	ELA Coach, Teachers

<p>The participation in “Bring your Dad to School” which allows fathers/guardians to follow their child’s school schedule for the day.</p> <p>The school partners with parents for an annual “Thanksgiving Fellowship Feast”.</p> <p>H.S. Parent Workshop Breakfast & Dinner which focused on the H.S. application process</p> <p>Meet the Teacher Night, which provided an opportunity for parents to meet educators and discuss academic expectations.</p>	School wide/ Parents/CBO	9/2015 to 6/2016	Parent Coordinator/ Teachers/CBO
<p>Multi-Cultural Feast that allows parents and students to dress in Native costumes/outfits and bring in dishes representing their countries to share.</p> <p>Winter Holiday Performance</p> <p>Black History Month Performance</p> <p>End of School Year Performance</p>	School wide/ CBO	9/2015 to 6/2016	Teachers/ Parents/CBO

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher per session, supplies/ materials to support collaboration</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	X	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>By May 2016, we will increase parent involvement and engagement by 15%, which will provide them with multiple opportunities to participate in school life.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, by providing students with enrichment and remediation activities that are aligned to the Common Core Learning Standards and Social Emotional Learning framework, students will increase their performance by 5% in both ELA and Math as measured by benchmark assessments, marking period grades, and increased attendance.

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 ELT program will provide all students with extra academic instruction in ELA and Math. Students will be divided into differentiated groups based on ability and matched with teachers who can tailor the additional instruction to meet the needs of specific learners.

For Math support, students will be grouped considering academic gaps within specific prioritized math standard domains:

- Students far below proficiency level
- Students approaching proficiency level
- Students meeting/exceeding proficiency level

For ELA support, students will be divided into sub-groups using the Degrees of Reading Power (DRP) assessment, considering academic gaps within specified areas such as vocabulary, fluency, comprehension, and writing:

- Students reading at or above grade level
- Students one year below grade level
- Students two or more years below grade level
- Students two or more years below grade level – ELL

Our Saturday Academy will be offered to all students for additional instruction and enrichment.

Our school will work with our CBO partners to organize fun activities for students to occur after Math and ELA instruction during ELT and Saturday Academy to encourage student participation in this additional instruction, which may include:

- Sports
- Dance
- Step
- Hip-hop
- Poetry
- Music
- “Green” club (creating a school garden)

Community educators will receive training from teaching artists and other CBO partners. All certified NYS teachers and teaching artist will attend collaborative planning meetings during the summer and regularly throughout the school year in order to organize curricula and plan student enrichment events and celebrations.

Families will be invited to monthly Family Night events. During these meetings, parents will also learn about the specific academic goals the school is working towards with their students and will receive resources about how they can support learning at home.

Our Family Outreach Worker will prepare monthly updates that will be mailed and sent home with students to keep parents informed of student progress and upcoming opportunities for engagement. The Family Outreach Worker will also outreach to all families through personal phone calls. All teachers will continue their practice of weekly, personal phone calls to parents to provide updates about their child’s academic, social, and emotional progress.

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.

<p>2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.</p> <p>3. Explain how you will evaluate the program to assess impact on student achievement.</p>
<p>Partnership with Children- Social workers conduct assessments of student needs by gathering information from a variety of sources including school administrator, teachers, parents, direct observation of and interaction with students, and analysis of relevant student data. Under the direct care of licensed Master level Social Workers, Students are then are provided the appropriate level of care, with parent consent. Students with the highest level of need, for example, students with debilitating psychiatric issues, are referred to mental health services outside of the school. The next level of service is individual counseling. Social workers meet with assigned students once a week for 45-min sessions to work on social, behavioral, emotional, academic, family, and attendance goals. Social workers may have more frequent contact with these students for urgent behavioral intervention or crisis intervention. The next level of service is small group counseling. Social workers facilitate social-emotional learning lessons that help students build social skills, provide tools to effectively express themselves and manage conflict, and teach students leadership skills.</p> <p>Social workers also provide classroom-based interventions around topics such as Respect for All, Anti-Bullying, and Healthy Relationships. Partnership with Children staff are available to direct all students and families to needed concrete resources such as health care clinics, housing resources, legal aid, and emergency assistance programs. Social workers will attend appointments with families to act as advocates and to assist in navigating systems. Partnership with Children also participates in planning and hosting school-wide events and field trips that promote positive school culture and expose students to activities that enrich their lives.</p> <p>Student academic growth will be examined during cycles of inquiry, conducted during common planning and professional learning time. Data trends will be examined, including the effectiveness of specific ELT programs.</p>
<p>Part 4b. Timeline for implementation and completion, including start and end dates.</p>
<p>The ELT will begin September 9, 2015 – June 26, 2016 with Middle School 534 in collaboration with Partnership with Children.</p>

Part 5 – ELT Budget and Resource Alignment

<p>Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p> <p>Curriculum must be purchased, per session must be provided and an ELT schedule has been established.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. <i>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.</i></p>											
	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT 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>By May 2016, students will increase performance by 2% in both ELA and Math as measured by mid-year assessments.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, all stakeholders of Middle School 534 in collaboration with Partnership with Children will receive training in social-emotional learning frameworks to improve social emotional, family ties and academic performance as measured by a reduction in Online Occurance Reporting System and Office Discipline Referrals.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All students at Middle School 534 will receive vision, dental, OST, fitness, recreation, social –emotional and academic support.

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

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

- Point Person/Liaison between outside agencies, housing, and local communities with the school community.
- Community outreach to inform the community of resources available in the school community.
- Regular contact and collaboration with administration and School Leadership Team.
- Monitoring and tracking of systems put into place.
- Monitoring and tracking of families and needs of families (ongoing needs assessment)
- Update and maintain all necessary tracking information for individual families and students.
- Participate and collaborate in Town Hall meetings.

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.

Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families not only feel welcome and attend parent-teacher conferences, but also participate in conversations and decision making around the creation of schools, and have many opportunities to speak out and advocate for their children. Monthly forums engaging families and community stakeholders will be critical part of the engagement strategy. Indicate how you will implement this part of the work .

- ♣ Whole School Orientation and Monthly Meetings (Morning and Evening Sessions)
- ♣ Survey conducted during informational sessions
- ♣ All families will continue to be treated as school leaders; they will know that in our school their knowledge of their children’s learning strengths and challenges is honored; we will continue our rigorous outreach efforts with parents at every level; and parents will be a vital part of our sustaining of a positive, welcoming, and inclusive learning environment.
- ♣ Develop mechanisms to get feedback from all parents , including
 - o Town hall meetings
 - o Surveys
 - o Telephone outreach
 - o Home visits
 - o School Meetings
- ♣ Invite parents to share and contribute their talents, personal history and cultures in meaningful ways
- ♣ Invite parents to participate on teams, development of Community School Forums, and in decision making as school makes plans moving forward.
 - o SLT
 - o CST
 - o PTA
- ♣ Provide different services and groups
 - o Parent Leadership
 - o Parent Support groups
 - o Family Nights
 - o Parent University
- ♣ Ongoing Communication
 - o In Native languages
 - o Monthly Newsletters with calendars
 - o Neighborhood tour and community mapping
 - o Community forums
 - o Morning coffee chats overview

1. Renewal School Principals are expected to meet with their Community School Director, select Assistant Principal, and key staff other CBO’s to look at trends in data case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this piece of work .

Middle School 534 will develop an effective and effective Pupil Personnel Team, where data will be reviewed on students (academic, social, emotional, attendance, physical, & speech and language). The PwC Community School Director, Christy Mathurin will chair the meeting which will meet weekly to review and follow up on students. The team will have a school administrator and appropriate members, Guidance Counselor, School Based Support Team, and Special Ed. Teacher. Teacher and parent of student being discussed will be invited. Students will also be invited to help develop a plan. A caseworker will be assigned. Community School Director will ensure meetings are convened, agenda set and that students are receiving targeted, selective and universal interventions. Trends in school wide data will lead to Selective and Universal interventions Collaborations with CBO’s will help us get the services for our

students and families. Follow-up will be done on students on a rotating basis every 2 weeks with a report from case worker.
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.
Human Resources - hiring of an Educational Specialist, Community School Manager, Instructional Resources - purchasing of curriculum Schedule Adjustments - establishing a Community School Program
Part 3c. Timeline for implementation and completion, including start and end dates.
September 9, 2015 through June 26, 2016

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)	ELA State Exam Results, DRP Results, Benchmark Results	I ready, Ascend,	Small Group Small Group Tutoring	During the school day, ELT, and Saturday School
Mathematics	Math State Exam Results, Benchmark Results	Tenmarks, Khan Academy, I ready	Small Group and tutoring	During the day, ELT, and Saturday School
Science	Classroom Assessments and Measures Of Student Learning (MoSLs)	Reciprocal Teaching & Close Reading	Small Group and tutoring	During the day and after school
Social Studies	Classroom Assessment and MoSLs	Reciprocal Teaching & Close Reading	Small Group and tutoring	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academics, behavior, social emotional all mandated students	American School Counseling approved strategies	Individual and Small Group tutoring	During the day

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Hiring committee that consist of an educator from all content areas • Small class size settings so teachers can provide intensive instruction to meet the needs of all students. • Weekly common planning time to allow teacher collaborations • Differentiated professional development • Frequent feedback from administration • Team building activities <p>Clear communication weekly of teacher expectations</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Attend professional development monthly with the Superintendent and colleagues in the district • Attend professional development monthly with Borough Field Support Center • Conduct a needs assessment from teachers and paraprofessionals aligned to the CCSS • Provide professional development according to the data to meet the needs of all learners. Facilitated by Principal, colleagues, Borough Field Support Center, and consultants • Teachers will attend professional development and turnkey the information • Create a yearlong professional development plan aligned to CCSS

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).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During common planning time (facilitated by instructional coaches) and during inquiry team meetings, teachers will analyze student data and work collaboratively on instructional practices that will be incorporated in their lessons to improve student outcomes. Teachers will use a CCLS-alignment tool for all performance tasks to ensure the assessments meet the standards and rigor required of the CCLS. Post-assessments, teachers will use looking at student work protocols to identify the extent of mastery, and instructional shifts necessary to move students towards mastery of all key CCLS. Coaches will ensure protocols are adhered to during common planning and inquiry team meetings, and advocate for any additional resources and/or outside assessments, during weekly cabinet meetings. Frequent cycles of inquiry, in addition to frequent cycles of teacher observation, will inform the professional development provided regarding the use of assessment results to improve instruction.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	133,955.00	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal	16,979	X	5A, 5B, 5C, 5D, 5E
Title I Priority and Focus School Improvement Funds	Federal	23,723	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0	X	

Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	878,806.00	X	5A, 5B, 5C, 5D, 5E

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. Middle School 534, 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. Middle School 534 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)

Middle School 534 , 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	Borough select one	School Number
School Name		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
---	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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

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

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

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

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

Part IV: ELL Identification Process

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

Chart

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

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

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

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



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

Chart

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

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

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

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

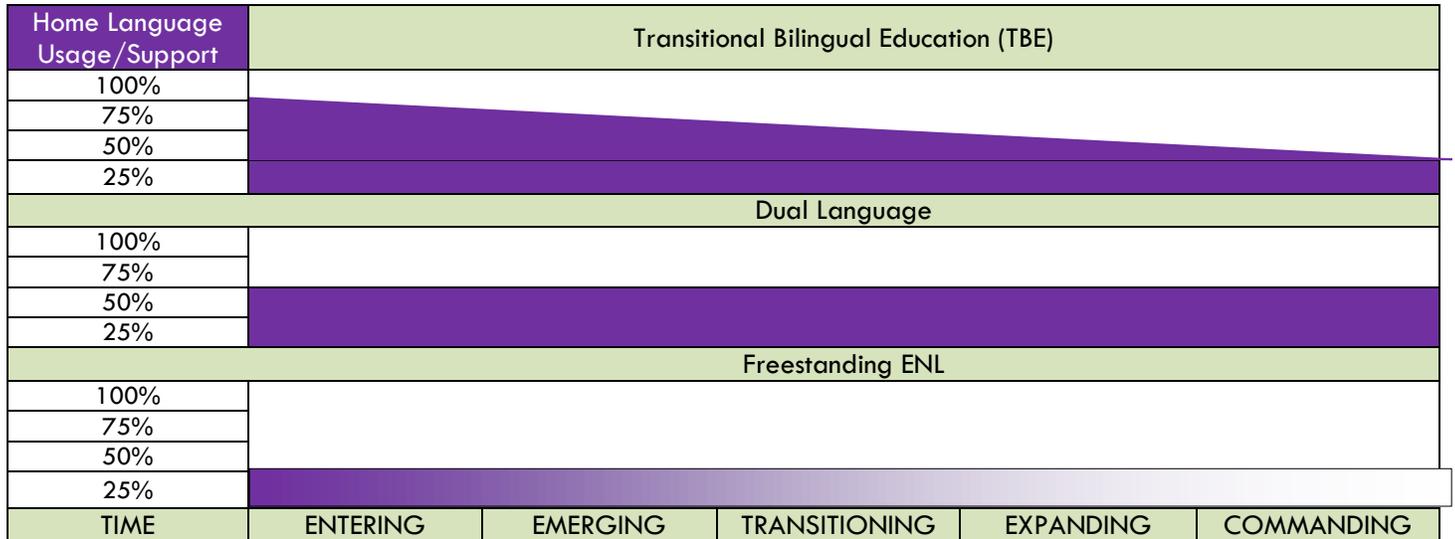


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

B. Professional Development and Support for School Staff

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

C. Parental Involvement

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

D. Additional Information

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

Part VI: LAP Assurances

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