



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

17K537

School Name:

HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT AT ERASMUS

Principal:

MARY PRENDERGAST

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Section 1: School Information Page

School Information

School Name: HS for Youth and Community Development School Number (DBN): 17K537
Grades Served: 9-12
School Address: 911 Flatbush Avenue Brooklyn NY 11216 Room 3W52
Phone Number: 718 564-2470 Fax: 718 564-
School Contact Person: Fran Schenk Email Address: fschenk@schools.nyc.gov
Principal: Marie Prendergast
UFT Chapter Leader: James Cochran
Parents' Association President: Muriel Migkins
SLT Chairperson: Muriel Migkins
Title I Parent Representative (or Parent Advisory Council Chairperson): Schoolwide
Student Representative(s): Joshua Coleman
Mushan Khan

District Information

District: 17--AFFINITY Superintendent: TBD
335 Adams Street Room 510
Superintendent's Office Address: Brooklyn, NY 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718 969 41-- x 1044 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: _____
Director's Office Address: 5613 Flatlands Avenue Brooklyn, NY 11234
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718 935-5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), 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.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marie Prendergast	*Principal or Designee	
James Cochran	*UFT Chapter Leader or Designee	
Muriel Migkins	*PA/PTA President or Designated Co-President	
Lindell Mitchell	DC 37 Representative (staff), if applicable	
Muriel Migkins	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Joshua Coleman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mushan Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Juanito Hingpis	Member/ teacher	
Zabeeda Naveed	Member/ teacher	
Samantha Bernardine	Member/ teacher	
Alisha Carthy	Member/ parent	
Florence Mondesir	Member/ parent	
Jeanitte Prince	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 activities and strategies 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 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 that align with the first five 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 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 Educational 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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by 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:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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 4: SCEP Overview

Develop a narrative summary that includes:

1. 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

— The High School for Youth and Community Development is a small school of approximately 400 students, situated on the Erasmus campus in Brooklyn. The school opened in 2004 and has experienced increases in academic success and over all school climate for the past five years. Our student population is primarily African American (87.4%) with a growing Hispanic and multi-racial population from the Middle East and south Asia. The number of students who qualify for free lunch is about 82% and Title 1 is about 75%. Our student with disabilities population has increased to 22% and our ELL population is about 11%. Our attendance rate has steadied at 88.5% (factoring in variables such as the harsh winter of 2015) and we are maintaining those levels this year. YCD was removed from the list as a Priority School in June 2015, but we are in a Focus District (17) for ELLs. Using specific elements from the *Framework for Great Schools* as our guide, our strengths continue to grow in tangible ways in the areas of family community engagement through our ongoing partnerships with community based organizations; our work toward creating a "hub" for parents at the school for services and support; substantial increases in college readiness percentages, college enrollment, and graduation through our best practices in providing a surround sound of support services for students; instructional improvements in Common Core aligned planning and instruction, and effective use of best practices in UDL to customize learning experiences. We have maintained a variety of successful partnerships to ensure that we actualize our vision "Effort Creates Excellence" and our mission to prepare all students to enter and complete a four year college degree. This year, we will continue to organize our school's efforts around the *Framework for Great Schools* to support our College Pathway initiative "From Aspiration, to application, To Actuality." This initiative is a multilayered, scaffolded plan that impacts all students beginning in the 9th grade through freshman year of college and all disciplines through our accelerated learning plans—beginning with the Calculus Project, our mathematics plan to prepare students for AP Calculus in the 12th grade. As a result of a new partnership with the National Math and Science Initiative (NMSI), in the 2015-2016 year, we are dramatically increasing our offerings in Advanced Placement Courses to include the following: AP World (current offering); AP Literature (current); AP Calculus (new); AP Statistics (new); AP Environmental (new); AP Physics (new); AP Composition (new). In addition, we are increasing student participation in College NOW classes at Medgar Evers and Brooklyn College. Our school has made tremendous strides the past two years in accountability: We have been removed from the Priority list after meeting all of the ___ for the past two years. Our Quality Review in April 2015 yielded three Well Developed Scores in Indicators 1.1, 3.4, and 4.2. We also scored in the top 20% of schools in NYC in our Quality Snapshot for the 2013-2014 school year. Teacher practice, particularly in the area of Questioning and discussion has improved, more than 80% of teachers received a score of Effective in this particular component. In 2014-2015, the Professional Development Team crafted a comprehensive plan to facilitate analysis of student skill gaps, create targeted interventions, and assessment and analysis of the interventions. The success of this plan is reflected in our Well Developed score for 4.2 in the QR.

Our challenges and key focus areas are in instruction, specifically in the areas of differentiation, rigor, and ongoing assessments. We are in the process of developing a process to measure with precision, the progress of each student in focused standards and sub standards through Quarterly Assessments in Literacy and Mathematics. We have administered the base line assessment and have scheduled the remaining assessments for the year.

Section 5: Needs Assessment, 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 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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
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.	I
<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. 		
<ul style="list-style-type: none"> Teachers over last four years have improved and expanded their capacity in their planning and implementation of CCLS. In pilot years (2010-2012), three to six teachers at the school, under guidance of New Visions for Public Schools began crafting common core aligned units. Since 2012, the number of teachers planning common core units expanded school wide through peer coaching and teacher led professional development with administrative guidance and support. In 2014-2015, the Professional Development Team crafted a comprehensive plan to facilitate analysis of student skill gaps, create targeted interventions, and assessment and analysis of the interventions. This work will be expanded and accelerated during the 2015 2016 school year. Specifically, our work around targeting the arts, media, technology and other enrichment opportunities will be folded directly into CCLS planning, teaching and assessment. Also, teachers will plan five more CCLS tasks using the Inquiry Cycle implemented during PD in 2014. Teachers meet weekly in grade teams and cohort level teams around reading and writing interventions in the content area. Student work emerging from performance tasks are reviewed as part of the Inquiry Cycle. Performance Tasks are then adapted based on data coming from student work. 		

- Baseline and Quarterly Assessments used to impact all aspects of instruction and organizational planning including financial resources, instructional planning, professional development, ELT, programming.
- Ratings from Quality Review substantiate tremendous growth in the area of instructional core including a well developed for coherent curricula and two ratings of proficient in the areas of coherent set of beliefs and aligning assessments to curricula.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016:

- i. The median school wide teacher rating for teachers, as measured by rubrics 1e and 3c will be 3.5 or higher
- ii. The median student will have a credit progress accrual index of .8 (median student has acquired 80% of credits necessary to graduate)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>100% of teachers in Science, ELA, and Social Studies will create at least four to five additional common core aligned reading and writing tasks and will teach these tasks in their classes and will complete a cycle of inquiry around the efficacy of the task. This will be evidenced by observation data and shared resources on Google</p>	<p>All Students with a special focus on: ELLs</p>	<p>September 2015-June 2016</p>	<p>A.P. Supervision; A.P. Instructional Support</p>

<p>drive as well as marking period and mid marking period data analysis, student performance on Quarterly Assessments in literacy. Additional systems include: ongoing review of Professional Development Plan, ongoing review of student program needs using the Student Sorter, ongoing review of school based role and responsibility plans, ongoing review of Essential Features Strategic Plan and Data Review and Planning Calendar. Strategies include: various formative assessment strategies to check for understanding, heterogeneous collaborative learning groups, software designed to promote dynamic learning opportunities through Smart Board, vocabulary development, activities derived from UDL best practices.</p>	<p>Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited</p>		
<p>100% of teachers in Mathematics will participate in the Calculus Project, an initiative entering its second year, designed to accelerate math learning for all students. The professional development and CCLS planning and implementation enhance and directly supports building college readiness in mathematics in all four grades. This will be evidenced by increased numbers of students meeting college readiness metrics in mathematics by the 12th grade. This will also be reflected in the number of students completing the IA and Geometry Regents by the end of the 9th grade. This will also be evidenced by observation data and shared resources on Google drive as well as marking period and mid marking period data analysis, student performance on Quarterly Assessments in mathematics. Additional systems include: ongoing review of Professional Development Plan, ongoing review of student program needs using the Student Sorter, ongoing review of school based role and responsibility plans, ongoing review of Essential Features Strategic Plan and Data Review and Planning Calendar.</p>	<p>All students with a special focus on: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited</p>	<p>September 2015-August 2016</p>	<p>AP Supervision, AP Operations</p>
<p>By December 2015, 100% of teachers will engage in a comprehensive process of design and revision of curriculum unit maps and plans to fully incorporate literacy planning, instruction and assessment (diagnostic, formative, and summative) into all of the content areas, especially in regards to reading interventions, resulting in increased reading comprehension for students, as measured by diagnostic and benchmark assessments (both formative and summative.)</p>	<p>All students with a special focus on: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited</p>	<p>September 2015-December 2016</p>	<p>AP Supervision; A.P. Instructional Support</p>

Through targeted practices to increase parent involvement and knowledge of student progress, 60% of students that are identified as being “almost on track” will move to “on track” by the end of the school year. These practices include: ongoing parent workshops in 4 core disciplines, transcript analysis, college readiness, one on one parent conferences throughout the day, parent mentoring.	All Parents with a special focus on parents of: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited.	September 2015-June 2016	A.P. Instructional Support; Parent Coordinator
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Software such as ALEKS for Math and APEX in al subject areas; ELT in all core subjects and in enrichment classes such as music, video, dance and theatre; Cohort Inquiry Team work is integrated into the time allotted for teachers every Tuesday; College Leadership Team, designed to govern the SIF-College Pathway grant.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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.	
<ul style="list-style-type: none"> i.The Instructional Practice Inventory Team will collect and lead in the presentation of school data in December, February, April and June ii.Administration collects and compiles Advance data quarterly iii.Guidance counselor collects and presents credit accrual data to Executive Team in December and March iv.Climate and culture team will administer mini “mock” NYC School Survey to students in areas related to instructional rigor in December, 2015 and March, 2016 	
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.	

Section 5: Needs Assessment, 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 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), 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.	I
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.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Social Emotional Supports include the following: CBO and social work support in attendance improvement, clinical counseling, leadership development, conflict mediation, college access and readiness, peer mentoring reflect the school’s comprehensive efforts and commitment to continually build and sustain student self-awareness, resiliency, engagement in learning, self-reflection about learning and emotional growth, and a distinct sense of belonging in the school community. Unfortunately, the Quality Review did not directly address Tenet 5. However, substantial increases in our 2015 student performance data in graduation, promotion, and college readiness as well as maintaining strong attendance metrics as well as allocation of financial resources as reflected in our school expenditures reflect strong and deep student support systems in the school.</p>		

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016

i. Annual average attendance rate will be 90% or higher

ii. Student response to NYC School Survey will indicate that 90% or higher feel safe in school

Part 3 – 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 expanding 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>All teachers receive ongoing support in providing holistic approaches to teaching and learning .</p>	<p>All teachers</p>	<p>Ongoing throughout the year</p>	<p>A, .P. Instructional Support</p>
<p>CBO and DOE staff meet in various teams throughout the week to discuss students using DOE, Affinity, and school based data reports (Student Sorter, Data Tracker, ATS reports, Student Success Plan)</p>	<p>All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.</p>	<p>Ongoing throughout the year.</p>	<p>A.P. Supervision</p>
<p>Work with Counseling in Schools (CIS), our lead partner in social emotional supports, has started its fourth year with the goal of increasing the attendance and engagement of students who had struggled in previous years. Building on this success, the program has integrated art therapy for the past three years. Student attendance, progress reports, and dean anecdotes all inform the measure of success of the goal.</p>	<p>All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.</p>	<p>Ongoing throughout the year</p>	<p>A.P. Supervision</p>

In year two of the SIF grant, CIS has added the following supports: One full-time Social Worker; one part time social worker; three social work interns; Individual/Group counseling; family involvement; college readiness, Out of School Time program; Young Men's/ Women's Leadership Group; post suspension counseling supports.	All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.	Ongoing throughout the year	A.P. Supervision
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO's; Mediation specialists, anti-bullying curricula; conferences.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<p>i.Attendance team presents attendance data to the Executive Team monthly</p> <p>ii.Climate and Culture Team will administer a mini "mock" NYC School survey in December, 2015 and March 2016 focusing on areas related to Safety and Supportive Environment</p>											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For 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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
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).	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>4.2 Strengths: All teachers are engaged in deep inquiry regarding reading, writing strategies across the curriculum, high levels of student engagement and rich discussions are evident in most classrooms as reflected in ADVANCE ratings. PD Plan and teacher meetings on Monday are being continually revised to ensure that ALL not just most teachers are providing effective practices in this SOP.</p> <p>4.3 Some teachers are effectively using the best practices of UDL , DOK, and targeted goals based on level of performance to provide multiple entry points for all students, particularly ELLs and SWDs. To ensure that all teachers are providing best practices in planning and teaching, the professional development plan is focusing on reading comprehension strategies and checking for understanding, with a specific look at the performance of ELLs, lowest 1/3, and IS students.</p> <p>Substantial growth reflected in April 2015 Quality Review as evidenced by Well Developed Rating in this tenet which reported well organized teacher led common planning time and professional development that encompassed Inquiry Cycle of planning, lesson facilitation, review of student work on performance task, data analysis and subsequent adaptations made to instructional plans.</p>		

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016

- i. The school will earn a rating of 3 or higher or QR Rubric 5.1, Alignment of Teacher Practices
- ii. The school will have an IPI index of school-wide, student engagement in higher order thinking, of 2 or lower

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Increase the number of teacher led Learning Walks organized around the Instructional Practices Inventory to increase, rigor, student engagement, and to strengthen instructional norms .</p>	<p>All Teachers</p>	<p>Ongoing throughout the year</p>	<p>Principal and Supervisory staff</p>
<p>In cross curricular Monday meetings and Departmental meetings, teachers will analyze the quality of their questions and techniques; create and discuss questions that prompt redirection, probing, rephrasing to ensure comprehension and inspire argument, extended thinking and reflection.</p>	<p>All teachers</p>	<p>Ongoing throughout the year</p>	<p>Principal and Supervisory staff</p>
<p>In PD meetings, teachers will research and plan multiple assessment techniques that directly check for understanding, and reassess student learning targets. Quarterly assessments in Mathematics and Literacy will be used to track student progress. Focused feedback on 1E of the Danielson Framework, professional development around UBD, and collaboration between Instructional Support Services (ISS) teachers and administrators has aided in the creation of learning activities that allow for multiple points of access for all students.</p> <p>Continued analysis and revision of curriculum maps, as discussed above, will lead to greater alignment to</p>	<p>All teachers</p>	<p>Ongoing throughout the year</p>	<p>Principal and Supervisory staff</p>

standards and greater coverage of standards; further, continued collaboration between the ISS faculty and teachers will lead to increased access for students to the curriculum.			
<p>All communications will be fully translated, especially for families of ELLs. Open door parent /student policy-Direct contact to immediately address issues and concerns of students and family involving support staff (PC, Guidance, CBOs, Teacher/staff)</p> <p>Informative weekly meetings with PC to plan and strategize around parental involvement and troubleshooting any family issues and concerns (attendance, behavior and social issues in the home) that may arise and hinder student academic achievement.</p>	Parent/Guardian Community	Throughout the year	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development training and resources in UDL (CAST); PD training in CTT teaching models; leveled libraries and nonfiction collection, Reading Diagnostic; and continued support from Counseling In Schools.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>i.The instructional leadership team will lead “in-house” data collections for QR 5.1 in December 2015 and in March 2016 and present its findings to the faculty</p> <p>ii.The IPI team will collect and lead in the presentation of school data in December 2015, February, April and June 2016</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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 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), 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 (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school's overall instructional goals are focused on explicitly building the literacy, mathematical, and social emotional skills that students need to achieve college readiness by the 12th grade. We have designed our instructional, professional development, and student support infrastructure to meet our goals. Professional Development will continue to provide teachers the opportunity to align their practices with the Common Core Standards and best practices that are reflected in the Danielson Framework. Data culled from April 2015 Quality Review reflects growth in Tenet 2 from Developing to Proficient. Performance trends reflected in June and August 2015 data indicates teacher growth in supporting college readiness skills in students.</p>		

Part 2 – Annual Goal

<p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Goals: By June 2016</p>

- i.The median teacher rating for all ADVANCE categories will be 3.0 or higher
- ii.The school will earn a rating of 3.0 or higher on QR rubric 3.4, Culture of High Expectations

Part 3 – 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>In consultation with school reorganization specialist from Replications, (funded through the SIF grant), school will undertake reorganization through a process of inquiry, feedback and deep analysis of school infrastructure at all levels. Development of Principal’s Leadership Team to organize work in three key areas: Teaching and Professional Development, Operations and Data, School Culture.</p>	<p>All staff</p>	<p>July 2015- June 2016</p>	<p>Principal</p>
<p>By December, 2015, supervisory support embedded in leadership structure to stream line all operational activities and direct operational resources to support teacher and staff development, particularly in the area of guidance.</p>	<p>Supervisory, guidance and teaching staff</p>	<p>July 2015- June 2016</p>	<p>Principal</p>
<p>Through the application of targeted feedback. Teachers and administration will engage in cycles of feedback with the goal of improving teacher performance under 1E, 2A, and 3B of the Danielson Framework. Ongoing “norming” support will be provided to supervisory staff to ensure alignment with Danielson Framework rating criteria.</p>	<p>Supervisory and teaching staff</p>	<p>September 2015- June2016</p>	<p>Principal and Supervisory staff</p>
<p>All teachers will receive at a minimum, their required observations along with a mid-year and end of year meeting to discuss professional growth; all teachers invited to participate in targeted external professional development meetings and conferences with follow up “turnkey” for staff. Intervisitations around best practices provided across the school. Peer observations with</p>	<p>teaching staff</p>	<p>September 2015- June2016</p>	<p>Supervisory staff</p>

guidance from Principal and supervisory staff conducted on a targeted basis.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development Opportunities for supervision. Peer observations. Schedule adjustments for common planning time on bi-weekly basis and ongoing teacher intervisitations; fiscal resources allocated for Model Teacher and professional training in Advanced Placement courses; participation in multiple instructional planning pilot programs in science, history and English Language Arts.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- i. The Executive Team will collect and study the ADVANCE data quarterly
- ii. The instructional leadership team will lead “in-house” data collections for QR 3.4 in December 2015 and in March 2016 and present its findings to the faculty

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For 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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Communication with Families is comprehensive-use of newsletters, biweekly meetings; one on one parent/student meetings; transcript reviews with every student in the school. Multiple layers of teacher and staff teams that speak to each other through team liaisons; meeting minutes posted on google docs for team review and feedback. Monthly and bi monthly parent meetings focused on various aspects of high school and college readiness expectations and needs. improvements made in providing written translations of all parent documents.		

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016
<ul style="list-style-type: none"> i. Overall parent satisfaction as measured by the NYC School Survey will be 88% or higher ii. The median number of parent visits to the school for programs and events will be 150 or higher

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Monthly meetings with our parent leaders from the Parent Association Board, addressing issues and concerns, brainstorming and strategizing/planning on continually expanding meaningful parental involvement in school.</p>	<p>Parent Community</p>	<p>Throughout the year</p>	<p>Principal; Parent Coordinator</p>
<p>Informative weekly meetings with PC to plan and strategize around parental involvement and troubleshooting any family issues and concerns (attendance, behavior and social issues in the home) that may arise and hinder student academic achievement.)</p>	<p>Family Community</p>	<p>Throughout the year</p>	<p>Principal; Parent Coordinator</p>
<p>Bi Monthly College Leadership Team meeting to govern and support our College Pathway initiatives.</p>	<p>All Students</p>	<p>Ongoing</p>	<p>College Pathway Coordinator</p>
<p>Quarterly Review of work done in partnership with CBOs based on quarterly progress reports submitted to NYSED.</p>	<p>CBOs</p>	<p>July 2015- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Speakers and workshop facilitators. College Coaches; Teachers facilitating Common Core workshops. College exposure trips for parents/guardians.</p>											
<p>Part 4b. 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>Title I SWP</p>	<p>X</p>	<p>Title I TA</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>X</p>	<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- i. The Community and Culture Team will administer a mini “mock” NYC School Survey in areas related to family and community ties in January, 2016
- ii. The College Leadership Team will collect monthly tallies of parent visits and present its findings to the Executive Team monthly

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, 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.
<p align="center">By June 2016</p> <p align="center">i.80% of the students Regents “fails” will be reversed</p> <p align="center">ii.There will be 100 or more students enrolled in high interest ELT programs each semester (enrolled = attendance at 80% or higher)</p>

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students identified for Academic Intervention Services (AIS), with the goal of serving at least 50% of those students.				
High interest enrichment programs are offered to all and a high number of students are expected to attend. Likewise, the academic remediation piece is programmed and put onto student schedules so part of the program is mandatory, ensuring a high percentage of participation				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students identified for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of those students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase 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. • 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. • Engage in outreach activities made to families.
In 2015 2016, we will be entering the 3 rd year of our successful ELT program funded primarily through the 21 st Century grant and the SIF grant.. This additional time for academics and enrichment activities will continue to aid in the academic development and social emotional well-being of students in the school community aiding in college

readiness and engagement across the school. All academic courses taught by school based certified teachers in specific subject areas. Enrichment activities supported by CBO and school staff. Special focus on performance based and hands on activities through our Acting program, documentary classes, Chorus, Talent Show, yoga and art therapy. STEM related activities promoted through our emerging Robotics program, after school Coding program, Chess Club. Peer mentoring developed through our biannual empowerment retreats and multiple visits to colleges and universities throughout the country. Every attempt is made to align ELT enrichment activities with the CCLS and specific skill building in literacy and mathematics. All academic classes are common core aligned.

Part 4 – ELT Program Implementation and Oversight

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

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

Principal, Assistant Principal of Supervision, Head Dean. ELT enrichment is funded through the 21st century grant through the CBO Leadership Program. Academic courses, including the Calculus Project are partially funded through the SIF grant and specifically supported by CBO, Replications. DOE staff is monitored and observed by AP Supervision. CBO staff is observed by AP Supervision and Head Dean. Student performance in core subject areas will be monitored on a marking period basis-attendance in ELT will be correlated with student academic performance each marking period; student engagement will be measured through surveys and participation rates and correlated with marking period grades and progress on quarterly assessments.

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

The ELT program begins in early October, 2015 and ends mid-June, 2016.

Part 5 – ELT Budget and Resource Alignment

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

A school aid distributes the snacks to the students. Five teachers teach after school classes in the 4 core subject areas. Mr. Joffe, deals with any disciplinary situation that arise and coordinates attendance for the program. Materials include but are not limited to, books, paper, Chrome books. No schedule adjustments are necessary.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

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

Following the 2nd MP in the Fall semester and again after the January Regents exams, attendance in ELT classes, which are all regents prep based (no credits,) will be reviewed according to student sub-groups and graduating cohort groups. Attendance patterns will be analyzed and correlated to regents passing rates and college readiness attainment. ELT teacher observations and ELT curriculum will be analyzed in relation to attendance, regents passing rate, and college readiness attainment. Curricula adjustments for the Spring will be made as a result of this analysis.

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

Section 7: 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)	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	ELA Regents Tutoring (literacy instruction, practice exams, targeted instruction)	Small group instruction Small group instruction/Tutoring	After school T-F/Saturday School
Mathematics	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	Algebra tutoring +AP Calculus prep; Geometry peer tutoring; Trigonometry peer tutoring	Small group instruction One on one One on one and small group	After school T-F/Saturday School
Science	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	Living Environment Tutoring Chemistry tutoring Physics tutoring	Small group instruction One on one One on one and small group	After school T-F/Saturday School
Social Studies	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	Global History and US History Prep and peer tutoring	Small group instruction One on one One on one and small group	After school T-F/Saturday School
At-risk services (e.g. provided by the Guidance Counselor,	The SBST/Data team meets weekly and analyzes student data. The guidance	College Readiness workshops Attendance and Mandated counseling	Student/Parent workshop One on one counseling	After school on targeted days during semester;

<i>School Psychologist, Social Worker, etc.)</i>	counselor and data specialist identify student academic and social emotional struggles and makes appropriate in-house referrals for counseling and identifies interventions for each student.	Crisis interventions Mediation		During school day as needed
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Section 8: 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.
Partner with HR representatives from New Visions and The New Teacher Collaborative to access candidates with high quality training. Expanding our school based recruitment team to attend hiring events, review resumes and participate in hiring process. participation in multiple professional development programs offered by New Visions, National Math and Science Initiative, active partnering with Teaching Fellow and Teacher Collaborative Mentors, high retention rates are a reflection of teacher leadership opportunities, teacher led professional development, commitment of fiscal resources to support teachers in their development and technology.

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).
Teachers engage in professional development on a weekly basis that includes double sessions on a monthly basis. There are two broad strains in PD that are interwoven with each other. Curriculum/Performance Task planning to ensure that we meet our goals surrounding the school-wide focus on literacy and evidence. Teachers rotate this training with Cohort data analysis and skill acquisition analysis. We are also engaged in a reading initiative that has been folded into our literacy work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

NA

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.

Teachers designed and implemented school-wide grading policy.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	373,814.00	X	11,13,16,19,22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	75,811	X	11,13,16,19,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,411,009.00	X	11,13,16,19,22

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/SCEP.
- **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 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[The High School for Youth and Community Development]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The High School for Youth and Community Development]** 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) Template

[The High School for Youth and Community Development] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>HS for Youth and Community Dev</u>	DBN: <u>17K 537</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

At YCD, there are 24 ELLs, but they are in the same ESL classes, with the same ESL teacher, with the 34 ELLs from the High School for Service and Learning. 11 of these students have less than 5 months in the country, and 13 have between 2 and 4 years in the country. There is one ESL teacher that gives self-contained classes that are separated by level.

-
For the past five years, the ESL population at the High School for Youth and Community Development has exhibited the same trending need for further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status.

-
Based on this data, we are creating a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Thursday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year . The program is open to all ELLs at the school, as well as former ELLs of up to two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Students will also be introduced to different kinds of writing, as well as media literacy, in order to open up future interests and job opportunities while preparing them for a future that will combine reading, writing, and technology. In this after-school program, students will also be encouraged to develop their native language literacy by reading and responding to texts in their native language.

-
Because student writing (and reading) is the major focus of the after-school program, we will be partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, and the Tribeca Film Festival. The Saturday program will be conducted in tandem with the Saturday Institute at YCD, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _

- High quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at YCD. The professional development will be designed and conducted by the ESL teacher (external professional development is currently being scouted for as well) and will be based on the rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs and The Additive Approach (How to Incorporate Students' Native Languages in the Classroom). The goal is to have at least three two hour professional development sessions throughout the year, with the first one to be held in November.

- Also, the ESL teacher is currently scouting professional development for working with ELLs that are SIFE students and for the Additive Approach for teaching ESL. These opportunities will be of utmost help to the ESL teacher because it will help her reach her students that are in need of the most help.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

- In addition to the initial parent orientation during the ELL identification process and the two school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distributed to celebrate the students' writing achievements.

- There will also be parental engagement activities in the form of specific meetings for ESL parents that address particular issues for their children, which include requirements for graduation, college preparation, and giving the parents a voice in their children's education.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per diem 		<u>school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments outside of the regular school day.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments outside of the regular school day</u>

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **537** School Name: **HS**
Superintendent: **Donald Conyers**

Before you begin, please check the following:

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

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

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

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

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

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc. These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing. ENL teacher and guidance counselors created a shared Google Sheets file that is updated on a bi-monthly basis.

b. Oral: Spoken translation for non-English speaking adults and students. Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school, the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present, we have native speakers of Haitian-Creole, French, Spanish, Russian and Urdu. Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers.

Parent/guardians' language preferences are determined by the Home Language Identification Surveys, Student Emergency Contact Cards, and ATS Bio Reports, Blue Card data, the ATS Report of Preferred Languages, Teacher Surveys, and Parent Surveys.

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

Haitian Creole, French, Spanish, Arabic, English, Urdu, and Bengali

Part B: Creating a Communications Calendar

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

Parent-teacher conference announcements: Before semi-annual parent-teacher conferences
After-school program information: At the beginning of each new semester when after-school programs are beginning
NYSESLAT/Regents testing dates: April 2016
Letters from school leadership: September 2015, February 2016

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

Parent meetings are Sept. 30, Oct. 21, Nov. 19, March 10, and May 10. Translation requests will be sent 2 weeks before these meetings.

Part C: Providing Language Assistance Services

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

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been

identified as translators in Haitian Creole, French, Spanish, Urdu and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested. Arrangements will be made with vendors for translation early in order to ensure that the event is covered.

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

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

Part D: Training Staff on Policies and Procedures

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

The ESL teacher and office staff provide each staff member with written notification of the parent/guardians' rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain and deliver such services.

The school will provide professional development exclusively on translation and interpretation services. Also, all teachers and staff will receive a copy of the "I speak" cards which includes the phone numbers for on the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The ESL teacher and office staff provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services.

All notification documents can be accessed at the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

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

Twice a year parents/guardians of ELLs will be administered a survey in their home language about how they interpret the quality and availability of the services provided to them. A focus group will be held of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on the quality of services provided.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 53 **School Name: HS**
Superintendent: Donald Conyers

Before you begin, please check the following:

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

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

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

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

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

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc. These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing. ENL teacher and guidance counselors created a shared Google Sheets file that is updated on a bi-monthly basis.

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Parent/guardians' language preferences are determined by the Home Language Identification Surveys, Student Emergency Contact Cards, and ATS Bio Reports, Blue Card data, the ATS Report of Preferred Languages, Teacher Surveys, and Parent Surveys.

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

Haitian Creole, French, Spanish, Arabic, English, Urdu, and Bengali

Part B: Creating a Communications Calendar

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

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

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