



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	16K584
School Name:	M.S. 584
Principal:	MICHELLE VAN BRUSSEL

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Middle School 584 School Number (DBN): 16K584
Grades Served: 6-8
School Address: 130 Rochester Avenue
Phone Number: 718-604-1380 Fax: 718-604-3784
School Contact Person: Michelle Van Brussel Email Address: mvanbrussel@schools.nyc.gov
Principal: Michelle Van Brussel
UFT Chapter Leader: Kimberly Boynton
Parents' Association President: Maria Mejias
SLT Chairperson: Wanda James
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kenneth Robinson
Student Representative(s): _____

CBO Representative: **Terrell Travis**

District Information

District: _____ Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Brooklyn (Districts 13,
BFSC: 14, 15, 16, 19, 23, 32) Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Michelle Van Brussel	*Principal or Designee	
X	Kimberly Boynton	*UFT Chapter Leader or Designee	
X	Maria Mejias	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Kenneth Robinson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Terrell Travis	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Chevron Cox	Staff/UFT Para Delegate	
X	Wanda James	Parent Coordinator	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Paula Jordan	Staff	
X	Jennifer Whittington	Parent	
X	Kenneth Robinson	Parent	
X	Natalie Martinez	Parent	
	Jamie Sherman	CBO Representative	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

The Granville T. Woods Middle School (MS 584) is located in Crown Heights, a neighborhood in the central section of the borough of Brooklyn. Brooklyn is the second most economically disadvantaged borough in New York City, and the residents of Crown Heights shoulder their share of challenges. While one quarter of all Crown Heights residents (28%) live below the federal poverty level, this figure increases to 34% for children under the age of eighteen.

In 2012, with a high unemployment rate among Crown Heights' residents (17.4%), it is not surprising that a total of 430 families entered a homeless shelter during that same year. This is significant as homeless children lack stability in their lives, which leads to disruptions in schooling and negatively impacts academic achievement. Homeless children are also twice as likely to experience hunger as their non-homeless peers, which has negative effects on their physical, social, emotional, and cognitive development . It is within this community that MS 584 exists.

We are a small school serving 107 students in grades 6-8, the majority of whom are African-American (84%) or Hispanic (13%). The vast majority of students in the school (98%) are eligible for free or reduced price lunch. Among these students, 6% are English Language Learners and 33% are students with disabilities.

Our schools mission statement is to create a safe and supportive environment where scholars receive quality instruction while preparing for college and careers. Our Instructional focus is that we will engage students in daily reading, writing and discussion to increase their reading comprehension and mathematical problem-solving.

At MS 584 we believe that every student can and must work towards maximizing his/her potential. We support our students by working towards customizing our teaching to meet the needs of our various learners. Students are given pre-assessments before every unit of study and based on the data, learning plans are created for the students. We believe in doing whatever it takes to make sure our students learn and succeed.

If children do not learn the way we teach, we must teach the way they learn. We work toward creating a learning community where every child has access to a quality and meaningful education. In our learning community the academic, social, physical, cognitive, ethical, and emotional needs of all the students are met, and values such as honesty, humility, respect, diligence and empathy are embraced, modeled, and practiced.

MS 584 is partnering with the New York City Community Learning Schools Initiative (NYCCLSI)—a not-for-profit organization created in 2012 by the United Federation of Teachers (UFT), the Partnership for New York City, the New York City Council, and Trinity Wall Street, as its CBO partner in this Attendance Improvement Dropout Prevention / Community School Strategy Initiative.

During Phase I, with a high level of support from NYCCLSI, the schools conducts a needs assessments, plans and establishes a framework for the program, secures buy-in from school community members, pilots new programs or refine existing services according to need. In Phase II, the programs and services established in Phase I are expanded. The school continues to update it's needs assessments to ensure that services are meeting the needs of the school community. By Phase III, schools are expected to be sustaining programs and services with little to no financial support from NYCCLSI. Every NYCCLSI school remains a permanent member of the organization.

Our school community is dedicated to serving our students which have high needs. The demographics of our students with high needs are 6% of English Language Learners and 33% are students with disabilities.

The Framework for great schools is built on these six elements: effective school leadership, trust, strong community-family ties, collaborative teachers and supportive environment. At this center of this frame work is student achievement.

We believe we have made an progress in the elements of supportive environment based on the data collected from our Learning Environment Survey and structures that we have created at our school. 92% percent of our parents are satisfied with the education they receive. 100% of teachers would recommend this school to parents. We have also been able to ensure that all identified at risk students all have a mentor provided by our community based organization, Counseling In Schools. Students were chosen based on interviews with teachers, students and parents,. Also, through looking at various data sources including OORS, attendance, and STARS, we were able to ensure that every student that was at risk was identified and serviced. These mentors meet with students daily and provide support to not only students but to parents and teachers.

We have also been able to make the progress with increasing our strong community/ family ties by enlisting support from our community based organization, Community Counseling Mediation. This organization provides our students with academic tutoring, counseling and enrichment opportunities. We have had a partnership with this organization for nine years and each year we have increased the amount of parents and students who receive support from this organization. As indicated in our Learning Environment Survey, 92% percent of our parents are satisfied with the education they received.

Social emotional Supports

- Success Highways is an evidence-based resiliency-building initiative designed to improve student attendance, behavior, and graduation rates. The program provides educators with validated resiliency assessments so they can analyze the root causes of disengagement and identify students for targeted interventions using the Success Highways standards-aligned curriculum.

MS 584 uses the program with its over-age students as well as those identified by the assessments as at risk of dropping out or not graduating from middle school. Students take a needs assessment at the beginning and end of the program. The six resiliency skills to be assessed and taught are:

- Valuing education
- Academic confidence
- Connectedness
- Stress management
- Health and well-being and
- intrinsic motivation.

Students participate in standards-based classroom activities involving the skill (i.e. case study analysis, group discussion, research) and create a personal action plan to overcome any resiliency deficiencies. Teachers focus on the unique strengths of each individual student and help them identify how they utilize these assets to overcome resiliency deficiencies. Teachers also personalize their instructional approaches which create meaningful relationships while still fostering high expectations.

Our Strategic Partnerships

Health and Wellness

- One Sight provides vision screening and care, including free eyeglass distribution for all students. A team of volunteers pre-screens each child to identify which students are in need of further follow-up care and potential eyeglass distribution. This year's screening identified students who were in need of further testing some of whom received eyeglasses at no cost to the student and family. In addition, students learned about the importance of eye health as well as the various parts of the human eye and were also allowed to view several instruments used by optometrists.

- NYU Dental provides dental screening and preventive care for all students. Student practitioners from NYU Dental provide oral health examinations and identify students with potential oral health concerns. Students are also made aware of the anatomy of the human mouth and what each part does in contributing to overall health and wellness.

Enrichment Activities

- The Community Counseling and Mediation (CCM) After-School Program, is available to all students, this program serves as after-school enrichment supporting homework help needs. It also provides a safe haven for extracurricular activities such as basketball, dance, and stepping. Students learn teamwork and social skills, all while developing individual talents and interests. The program hosts three parent presentations each year at which parents and community members are invited to observe displays of student work. Next year, CCM will be adding a STEM component to the after school program. The program is staffed by four counselors and one site supervisor. Two counselors serve as mentors to students and add an extra layer of intervention for potential student disagreements.
- Broadway Junior: This program provides middle schools with a package of materials to produce condensed versions of Broadway musicals with support from teachers and staff. Students gain confidence in public speaking, commitment/dedication, team building, and organization skills. This year's play, "Hairspray Jr," required extensive set design, sound production, and acting and directing skills. There was 2014-15 SCEP-P 9 a full stage crew led by teachers and staff. The production served as a confidence builder for students, and all 18 of the students that were a part of the production passed their NYS ELA and Math assessments.
- School Arts Support Initiative (SASI) Program: MS 584 is one of nine New York City middle schools participating in the Center for Arts Education's SASI program, which enables middle schools with little or no arts programming to provide rich and multi-faceted arts instruction to all their students. Through the program, which is supported by a U.S. Department of Education Arts in Education Model Development and Dissemination (AEMDD) grant, MS 584 was able to extent their visual arts programming. A civil rights theater class given by Irondale Theater helped to promote social activism and historical information to students, and students learned how to create and produce their own short films. Intro to Hip Hop further enhanced students' social skills and delved into the correlation between music and society. The grant also supported drumming and dance lessons.

Family Services

To promote parental involvement in the school community, MS 584 offered a number of family engagement activities during the 2013-14 school year, many of which enjoyed substantial participation. Among our most popular offerings are the income support services provided to families by Food Bank for NYC. These services include helping families get access to food stamps and providing free tax assistance so that families receive all eligible tax credits. Parents and community also are provided one-on-one financial counseling. The counseling encompasses budgeting, creating a savings plan and establishing financial goals such as saving for college. These services further support our mission to find solutions for the "whole child." A child whose family struggles financially is less likely to succeed academically. We hope to expand our financial counseling program to our students so that fiscal literacy is an integral part of our students' lives.

Many parents in the community struggle with literacy and many do not have their high school diplomas. This limits their job opportunities and their confidence in being involved in their child's education. Our intention and hopes are that student absenteeism further decline due to a renewed interest in educational resources by parents who may have struggled previously. Classes would be open to anyone who can commute to our school.

Books and supplies will be provided at no charge through our proposed partnership with the Department of Education's Continuing Education arm. We also plan to integrate tips for parents to assist their children with homework and promote healthy study habits and techniques. of teaching staff, non-teaching staff, and parents.

MS584 also hosts a Parent Summit twice a year (fall and spring) where we share information with the parents about what is going on in the school, discuss chronic absenteeism issues and how to address it; and invite community organizations to our school to share what they offer with our school community

There have been numerous Expanded Learning Time (ELT) opportunities that have been offered to MS584 students this year. Students have been offered academic tutoring and mentoring after school, Saturday School math and English language arts study groups and various extracurricular activities. Our students also have engaged in rich art experiences during our expanded learning time.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	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>Based on our most recent quality review , the following are our strengths related to this element</p> <p>Strengths</p> <ul style="list-style-type: none"> Curriculum maps in English language arts and math are aligned to common core Created an instructional focus of academic vocabulary and questioning to promote student engagement in rigorous tasks Teachers have expanded the planned units of study using summative and formative assessments to encompass all four core subject areas (Math, English Language Arts, Social Studies and Science). Common planning time is embedded in the schedule to foster collaboration 50% of Teachers are modeling exemplars of expected lesson outcomes compared to last year where it was 20%. 80% of Teachers have begun to use common assessments and checks for understanding to track student progress where 20% of teachers did last year. <p>Needs</p> <ul style="list-style-type: none"> A need to adopt transparent and consistent structures for using Danielson's Frameworks to improve teacher practice. <p>Teachers need to have immediate feedback (verbal and/or written) of walk-throughs and observations from administration .</p>		

Teachers need to be connected to resources on research based instructional practices
Teachers need to have job embedded professional development based on walk-throughs, informal and formal observation data
A need to monitor the implementation of research based instructional practices to ensure they are implemented as planned

Priorities

Engage in strategic use of classroom checks for understanding to inform instruction through daily informal

- Walk-throughs providing teachers with verbal and/or written feedback.
- Develop systems for creating rigorous student work and analyzing this work to inform instruction.
- Consistently use results from State tests (item analysis), Measures of Student Learning and unit tests to inform instructional goals for teaching and targeting skills in ELA and math increasing 25% for the teaching targeting skills in ELA and Math.
- Engage teachers in professional development that allows them to provide students with targeted feedback. Incorporate Pause, Ask Questions, Pause, Review strategy to check for understanding while students read a chunk of difficult text or learn a new concept or content.

Scaffold work to accommodate individual student needs
Adopt the scaffold framework that the teacher does, the class does, the group does, then the individual does.

Develop looking at student work structures that inform teacher practice and drive student progress. Monitor implementation of rigorous expectations through classroom walk-throughs and observations, lesson plan reviews and student achievement results.

Incorporate high level questioning to support and challenge student thinking and processing.

Incorporate student engagement strategies that ensure students are responsible for learning.

Provide opportunities for all students to practice critical thinking on authentic tasks that extend their learning.

- Howard

Part 2 – Summative Vision for Rigorous Instruction

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

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

We will implement the following curricula: Code X, Novel Studies, Readworks, Math Connects, Scopes and Sequence New York Science. Vertical and horizontal curriculum planning will be engaged during the summer session of 2015 to assess our present school-wide standards. Teachers will develop a list of strategies and assessments to scaffold and include in their plans. The instructional shifts will be evidenced in teachers' curriculum maps, unit plans, assessments and student work.

Teachers will develop monthly assessments to assess these standards and adjust their teaching accordingly. Students will engage in text based writing and academic conversations around complex texts. Student

conversations and writing will be assessed using school-wide rubric. We believe students learn best when they are engaged and invested in their learning. Curricula units will reflect student interests.

Classroom instruction will be constructed based on student feedback, evaluations and data driven instruction. Students will engage in critical thinking prompts around speaking and writing. Teachers will use multiple entry points to engage students.

All lessons will be differentiated according to content, process and product. Each lesson plan will include a list of entry points for teachers to use during their teaching. Additionally, students will be asked via exit slips on conferring sessions to reflect on which entry point best enabled them to learn .

Teachers and community educators will visit classrooms to measure consistency in regards to rigor, differentiation, and instructional shifts, and provide feedback to modify instruction.

They will bring this data to

Part 3 – Annual Goal

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

By 2016 we will have clear structures of collaboration to develop rigorous, Common Core aligned lessons and for analyzing student work to make strategic decisions about instruction.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Teachers will have access to an Instructional Coach that will engage them in professional development around Looking at Student work, developing and assessing skill based lessons. Some teachers will participate in a Japanese Study model.	ELA, Math and Special Education teachers	9/2015 to 6/2016	Teachers/ School Leader, Instructional Coach
Students will have access to an on-site counselor. We are using a Co-Teaching Model. Additionally, targeted students will receive mentoring and more focused support after school and Saturday.	ELA, Math and Special Education teachers	9/2015 to 6/2016	Teachers/ School Leader

We will create student friendly definitions of Common Core skills for students and parents to internalize. Additionally, we will provide a list of options/activities that parents can do with their students to build common core skill.	ELA, Math and Special Education teachers	9/2015 to 6/2016	Teachers/ School Leader
	ELA, Math and Special Education teachers	9/2015 to 6/2016	Teachers/ School Leader

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
One additional period scheduled for common planning.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 we will have analyzed lesson plans and observations to monitor our progress. By this time at least 80% of lesson plans will have evidence of rigor. We also will evaluate meeting notes from Looking At Student Work sessions. As of March 2016, during teacher data inquiry team meetings, teacher lesson plans have been examined by the administration in a collaborative setting with the teaching staff. There is currently a positive trajectory in lesson plan development as evidenced by feedback given by the administration and staff at team meetings, professional development and in Advance. Teachers have also received ongoing professional development in lesson planning to continually refine their skills.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 											
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating									
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D									
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D									
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D									
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D									
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In reflecting on our HEDI rating we know that it is important for us to have a strong vision on how we will deal with the social and emotional health of our students. We will communicate to all stakeholders including parents, families, teachers, CBOs, partners and students in regards to establishing a clear and aligned protocol and system to support our students and families social and emotional development health with a clear 360 degree communication of data.</p> <p>As per our AIRs report, our school is above the Citywide average for comparable school types in providing the supportive Environment needed to improve these areas:</p> <table border="1"> <tr> <td></td> <td>16K584</td> <td>Citywide Average</td> </tr> <tr> <td>Social-emotional measure</td> <td>100</td> <td>95</td> </tr> <tr> <td>Next level guidance</td> <td>100</td> <td>96</td> </tr> </table> <p>Furthermore the school received a rating of “effective” for all constituents being able to articulate shared ownership in student outcomes and that the school is safe, conducive to learning.</p>				16K584	Citywide Average	Social-emotional measure	100	95	Next level guidance	100	96
	16K584	Citywide Average									
Social-emotional measure	100	95									
Next level guidance	100	96									

The next steps are for the SBST in conjunction with our partners, NYC Community Learning Schools, Counseling and Mediation (CCM) and Counseling in Schools (CIS) team:

- To meet monthly with grade teams to identify and discuss students who may be displaying indicators for at risk social and emotional behavior. The students will be tiered appropriately and provided at risk services, such as a SBST caseworker, when deemed appropriate.
- FBA's and BIP's will be administered and reviewed every other month during the PPT / Case study meeting where applicable with support from the CBO partners through supervision of the SBST
- The school leader will continue monitoring and collecting data on the Success Highways program, which emphasizes the development of student resiliency, 3 times per year.
- The school leader will continue monitoring and collecting data on the Success Highways program, which emphasizes the development of student resiliency, 3 times per year.

Part 2 – Summative Vision for Supportive Environment

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

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

We are a small nurturing learning environment that caters to the social and emotional needs of individual students.

We would want our school stakeholders to describe the school this way as demonstrated by our above average city scores on the Supportive Environment in the AIRs summary.

We have partnered with Counseling in Schools as an integrated partner to provide an In-house Social Worker who supports our students in one-on-one coaching. Teachers will interview students at minimum 3 times per year to make sure their interests are reflected in curriculum.

Additionally, students will take on leadership positions through support of the creative arts team who provides them with social and emotion learning through 6-8 sessions of social dramas around anti bullying thought the school year. In working with our School Leadership Team we have created the following action plans to address these needs. The following actions plans have already been put into place:

- The School Based Support Team (SBST) in conjunction with the lead CBO, NYCCLI, our partners - Community, Counseling and Mediation (CCM) and Counseling in Schools (CIS) team will meet monthly with grade teams to identify and discuss students who may be displaying indicators for at risk social and emotional behavior. The students will be tiered appropriately and provided at risk services, such as a SBST caseworker, when deemed appropriate.
- Functional Behavioral Assessments (FBA's) and Behavior Intervention Plans (BIP's) will be administered where applicable with support from the CBO partners through supervision of the SBST.

These supports to positively effect attendance while simultaneously reducing chronic absenteeism.

Part 3 – Annual Goal

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

By June 2016, create a pathway for students to build resiliency skills that will support their success in school as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>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>Identify at-risk - overage students, chronically absent students and RTI tier students so that structured intervention plans can be created</p>	<p>Students</p>	<p>December 2015 to June 2016</p>	<p>Guidance counselor SAPIS SBST Parent Coordinator Counseling in Schools</p>
<p>Three parent workshops yearly that are facilitated by the SBST to support their students at home regarding their emotional and social well being</p>	<p>Parents</p>	<p>December 2015 to June 2016</p>	<p>SBST Teacher leaders Administration</p>
<p>Creation of an in-house mentorship program to mentor all at-risk students to prevent an increase in their behavioral issues</p>	<p>Students</p>	<p>December 2015 to June 2016</p>	<p>Administration Teachers SBST</p>
<p>The Success Highways program will meet with teachers and school leaders to discuss the progress of</p>	<p>Teachers</p>	<p>January</p>	<p>Teachers</p>

selected students enrolled in the program to analyze growth in the academic area. Provide reports as evidence of progress	2015 to June	School Leaders
	2016	Parent Coordinator

Part 5 – Budget and Resource Alignment

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

1. Per diem funds
2. Purchase the Success Highways program
3. Update data for incoming sixth grade
4. Identify key personnel to attend professional development sessions to build understanding of the role on resilience in student achievement
5. Key personnel will support teachers in creating structures within their programs to support students in being successful
6. Students will complete an on line assessment to identify early warning indicators such as attendance, behavior and coursework. Students will participate in standards based classroom activities involving the skill (i.e. case study analysis, group discussion, research)
7. Students will view and reflect on personal resiliency data overtime
8. Students will create a personal action plan to overcome any resiliency deficiencies and galvanize resiliency strengths
9. Teachers will focus on the unique strengths of each individual student and help them identify how they utilize these assets to overcome
10. Teachers will personalize their instructional approaches which create meaningful relationships while still fostering high expectations, academic confidence, connectedness, stress management, health and well-being and intrinsic motivation

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

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

Part 6 – Progress Monitoring

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

In February 2016, through analyzing of OORs reports we will see a decrease in the amount of behavior incidents of our at risk students by at least 10%. We are meeting this mid year goal. As of February 2016, there were only two suspensions year to date at this time. The Community Based agencies, supportive environment that students receive, and the trusting relationship between staff and students is a major factor in creating this on going school environment for the children.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Upon reflection of our HEDI ratings and principal observation both school leaders and teachers decided to begin working on a systematic approach to ensure our students’ needs were being met by promoting high levels of student engagement. During Monday PD information was collected. During the 2015-2016 academic year we will expand by analyzing the impact to student learning in 4-6 week cycles around curriculum topics with collaborative plans being developed in the grade-level and subject meetings. Thus, teachers will be supported to provide multiple points of entry for students and creating scaffold and engaging lessons. We will also provide for more discussion around student autonomy and fostering independence in their own learning during the Monday PD.</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? How are teachers providing opportunities for to deepen learning for higher achieving students? What system do teachers use to ensure that every child is safe in their class? What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams? How do you intend to use community educators / partners to support a collaborative teaching approach?
--

To foster collaboration there will be Common Planning Time within departments and across grade bi-weekly meetings. Each grade has a team leader that will facilitate department and team meetings.

We believe teaching and learning happens when students are engaged with multiple entry points to learn. Skill based lesson planning and development and administering of formative assessments. Strategic feedback that supports metacognition and academic conversations.

Teachers are providing opportunities to deepen learning for higher achieving students by providing access to higher level texts and having assessments that will be differentiated.

We will have a school-wide disciplinary framework. Additionally, teachers will have a class participatory discipline framework that is sensitive to students' needs.

Teachers will be able to analyze students, reading levels, baseline math data, unit assessments, and exit slips. Teachers will also engage in weekly study groups looking at student work sessions.

Our community educators will be able to provide professional development and support for teachers in educating the whole child as well as provide mentorship to at risk students.

Part 3 – Annual Goal

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

Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exit slips

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>80 minute mandated common planning time provided to teachers</p>	<p>Teachers</p>	<p>9/2015 to 6/2016</p>	<p>Teacher School Leader</p>

Develop a plan for teachers and students to work together to ensure that the classroom environment is one that creates a sense of ownership and discovery aligned with the vision of the school community.			
Planning - use all available student data to provide for the various learning needs of individual students and student subgroups, such as students with disabilities and English language learners (ELLs), that will lead to improvements in their engagement and learning	Teachers	9/2015 to 6/2016	Teacher School Leader
Planning - use instructional practices aligned to the CCLS that include the use of challenging material providing multiple access points, so students engage in higher-order thinking that leads to higher levels of achievement	Teachers	9/2015 to 6/2016	Teacher School Leader
Analyze student performance data and provide feedback using Jupitergrade is accessible for students and parent to observe progress	Teachers	9/2015 to 6/2016	Teacher School Leader

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per Session funding • Monthly professional development calendar • Professional development opportunities provided for all teachers including Special education and ELL’s • Jupiter grades online accessibility • Agendas for common planning 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 we would have analyzed student work to find evidence of higher reading levels and critical thinking skills.
As of February 2016, MS 584 has been analyzing student work in Teacher Data Inquiry Teams and has conducted two i-Ready computer diagnostics to assess student progress toward achieving their academic goals by year’s end. Another diagnostic exam is scheduled in March, which we will use to gather additional data, which teachers will be

able to utilize to deliver high quality instruction to students. They will do this by integrating data into their lesson planning and overall teacher practice.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In reflecting on our HEDI rating we know that it is important to share our SMART goals, mission and vision with our stakeholders.</p> <p>The school leader has created the school's SMART goals with the support of district personnel, SLT and teachers. The goals, mission and vision are shared with the school community. Teacher interviews revealed that staff members know that the school leader has a vision and works hard to reach that vision. The school leader will continue to articulate the vision and ensure that the school community is part of the process, planning and revision. The school leader will continue to use a fully functional system to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities.</p> <p>As per our AIRS report our school is above the Citywide average for comparable school types in effective leadership:</p>		
	16K584	City Average
Inclusive/Facilitative Leadership	83	67
Operations management	100	87
Instructional leadership	100	88

Upon reflection of the above ratings, the school leader continues developing systematic approaches to ensure scheduled observations are occurring frequently and providing timely feedback to teachers. The school leader will use evidenced based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission critical goals.

The school leader will increase the number of observations and provided feedback using the Advance System. Teachers will use detailed and systematic feedback to increase the rigor in their classrooms. During the summer months opportunities will be available for CCLS curriculum planning. Teachers will use UBD strategies to plan their lessons while also incorporating multiple entry points for students. In September 2015 and continuous throughout the year a minimum of four times yearly individual teachers will meet with school leaders to analyze data from exit slips, unit assessments and interim assessments. In September 2015 the school leader met with the staff to share the vision and goals of the school to increase student progress.

Part 2 – Summative Vision for Effective School Leadership

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

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

The school will articulate a shared vision and mission to the entire school community by having ongoing communication through newsletters, meetings, one on one conversations and email correspondence. The mission and vision will constantly be reiterated in the newsletter and during staff meetings and professional developments sessions.

An evidence based system the school leader will establish is to video tape debriefing conversations with teachers. Teachers will receive constructive feedback that will support their instruction practice and professional growth. During the 2015-2016 school year, the school leader will have an observation calendar that ensures that the school leadership is observing teachers bi-weekly and giving them accurate, timely verbal and written feedback. This observations calendar will detail when evaluations will occur and when the feedback will be given. The school leaders will work rigorously to monitor and evaluate challenges identified and strategies that will be used to bring about improvements in instruction and learning.

The school leader will partner with other principals, specifically with school K57 to be critical friends. As critical friends there will be a review of data, observations and feedback will be shared along with next steps.

Common Core Learning Standards aligned curriculum and resources for instruction will be used by teachers.

Professional development will be provided by internal sources, Central DOE, the Borough Field Support Center (BFSC) and the District will occur that builds teacher and leadership capacity to support student achievement.

Part 3 – Annual Goal

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

Beginning in October 2015 through June 2016 a minimum of three times monthly, school leaders will use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, while providing meaningful and timely feedback including developing individualized professional development plans for 75% of the staff.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will engage in inter-visitations using Danielson framework.</p>	<p>Teacher School leader</p>	<p>9/2015 to 6/2016</p>	<p>Principal, Assistant Principal</p>
<p>Inquiry groups will focus on strategies that will increase proficiency and progress for high need students</p>	<p>Teacher School leader</p>	<p>9/2015 to 6/2016</p>	<p>Principal, Assistant Principal,</p>
<p>We will engage with parents around instructional goals as evidenced by formative assessments and partner with parents to have strategies to address.</p>	<p>Teacher School leader</p>	<p>9/2015 to 6/2016</p>	<p>Principal, Assistant Principal</p>
<p>School leader (using MOTP data) will create an individualized professional development opportunities</p>	<p>Teacher School leader</p>	<p>9/2015 to 6/2016</p>	<p>Principal, Assistant Principal</p>

Part 5 – Budget and Resource Alignment

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

Weekly observation calendars • Consistent school schedule • CCLS aligned resources to improve teacher instruction • Collaboration with the CFN to aid in presenting professional development workshops

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

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

Part 6 – Progress Monitoring

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

By February 2016, we will have minutes and agendas from teacher team inquiry groups in ELA and mathematics which the school's administration participated in. As of March 2016, according to the iReady assessment data, students are showing a positive gain of at least 5 points. This is due to a positive correlation between teacher intervention and student progress.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school will continue to maintain its three main ways to communicate with parents. These include:</p> <ul style="list-style-type: none"> Access to information through the parent portal on Jupiter grades Written correspondence such as letters and emails Dialogue with staff over the phone and 1:1 interviews at the school. <p>Seventy five percent of parents revealed that they could be more aware of the school’s commitment to improving the academic achievement of students. We will routinely reinforce our expectations for students via correspondence and communications with parents and families. From the Community School forum, parents will partner with our Community Learning School in supporting their child’s education. Parents will be directly involved in the creation of the school’s vision and SMART goals. The Community school forum will engage parents in workshops that also tap into the parents’ aspirations.</p> <p>The school leader, teachers, CBO and support staff will engage in a transparent two-way communication with families and community stakeholders. Communication will be disseminated in multiple languages. The parent interview group reported that they are and continue to be encouraged by the school’s commitment to their children. The after-school program or Extended Learning Time will aim at improving student performance and teachers will participate. Communication between the Community Learning School and families will be sufficiently formalized, monitored, and</p>		

developed. Issues or concerns raised by parents will receive a response and feedback as we begin to evaluate our parent, family and stakeholder correspondence system.

The school will continue to make ongoing attempts to connect with parents and other stakeholders. We will increase parent trainings and support from 20% to 80% for 2015-2016 to be more proactive in the development of their child's academic and personal development. Community Learning School partnership will work to ensure that such training and support will take place in the near future. Similarly, the partnership team will plan to ensure that staff benefit from ongoing PD to help them establish strong and productive links and relationships with parents and families to promote a robust home-school connection.

Stakeholders reported that data on student progress will be shared that would improve student performance. Parents will continue to receive information of school communications, via calendars, backpack letters, school messengers and other means. There is a parent portal, through which parents can and will gain access to information about their child's performance, as well as view lesson and instructional materials. The school will continue to extend training to parents so they will know how to access and use it. Parents will receive training in how to use data to be better able to advocate for services for their children.

Upon reflection of the above HEDI ratings the school community recognizes the importance of creating a systemic approach to involve parents as stakeholders in their children's learning. In September 2015 parents will be afforded the opportunity to meet and greet the teachers. During this time, parents will be informed about the CCLS curriculum in the major content areas. Additionally, parents have and will have open invitations to attend the monthly scheduled PTA meetings as well as become members of the SLT. The goal will be for more parents voices to be heard about how effective communication can happen between home and school.

Part 2 – Summative Vision for Strong Family and Community Ties

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

Questions to consider:

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

Upon reflection of the above HEDI ratings the school community recognized the importance of creating a systemic approach to involve parents as stakeholders in their children's learning. In September 2015 parents will have the opportunity to meet and greet the teachers. During this time, parents will be informed about the CCLS curriculum in the major content areas and ways to support their child at home. Additionally, will have an invitation to attend scheduled PTA meetings as well as become members of the SLT. We will increase parent stakeholder involvement from 20% of PTA meetings to 80% in the 2015-2016 school year.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

- Copies of the RSCEP
- Monthly newsletters from teachers
- Jupiter Grade accessibility, usernames and passwords

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

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

Part 6 – Progress Monitoring

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

By February 2016, we would have held two parent workshops. These workshops are designed to inform parents and to make them collaborative partners in the learning process.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The 16K584 ELT program will provide at minimum 18% more learning time for all students through the Renewal Hour ELT, and about 75% of students will receive 58% more time through afterschool with Community Counseling and Mediation. An additional 33% of students will receive about 18-20 additional hours through Saturday Academy. The 16K584 ELT program will provide targeted interventions in ELA and Math as well as enrichment opportunities that support the developmental needs for a well-rounded child from an at-risk community. The program expects to see student progress in their reading skills and strategies in the amount of movement of one year’s growth for 80-85% of students on a local performance measure.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Renewal Hour ELT is compulsory for the entire school and Saturday Academy is compulsory for the lowest third of students as designated in January 2016. The enrichment portion of ELT afterschool school provided by CCM will be voluntary and aims to serve about 75% of students. Participation will be encouraged through incentives, and various methods of communication and messaging about its effectiveness to students and families, including newsletter, calendar, CCM presentations at orientation to incoming 6 th graders, and the community forum on June 24, 2015. CCM and offered to incoming 6 th grade in summer				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:
 How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
 How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

● **Renewal Hour**

- o Focus on ELA and Math, with 2 days devoted to each
- o Teachers will work with small groups of students in tiered literacy interventions and utilize technology such as Achieve 3000 and iLit for appropriate reading levels
- o Additional standards-based literacy rich arts partnerships that will add enhanced curriculum and expert staffing to the program, such as LEAP [Learning through Extended Arts Program] or CAT [Creative Arts Team] or Literature to Life and Broadway Juniors
- o Most MS 584 teachers staff the Renewal Hour through pro-rated time approximately 2 days per week. In addition to MS 584 teachers, positions for Renewal Hour ELT will be posted to PS 335 (co-located schools) and community arts partnerships will provide quality common core aligned curriculum and trained educators

● **SONYC After School Program through Community Counseling and Mediation (CCM)**

- o Available to all students; funded to serve 75 students in grades 6-8 at 16K584
- o CCM provides after school enrichment through homework help and extracurricular activities such as basketball, dance and step
- o Students learn teamwork and social skills
- o CCM will host three parent presentations within the school year where parents and community members are invited to observe displays of student work
- o The program is staffed by four counselors and one site supervisor. Two counselors serve as mentors to students for an extra layer of intervention support

● **Saturday Academy**

- o Grouped according to grade level, groups of up to 8 students
- o An item analysis will be used to structure targeted intervention groups that address individual needs based on common strands, domains of the Common Core in ELA and Math
- o Program is available to lowest third of 6th – 8th graders
- o About 18-20 hours in 2015-2016

Students will utilize for both ELA and Math, Engage NY program for test preparation. In ELA, students will practice the essay writing and fully understand the essay writing process, and utilize Readworks curriculum. For Math instruction, students will use Math iXL, an online leveled math intervention

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.

In collaboration with school leadership as well as NYCCLSI/UFT, an Expanded Learning Time Director (ELTD) employed by NYCCLSI/UFT will oversee the ELT renewal hour and arts partnerships, as well as coordinate with after school partner, CCM. In addition, Expanded Learning Time will be supported by an Education Specialist (full-time).

The ELTD will ensure the alignment of expanded learning and enrichment activities with the school day curriculum where applicable. The ES will collaborate with the 16K584, leadership to design instructional programs that address students' areas of academic need. In addition, the ES will support the ELTD in aligning the ELT program with the school-day curriculum and ensure activities are research-based, engaging, and aligned to student needs and interests. Our school team is engaging in a collaborative planning process, facilitated by TASC, to ensure that we are prepared to deliver a high-quality expanded school day that uses best practices, aligns curriculum and instruction throughout

the extended school day program and engages parents and other community partners in the program. Founded in 1998, TASC is a nationally recognized intermediary that builds capacity for school-community partnerships and helps schools maximize resources. Through their expertise, our partnership will use best practices from around the city and country for implementing an effective ELT program to support the work at 16K584.

TASC will design and facilitate planning sessions prior to the first implementation year, that focus on:

- Developing a shared vision and high expectations for participants and staff
- Strengthening relationships between the school, community schools partner, and other CBOs working in the school
- Personalizing instruction for all students
- Increasing parent engagement with and commitment to the school and to student outcomes
- Assessing progress in delivering intensive academic supports through active data collection, sharing and analysis.
- Embedding Common Core State standards into hands-on learning opportunities
- These planning meetings will take place prior to implementation, solidifying expectations and roles in the partnership, establish a working relationship within the leadership team and create protocols for the year.

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

16K584 plans to extend the school day with Renewal Hour ELT and afterschool programming with CCM beginning on the first day of school, September 9, 2015 and end June 24, 2016. Saturday Academy will run for approximately 6-8 weeks starting in late January until the Saturday before the state exam.

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.

Six teachers will staff the compulsory Renewal Hour ELT on T-F (3 Math and 3 ELA), serving approximately half of the 6-8th graders at this time. The remaining students will be supported by the CBO and teaching artists from secured approved partnerships. Teachers will be paid per-session and/ or pro-rated for the additional hour and partners will be secured through a combination of the Community Schools Renewal Grant and School DOE funds.

ELT program at 16M584 is also supported by a DYCD contract awarded to CCM [Community Counseling and Mediation] for SONYC After School Program serving a target enrollment of 75 students.

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

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

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

Part 6 – ELT Progress Monitoring

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

By February 2016, 16K584 school leadership and staff will have partnered with the NYCCLSI/UFT and other service providers to conduct an analysis of student achievement data using Fall 2015 assessment data as base line benchmarks to establish the effectiveness of the Extended Learning Time (ELT) program as measured by the impact on student achievement at the mid-year point. 16K584 will utilize Performance Series Scantron and iReady to measure student progress on ELA and Math skill development. School progress towards meeting these benchmarks will be determined and used to inform needed program adjustments in the areas of ELA and Math.

As of March 2016, 16K584 has administered two iReady assessments and one Performance Series Scantron assessment in ELA and Math, to determine student progress towards meeting their academic benchmarks and inform

whether program adjustments need to be made during extended learning time. This will ultimately support further student achievement in ELA and math across all grade levels.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

Our goal is to facilitate partnerships with MS584 Community, nonprofits, government in order to connect vital services, increase student achievement, and provide health safety and social needs. By June 2016, we will double the amount of outreach to community and deepen partnerships within the school.

Part 2 – Community School Program Description

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

Our first targeted population is the outside community: government officials, families, in-coming families and local business. Our second population is our in-house students already involved with CBO. Currently, 75% of students are involved with CBO. We would like to increase their time with this with 50% by managing renewal school grant monies so that it can be deeper.

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

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

The Community School Director (CSD) at MS584 is responsible for being a liaison between CBO, leadership team, advisory board and the greater community. They hold monthly advisory board meetings to ensure communication is clear and transparent between groups. The CSD receives continuous training to leverage resources and organizes these data points for distribution to the 584 community. They support the program director with budgeting, providing professional development and organizing the work.

Our school puts a strong emphasis on differentiating learning. We focus on teaching the way students learn by providing personalized instruction after we have determined their needs via a baseline assessment which will occur in September.

The Expanded Learning Time Director is responsible for connecting differentiation efforts with day school with evening school. By effectively utilizing the Community School Director and Parent Coordinator we will have the capacity to reach out to all of our community: parents and those in transitional housing.

MS584 has a parent engagement block that allows us to incorporate needs assessment ideas to address those needs with parent engagement. The MS584 school community will hold weekly meetings with The in addition to the already set monthly meetings with an advisory board to work through challenges and address needs.

Part 3 – Community School Program Implementation and Oversight

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

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

The implementation: Look at ELT NYC community learning Schools Initiative. Advisory Advanced. ELT director.

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

We will need 6 certified teachers and 10 support people from the CBO to support this work. Additionally, we need classroom materials, manipulative, technology and well-stocked libraries. Technology.

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

September 2015 to June 2016

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline assessments	Read works, graphic organizers	Small group	During school day; after school and Saturday
Mathematics	Baseline assessments	Peer learning; repeated math activities	Small group; one zone	During school day; after school and Saturday
Science	Performance assessments; Unit assessments; Exit Slips	Hands on activities	Small group	During day and after school
Social Studies	Performance Assessments	Repeated readings	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher, parent guidance or Saps recommendations or request	Mentor groups, counseling in schools, goal plans	Small groups; one zone	During school day and after school.

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Regular basis teacher team will meet to access the program and evaluate its effectiveness</p> <ul style="list-style-type: none"> • Teachers meet weekly by grade and content area for 100 minutes a week to plan. During these session teachers create curriculum maps, unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss student progress. • Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide professional feedback. • Teachers are observed informally and formally and are provided with feedback to support ongoing professional growth. • Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices. • Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement. • Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts, new initiatives and adjust intervention groups. That information is then shared with teachers via group or individual planning meetings. • Teachers are trained on how to capture daily attendance. Teachers are provided with a memo regarding the attendance procedure memorandum. An action plan for attendance is shared with staff on process for increasing our attendance. Teachers are responsible to P.R.E.S.S. system incentive log that promotes positive attendance through incentives

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).
<p>Curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members receive professional development focused on CCLS and Instructional Shifts.</p> <ul style="list-style-type: none"> • During common planning teachers meet in content areas by themselves or with administrators and/or with lead teachers to plan these lessons for students. • Teachers set personal goals around pedagogy and based on their needs, professional development 37 would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level and by the DOE staff.

• Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA.

• Professional developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students. We will be working with the new DOE support structure to provide professional development in areas of English Language learning and SWD's for the staff. Teachers meet in teams on Mondays for 80 minutes to look at students work, set goals and develop strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by CSA.

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.).

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 through series of team meetings identified the assessment measure sand instructional support needed to improve instructional outcomes. Teachers were a part of choosing and revising assessments and also part of creating a catalogue of professional development opportunities

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	125,054.00	x	Section 5E Parent Workshops
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	940,967.00	x	Section 5C Professional Development Section 5E Parent Workshops/ Jupitergrades program Section 6 AIS Section 6 ELT

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Granville T. Woods Middle School (M.S.584) , 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. Granville T. Woods Middle School (M.S. 584()) 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)

Granville T. Woods Middle School (M.S.584) , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 584
School Name Granville T.Woods		

B. Language Allocation Policy Team Composition

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

Principal Gilleyan Hargrove	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Damali Weekes	School Counselor Ariane Barnet
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Wanda James
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Evelyn Santiago	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	96	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
--	----	----------------------	---	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	6	0	0	2	0	1	1	0	1		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses teacher created assessments. The data is used to plan instruction and extra support that ELLs will need for their linguistic and academic demands throughout the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns reveal that the Newcomers and Students with Disabilities are the ones who are at and remain at the Entering Level. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the Entering and Emerging level are mostly new comers or students with disabilities.

After reviewing the NYSESLAT data, the patterns revealed were:
 - Speaking is in line with general abilities for the majority of the Entering, Emerging, Transitioning and Expanding students. It is the Listening, Reading and Writing skills that are holding our students back from reaching the Commanding level. This is the case especially in the Entering and Emerging level ELLs.
 - After looking at the NYSESLAT scores by modalities, it was prevalent that the Writing scores are causing the Expanding students to remain on the advanced level.
The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use information about AMAO to focus on the progress toward achievement of proficiency for specific subgroups of ELLS, and the design of effective instructional programs and interventions for those students.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Across performance levels and grades, Ells all need more support. Periodic assessments results are used to identify the strongest and most difficult areas that Ells face in skills in reading and writing. Our school is learning in a snapshot, the skills that the ELLs need to master in order to succeed on the sate exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] If a students is in need of RTI, our school has created a team of teachers that collect data, student work, assesments and comes up with a collborative plan with detailed steps and strategies for targeted areas that are monitored for student progress withinh a specific time period. English Language development is provided at Tier 1,2 and 3. At Tier1 we provide rigorous and evidence based instruction including language development. At Tier 2, extra attention, activities and experience targeted to specific students in addition to core instruction. Tier 3, we provide intensive and individualized instruction in a small group or one to one if needed.
6. How do you make sure that a student’s new language development is considered in instructional decisions? Teachers are provided with scholarly articles about ELL development wich keeps them informed about how ELLs should be effectively instructed. In addition, teachers are provided with a list of resources are effective strategies that should be incorporated into their instruction. The school uses knowledge of the student's cultural background to incorporate such aspects when considering instructional decisions. Our school uses the Targets of Measurement to ensure planning instruction and formative assessment are aligned with these targets so that we are aware of what students can do at each grade level.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

This does not apply to our school because we do not have a dual language program.

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

The ESL teacher collects NYSESLAT data on the ELLs, studies the data by analyzing the yearly progress of each student and determines which areas show growth and which areas stay stagnant. The growth is indicative of the success of our program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child’s language proficiency. If the child is identified as an eligible candidate for ELL services, an informal interview is given to the candidate by a pedagogue and the NYSITELL is administered to the child within 10days of entry to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child’s identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a Parent Orientation video where program placement options are presented with clarity and objectivity. This Parent Orientation video is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Currently we have no SIFE students, but in the future we will use questionnaires and student work to identify and serve any incoming SIFE students . If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will administer the oral interview questionnaire or the Literacy Evaluation for Newcomer SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our school will use the LPT which is made up of our principal, the ESL teacher, the student's parent, the school psychologist and an interpreter if needed to review evidence of this student's English Language development. If the team see fit, it will recommend that the student take the NYSITELL. If the team does not find this student to have second language acquisition needs or that the student's disability is will impede proficiency in English, then the team will not recommend the student to take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school has these letters printed in the parents' preferred language, prepared in advance for the ESL provider to access them in a timely manner. The letters are followed up with a phone call to ensure that it has been received and read by the parents and confirm the scheduled orientation. Once parent have been oriented and the documents have been signed, the schools stores these documents in a secure ESL file drawer in the ESL department.

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

The entitlement letter that parents receive in their Home Language, informs them that they have the right to appeal ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within ten days of ELL student identification, parents participate in an orientation that describes various programs for ELL and visit classrooms with the existing program. Parents also view a Parent Orientation video where program placement options are presented with clarity and objectivity in their home language. This Parent Orientation video is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. If a parent is interested in a program that is not offered at our school, the parent coordinator and ESL teacher collaborate to reach out to the District office for the preferred choice and placement is sought.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the Parent orientation, the ESL teacher makes sure that parents are give and invited to complete the Parent Survey and Program Selection Form in their preferred language at that time or given the option to take them home and complet them. The ESL instructor does follow-up phone calls to ensure that the forms are returned within five school calendar days. Once they are returned, The ESL teacher reviews and monitors the selections and stores them in a folder in the department.

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

At the Parent orientation, parents are invited to complete the Parent Survey and Program Selection Form in their preferred language at that time or given the option to take them home and complet them. The ESL instructor does follow-up phone calls to ensure that the forms are returned within five school calendar days.

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

Once the Parent Survey and Program Selection Forms have been returned, the ESL provider has placement letters in their preferred language available to send home with the student, informing the parent that their child has been placed in the program fo the entire school year.

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

The original documents such as the HLIS, Parent Survey and Program Selection form are retained in the student's permanent record, and copies are kept in the ESL departmnet. The ESL teacher and administartors have access to them. The parents can request to have access as well to their child's record.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher first prints the ATS (RLAT) report which indicates students who are are eligible for NYSESLAT exam, then we send home information about the upcoming NYSESLAT exam that is provided by the State of New York in the home languages of the students. The testing dates are carefully planned out and followed according to the state calendar. The students are scheduled according to the grade/ grade band of the NYSESLAT. The groups are picked up on consecutive days and administered the exam for that day. Since the exam is untimed, students are given as much time as needed to complete the exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL teacher sends continued entitlement letters home to parents at the beginning of the school year, no later than September 15 of the same school year. Letters are sent with the students in the parents' preferred language.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms, for the past few years the trend in program choices that the majority of parents request is ENL. ENL is aligned with our parent requests. We will monitor the trends and use the information for future consideration and planning for a bi-lingual classroom or program, or a dual language program if requested.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Standalone ENL is implemented as per CR Part 154.2 in two different ways. Students are grouped heterogeneously or mixed proficiency level as well as grouped homogeneously or the same proficiency level in one class.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students will get 1-2 units of study per week of instructional time in ENL/ELA depending on their level according to Part 154-2. If they are Entering they will receive 2 units of study in ENL and one Integrated ENL. If they are Emerging, they will receive .5 unit of study in ENL, 1 unit in ENL/ELA and .5 unit in Content Area. If they are Transitioning, they will receive .5 unit in ENL/ELA and .5 unit in Content Area. If they are Expanding, they will receive 1 unit in ENL/ELA or Content Area. If they are Commanding, they will receive .5 unit in Integrated ENL in ELA. Entering students will receive 360 minutes, 180 minutes of standalone ENL and 180 minutes of integrated ENL. Emerging students will receive 360 minutes, 90 minutes of standalone ENL, 180 of integrated ENL and 90 minutes of flexibility programming. Transitioning students will receive 90 minutes of integrated ENL and 90 minutes of flexibility programming. Expanding students will receive 180 minutes of integrated ENL. Commanding students will receive 90 minutes of integrated ENL.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Content is delivered through the use of scaffolding the content to make it comprehensible. Vocabulary is targeted through the introduction of pre fixes, suffixes, root words, multiple meanings, synonyms etc. Graphic organizers are used as visual scaffolds. Pictures, technology and audio devices are used as an entry point and as a scaffold as well. Specially Designed Academic Instruction for ELLs such as Metacognitive Development, Bridging, Schema-Building, Contextualization, Text-Representation and Modeling are some of the strategies used to instruct our ELLs. Bi-lingual dictionaries are available for those who are literate in their first language. Think alouds, think-pair-share, teacher demonstrations and student demonstrations are all used to make content comprehensible. Students are provided printed academic bi-lingual glossaries in the content areas (Math, Science, Social-Studies) and introduced to cognates in order to provide native language support in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are offered MOSLs and Baseline Assessments in their home language if they are available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are periodically assessed in all four modalities using teacher created materials in addition to the NYSESLAT. Informal assessments are used for each modality. Some assessments are done daily and others are done weekly. Also, the ELL Periodic Assessments in the fall and the spring are used to evaluate during the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE

- b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- VI. Plan for Newcomers

In this school we have seven newcomers. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have no SIFE student. In the future, if we do have SIFE students we will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

VIII. Plan for Long Term ELLs

In our school we have one long term ELL. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have one special needs students at this time. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school

The ESL teacher uses the Instructional Educational Plan as an important tool to plan and provide access to academic content areas and accelerate English language development. Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used.

X. We have no Former ELLs. Our plan for any future Former ELLs include:

Continue providing academic support and be monitored on a weekly basis. Students will still be provided with the mandated testing accommodations like the other ELLs. They will also receive the mandated amount of minutes required to support their academic success.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Chart the schools must initiate a review of the ELL status determination upon receipt of a written request from: A student's parent, or student's teacher if it includes written consent from parent, or a student 18 years of age or older. The Re-Identification process must be completed within 10 school calendar days; however if the CSE must be consulted, the process must be completed within 20 school calendar days. After the Re-Identification steps, the principal will consult with a qualified staff member in the school, the parent/guardian and the student. Between 6-12 months, the principal will review the Re-identification Process decision to ensure that the students' academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent and the student. If the principal, based on the recommendation of a qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within the same 6-12 months.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Teachers emphasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary. Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form. Instruction is differentiated and scaffolded with various supports (visual, tactile, audio) to provide ELL-SWD the same access to a rigorous curriculum.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used. The ESL teacher meets with teachers to co-plan IEP goals of the students. Together the teachers use the curriculum, instructional strategies and schedule for each student in order for them to both support the ELLs to attain proficiency within the least restrictive environment.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

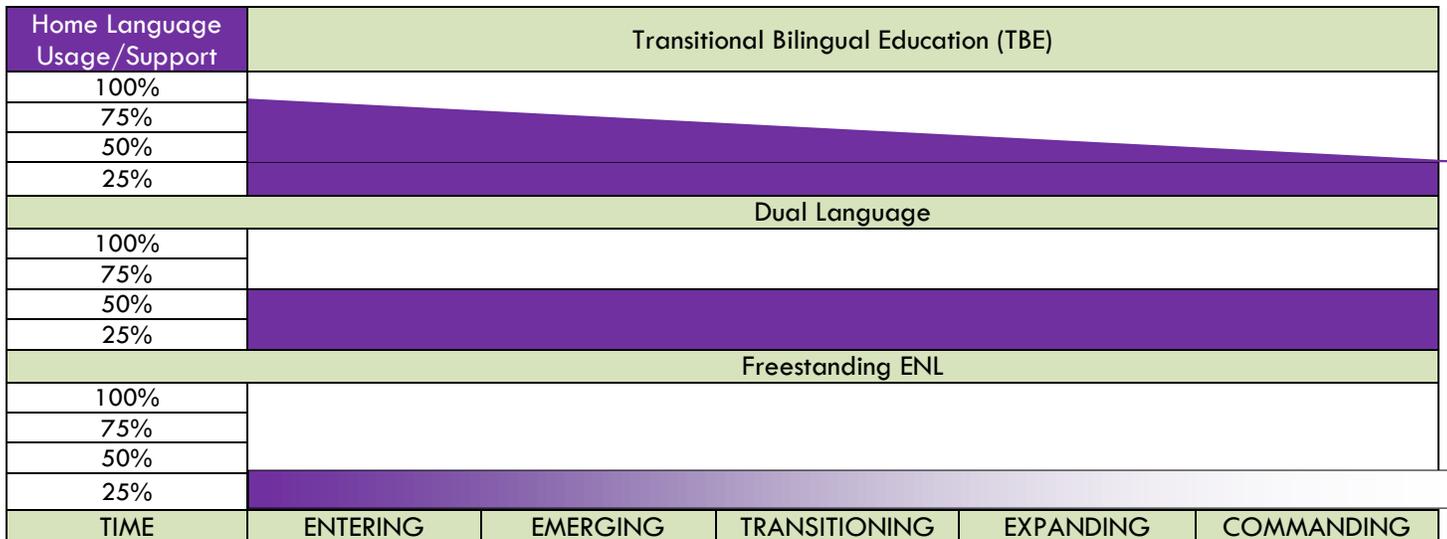


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In the future we hope to continue the use of Achieve 3000 in our school. This targeted intervention and instruction program served the needs of our ELLs and provided differentiated instruction in grade level content and grade-appropriate text complexity in English. Currently we offer small group intervention, Extended Day program, Saturday Academy and expanded learning time.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program here at M.S.584 is highly effective based on the progress, growth and language acquisition that the ELLs have achieved in both content and language. The ENL program is able support the academic demands and linguistic demands that the students are learning in ELA, Math, Social Studies and Science. Students are linguistically prepared to negotiated ideas, participate and contribute to discussion, sharing ideas, completing written and reading assignments etc. All teachers are made aware that they are teachers of ELLs and are given the most recent NYSESLAT results/levels of their ELLs students and are given specific ELL strategies to incorporate into their lessons so that ELLs are ensured access to the curriculum.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year we will consider purchasing the Rosetta Stone program for our newcomer ELLs. This language acquisition program is a good program for students to practice everyday English conversations. It strengthens their language proficiency and literacy skills
13. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are informed and encouraged to be participate in our CCM after school program. The program is designed to assist students with projects and home work help and academics. Also, the ELLs participalt in our Extended Day program that offers academic work in small groups.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELLs have access to the activites we provided are all requested in the school community and therefore the parents are involved. The most updated, modern computers in our school. All teachers are equipped with and constantly use smart boards for instruction to support ELLs and all students. The teachers all incoporate realia, picture cards and manipulatives in their lessons to supports ELLs. Bi-lingual glossries, dictionaries and books are all available in the students native language for support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The primary language is limited but used strategically in instruction to ensure that students understand task directions, pay attention to cognates, and master language learning and metacognitive strategies.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. In ESL, the content area subjects are delivered by the use of content area vocabulary and scaffolding techniques. The ESL provider frequently articulates with the teachers and plans lessons that support difficult vocabulary and concepts. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our school will begin an orientation before the beginning of the school year for newly enrolled ELLs and their families. We will host a brunch or lunch event to welcome them. There they will be orientated with our school rule, expectations etc. They will also get a tour of the school building and lastly we will have a Q & A session. This will include the ESL instructor, and either the parent coordinator or the counselor. Once the school year begins, we will do another event like this for ELLs enrolled during the school year.
19. What language electives are offered to ELLs?

NA
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our school intends to consult the calendar of PD dates for the current year and send our ESL teacher as well as ELL personnel to all PD and workshops given by the Department of ELLs as well as by the state. This will include the assistant principal, the common branch teachers, the paraprofessionals. We will also look into in-house PD if possible during staff development on Mondays.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ELL Teacher is quite proactive and regularly attends any PDs given by the Office of ELLs during the school year. The PDs will support teachers of ELLs because they will have knowledge about research based strategies, activities, that support the Common Core and are aligned with instruction for ELL academic success.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school will consult the calendar of PD for the guidance counselor to attend, to support the best practices while working with ELL families in order to offer advice, guidance and resources in their Home Language when choosing high schools that best suite their needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school will send teachers to workshops dedicated to language acquisition including the best practices for integrated language and content instruction for ELLs.

C. Parental Involvement

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

Our school will set individual meetings with each ELL parent during the mandated minutes on Tuesdays that we have deicated to parent out reach and meetings. The ELL teacher will use the Translation Unit if necessary for interpretation services. She will discuss goals for the program, language proficiency assessment results and language development needs in all content areas.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We will retain our records for the annual individual meetings with ELL parents in the ENL department. Such documents will include letters, follow up phone calls made and in person meetings. If possible, we will use in house staff to interpret and translate as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement is low because parents are at work after school hours. Progrmas that we offer that forster involvement are GED program, Adut Computer Classes, 77th Precint program, Berean Baptist Church, Interfaith Hospital, Cornell Nutrition Program.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? NY City Community Learning Schools, GED program, Adut Computer Classes, 77th Precint program, Berean Baptist Church, Interfaith Hospital, Cornell Nutrition Program.

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

The needs of the parents are evaluated by their spoken and written requests as well as surverys. Since our school is a CLS, the needs are expressed at school as well as in the community. The Parent coordinator is responsible for outreach and parent involvement. The cordinator actively seeks inquiries and feedback about new ideas parents contribute to the school.

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

The activites we provided are all requested in the school community and therefore the parents are involved because they actively have expressed an interest in these programs that meet their needs. The parent coordinator works closely with the parents to complete forms and surveys of new ideas or programs that have been requested or of interests. The activites we provided are all requested in the school community and therefore the parents are involved. A great number of our parents don't have acces to higher education, so the GED and Adult Computer Classes address their need for literacy skills.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>584</u>		School DBN: <u> </u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gileyan Hargrove	Principal		9/28/15
	Assistant Principal		
Wanda James	Parent Coordinator		9/28/15
Damali Weekes	ENL/Bilingual Teacher		9/28/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ariane Barnet	School Counselor		9/28/15
Evelyn Santiago	Superintendent		9/28/15
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: School Name: **Granville T.Woods**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

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

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

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

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

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

Here at M.S.584, we give parents a Language Preference Sheet which asks them to state the language they want to receive written and oral communication in.

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

English, Spanish, Arabic

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.)

The documents that require translation are newsletters, calendars, after-school program information, New York State testing memos, Field trip memos, parent-teacher conference letters.

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.

Typically this school has Parent-Teacher conferences, monthly PTA meetings, Nutrition Workshops, Stress Management Workshops, Parent Volunteer Day.

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.

Our school will meet the identified written translation needs by contacting the Translation & Interpretation Unit

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.

Our school will meet the identified interpretation needs by over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

Our school will conduct a mandatory training/PD for all staff on steps and instruction of how to use translation services and the over-the-phone interpretation services.

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

Our school will post the Welcome Poster at the entrance of the school building for parents to visibly and read. We will Give each family a Parent's Bill of Rights during the first Parent Teacher Conference of the year in September as well as the Parents' Guide to Language Access. We have a plan to Have the Language ID Guide readily available and kept at the security desk and main office for all visiting parents and families.

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)

Our school will give parent surveys, questionnaires, secret suggestion boxes, competitions for ideas that are selected and implemented, brainstorming breakfasts for ideas and suggestions on how to improve available services, feedback Fridays for parents to come in and give feedback about what services are beneficial and which are not.