



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

**DBN: (i.e. 01M001):**

**13K596**

**School Name:**

**MS 596 PEACE ACADEMY**

**Principal:**

**SAMANTHA CHARLES-PIERRE EXANTUS**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PEACE Academy School Number (DBN): 13K596  
Grades Served: 6-8  
School Address: 300 Willoughby Avenue, Brooklyn, NY 11205  
Phone Number: 718-230-3273 Fax: 718-230-0173  
School Contact Person: Theo Collins Email Address: TCollin4@schools.nyc.gov  
Principal: Samantha Exantus  
UFT Chapter Leader: Charles DeGregorio  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Erin O'Leary, Center for Supportive Schools**

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place, Brooklyn, NY 11238  
Superintendent's Email Address: [Bfreeman6@schools.nyc.gov](mailto:Bfreeman6@schools.nyc.gov)  
Phone Number: 718-636-3284 Fax: 718-636-3266

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: [Bfirzge2@schools.nyc.gov](mailto:Bfirzge2@schools.nyc.gov)  
Phone Number: 718-935-3954 Fax: 718-935-4214

## 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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	Samantha Exantus	*Principal or Designee	
X	Charles DeGregorio	*UFT Chapter Leader or Designee	
X		*PA/PTA President or Designated Co-President	
X	Kathleen Green	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Erin O'Leary	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		Parent	
X		Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X		Parent	
X		Parent	
X		Staff	
X		Staff	
		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.

Purpose Ethics Advocacy Community Environment (PEACE) Academy is located in Bedford Stuyvesant, Brooklyn, co-located with a District 75 satellite school MS 369, traditional high school Brooklyn Community Arts and Media, and a transfer high school Brooklyn Leadership, within the Francis Scott Key 117 campus. Our community consists of 48 students: 76% African American, 18% Latinos, and 5% Asian. Our special populations include 19% students designated as English as a New Language, and 27% Special Education. Historically, students enter the school with average state-wide proficiency scores in both English Language Arts and Mathematics.

The mission and vision of PEACE Academy Middle School 596 is to ensure that each child is treated as a valuable human being. We believe that each child is a valuable human being whose voice and actions can change the world. PEACE Academy will empower students to be future leaders through the expertise of dedicated educators who are committed to providing rigorous, differentiated curriculum that promotes academic achievement, social development, as well as personal growth. Working together as a community towards creating a positive impact on our world, PEACE Academy students will graduate prepared to succeed at competitive high schools, colleges, and excel as citizens of the world.

PEACE Academy promotes academic achievement through strategic use of student data. When educators understand where students are academically, we can purposely tailor an academic program that builds upon foundational skills, utilizes best pedagogical practices, and optimizes student learning. Recognizing that pedagogy is key, teachers participate in daily professional learning communities; examine students' work in weekly inquiry team meetings; receive professional development weekly; work with coaches through School Improvement Grant partners Cambridge Education and National Urban Alliance; and attend off-site professional development workshops. Through this multi-pronged approach, teachers benefit from a multitude of best practices that are differentiated to their professional needs.

Our areas of greatest improvement from the Framework for Great Schools for this year were in Supportive Environment and Collaborative Teachers, as evidenced by ratings of Proficient in 3.4 (Establishing a Culture for Learning) and 4.2 (Engage in structured professional collaborations) on the Quality Review. In July 2014, PEACE Academy received a School Improvement Grant, which allowed Cambridge Education and National Urban Alliance (NUA) to partner with the school to strengthen teachers' pedagogy. We are currently evaluating the scope of the partners' work so that support can be aligned as we transition to an International Baccalaureate (IB) school. Previously, we were rated Developing in both of those areas. Through programming with students in mind (literacy intensives, math intensives, and STEAM classes to help build students' skills in core content areas) and embedding teacher team meetings and educational consultant support into the school day, we grew from developing to proficient. Strong Family-Community Ties continues

to be a struggle for our school, as we have a core group of 4-5 parents who regularly attend School Leadership Team and Parent Teacher Association meetings.

The students' school day has been extended by one hour each day for our Extended Learning Time, (ELT) During this hour the students take classes offered by Xposure. Xposure teachers pair up with PEACE staff to link what is going on in academic classes with artistic/creative classes. Students are able to choose between coding/illustration, music production and dance, as long as their grades are up to par. If they are struggling academically they are placed in classes to help build their skills. These classes are offered by LEAP, who is more of a literacy program and Salvatory, who is a Math/Science based program. Additionally, students are pulled out in small groups to work with their academic teachers if they are struggling.

In July 2014, PEACE Academy received a School Improvement Grant, which allowed partners Cambridge Education and National Urban Alliance to partner with the school to strengthen teachers' pedagogy. We are currently evaluating the scope of the partners' work so that support can be aligned as we transition into an International Baccalaureate school.

During our after school, extended learning time, our students received one additional hour of math and ELA support through Sport and Arts in Schools Foundation. Once students received the academic services, they had the opportunity to engage in recreational activities such as drumming, vocal music, and basketball. We compiled weekly and monthly data to compare results from week to week and month to month and noticed an increase in student attendance during after-school ELT, as well as an increase in homework completion, resulting in increases in academic outcomes. We disseminated data, discussed and planned strategies to enhance the ELT programs.

ELT during lunch time: We offered lunchtime learning time to all identified students in need of academic progress. During this voluntary lunch learning time, teachers offered students opportunities to work in cohesive small groups in the area that had been assessed and identified. Using the grade marking period reports and teacher made assessments as well as, data gathered from different tools such as: ACHIEVE 3000 and Assessment and Learning in Knowledge Spaces (ALEKS) students were given action plans specific to their needs and struggles. These action plans were discussed and created with teachers' input to assist our students succeed. As a result, the impact we have seen is in the small group tutoring, student plans for success, and technology tools such as ACHIEVE 3000 and ALEKS there was an increase in student performance across the marking periods.

The Saturday Academy was created to offer students extra resources in Math and ELA.

All the above mentioned programs were developed to offer additional support. The support was strategically planned according to students' individual needs. We grouped students based on their individual needs. Where we saw that needs were almost identical we grouped them together in small groups in order to address their particular needs and work on the skills together at their own pace but offering an academic rigor in alignment with our New Common Core State Standards.

Additionally, for enrichment we offer Broadway Junior to students who are interested in the performing arts. Teachers received training from Broadway Junior on how to facilitate theatrical performance, and work with students at least twice weekly, starting in January, to prepare for a June Broadway Junior production.

Our Renewal Schools Partner, the Center for Supportive Schools (CSS), will support students' social-emotional growth through providing two social workers. In addition, they will facilitate and oversee the Peer Group Connection, a program in which 9<sup>th</sup> graders are trained to mentor 8<sup>th</sup> graders. CSS will also assist in creating a Student-Family Advisory, so that parents are given the supports necessary to facilitate their children's success.

### 13K596 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	47	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	3
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.1%	% Attendance Rate			87.1%
% Free Lunch	86.4%	% Reduced Lunch			1.1%
% Limited English Proficient	15.9%	% Students with Disabilities			22.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			76.1%
% Hispanic or Latino	18.2%	% Asian or Native Hawaiian/Pacific Islander			4.5%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			1.58
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.7%	Mathematics Performance at levels 3 & 4			5.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Findings</b></p> <p>Quality Review Report 2014- 2015</p> <ul style="list-style-type: none"> <li>School leaders and faculty are aligning curricula with the Common Core Learning Standards, content standards and the instructional shifts. The school is working to embed rigorous habits and high- order thinking into curricula and tasks across grades and subjects.</li> <li>Across classrooms, teaching practices are beginning to reflect a set of beliefs about how students learn best. Teaching strategies inconsistently provide multiple entry points into the curricula</li> <li>Across classrooms, teachers use and create rubrics and assessments inconsistently. Teachers’ practices also reflect inconsistent use of on-going checks for understanding limiting the feedback to students and adjustments to instruction.</li> </ul>		
<p><b>Impact</b></p>		

In an effort to address curriculum alignment, the school used non-School Improvement Grant funding streams to purchase NYCDOE-vetted, CCSS-aligned curriculum: Teachers College Reading and Writing Project for ELA, Engage NY A Story of Ratios for math, Holt World History for social studies and Glencoe Science.

#### Middle School Quality Snapshot 2013-2014

- Students with special needs demonstrated an excellent rate of progress on the State English and math test compared to other students who scored at the same level the previous year.
- There was effective movement of students with special needs to less restrictive environments .
- The math median adjusted growth percentile surpassed the average of the pool of historical results achieved by both peer and city schools

We are embedding rigorous habits and higher order thinking into curricula and tasks across grades through:

- on site professional learning around Depth of Knowledge questioning
- on site professional learning on actionable feedback to students
- the use of protocols during classroom instruction to increase student to student discussions, and during department/grade meetings to assess task alignment to CCSS
- teachers' participation at Lab-site schools to observe and analyze embedded best practices
- Teachers' intra-visitation to observe their peers who utilize best teaching practices such as Socratic Seminar and student-centered lessons to build capacity and promote cohesive pedagogical moves across grades

As a result of an aligned usage of rubrics and assessments, teachers now meet twice weekly to assess the alignment of their performance tasks to the NYSED CCSS and analyze student work around those assessments. Teachers' findings from these meetings are used to create targeted scaffolds during literacy intensive, math intensive, and STEAM classes (each meet three times a week, respectively). Professional learning time is spent on examining and deconstructing the CCSS, with additional coaching from the assistant principal.

#### **Supporting Evidence**

3.2 - As students' performance on statewide exams has historically been less than proficient, the school used non-SIG funding streams to purchase NYCDOE-vetted, CCSS-aligned curriculum: Teachers College for ELA, EngageNY for math, Holt for social studies, and Glencoe for science. Recent reviews of the school during our official NYC DOE Quality Review cite faculty are aligning curricula with the Common Core Learning Standards, content standards and the instructional shifts.

The school is working to embed rigorous habits and high-order thinking into curricula and tasks across grades and subjects. We are accomplishing this through:

- professional learning around Depth of Knowledge questioning,
- professional learning on actionable feedback to students,
- the use of protocols during department and grade meetings which assess alignment to CCS,

- through the Network, teachers' participation at Labsite schools with embedded best practice
- Network-offered professional learning.
- Teachers' inter-visitation to other classrooms in the school which utilize best teaching practices such as Socratic Seminar and student-centered lessons

Throughout the year, teachers meet twice weekly to assess the alignment of their performance tasks to the NYSED CCS and analyze student work around those assessments. Teachers' findings from these meetings were used to create targeted scaffolds during literacy intensive, math intensive, and STEAM classes (each meet three times a week, respectively). Professional learning time was spent on examining and deconstructing the CCS, with additional coaching from the assistant principal.

A CFN review of curriculum is conducted by experienced Achievement Coaches as a means to look for alignment of implemented performance tasks to the CCS. Each teacher submitted a task, rubric, and set of work to the CFN for collegial review for alignment to the CCSS and the average score was 48%, meaning, teachers' performance tasks were examined, using a CCS task alignment tool... and rated based on the extent of CCS alignment.

To address the lack of CCSS-alignment the CFN identified in the instructional core, the school increased the amount of time teachers had for collegial collaboration and inquiry, from one department meeting per week to two. Cambridge Education was tasked with supporting teachers' content knowledge and designing coherent curriculum to more closely align to the common core.

As a result, the impact we have seen is improved planning by teachers and increased alignment between the planned curriculum and the delivered curriculum which is leading to improved student engagement in learning in a number of classrooms, as evidenced by increases in teacher practice within the Danielson competency 3c in observed lessons.

3.3 - In addition to 80 minutes for professional learning and collaboration every Monday, teachers had 86 minutes of common time during department meetings this school year in which they used protocols to examine project alignment to the common core during one 43 minute session, and analyzed student work to determine the extent of mastery of those project-based tasks. The findings of this work were used to provide scaffolds and interventions to students during literacy intensives, math intensives, and STEAM classes, 3 times a week, respectively.

Teacher grade teams examined Item Analysis data at the beginning of the school year, and a mid-year, CCS test simulation mid-year to determine extent of mastery of CCS, as well as to prioritize standards to inform their instruction throughout the semester.

At the conclusion of each marking period, teachers were required to create student plans for success for every student not demonstrating mastery, as evidenced by a 70% average in core courses for marking period 1, a 75% average in core courses for marking periods 2-3, and an 80% average in core courses for marking period 4. As a result, teachers and administration crafted individualized plans for success around content-specific performance targets with articulated teaching strategies and resources to amplify student learning outcomes. The impact we have seen is an increase in students achieving an 80% average, as well as a school-wide increase in proficiency of citing textual evidence to back up claims, arguments, written and spoken responses.

Team leaders met quarterly with the principal and an Inquiry Facilitator to share best practices and troubleshoot team or procedural challenges. This work was supported by SIG partner Cambridge Education, who met with Teacher Leaders individually, as well as a group, to help them identify and implement scaffolds to improve student outcomes. We attribute the increased student performance outcomes partially to the work of the teacher leaders.

3.5 - Job-embedded coaching for teachers including work with teacher teams and assessment for learning - 24 days

Cambridge consultants worked to observe teachers and learning in classrooms and then provided timely feedback. The feedback was always actionable with strategies and ideas for the teacher to improve their practice and increase student learning. Cambridge consultants conducted walkthroughs to determine the extent to which teacher practices were changing in response to professional development on asking better questions and sharing learning intentions with students. The data shows that some change has occurred in the targeted areas. For example, all teachers are writing and stating learning objectives at the start of each lesson. Although this practice has been established throughout the school, the quality of learning outcomes and strategies for effective and purposeful communication are not yet consistent. The results of this coaching are provide students success criteria and ask students to explain the criteria in their own words before they begin and throughout the learning process, providing exemplars that embody the criteria and performance standards required of the students, asking students to reflect on how later versions of their work have improved from the first versions.

## **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)

In May 2015, PEACE Academy was accepted into candidacy for the International Baccalaureate® (IB) Middle Years Program. We will work with the International Baccalaureate Organization (IBO), as well as our School Improvement Grant partners Cambridge Education and National Urban Alliance to implement the International Baccalaureate (IB) Middle Years Program (MYP). The IB. MYP consist of 8 subject groups; Language acquisition, language and literature, individual and societies, sciences, mathematics, arts, PE/Health and Design. The MYP requires at least 50 hours f teaching time for each subject group in each year of the programme. Through the use of this framework, students will be engaged in interdisciplinary learning, making practical connections between their studies and the real world. This year’s focus will be on executing the Middle Years Program, Teachers College Writing Units of Study, myOn digital libraries and the Engage NY Story of Ratios program in mathematics. The result will be using a range of resources to strengthen literacy and math skills while implementing units that require students to conduct comparisons, analysis, argument, research and other relevant real-world tasks.

The IBO will support schools implementing CCSS in several ways:

- Guidance related to how an IB education supports the goals of CCSS
- Mapping studies conducted on IB programs
- Online curriculum tools
- Professional development

- Research studies
- Engagement with key experts
- Representation and consultation at multiple levels

The impact we expect to see next year is that teachers will be able to:

- focus and align curriculum around essential standards;
- diagnose learning patterns in students;
- develop exemplary lessons that are shared across the school;
- improve lesson design and assessment design skills;
- use planning time effectively and efficiently; and
- build a culture of collaboration at the school

The evidence of this should be seen within teachers' unit, weekly, and lesson plans; reflected in minutes of department and grade team meetings; and an increase in Danielson components 1e, 3b, 3c, and 3d.

As a result, students will be able to meaningfully engage in problem-based inquiry, which is aligned to the rigors of the Common Core.

To assess the the growth of the students, the school has created an assessment calendar where the students take assessments every 6-8 weeks to see their progress. These assessments will be done through one on one reading assessments done by one of the teachers, NYC performance task, Gates MacGinitie and Scantron Performance Series. The teachers will meet during common planning time, twice a week, to review the assessments and plan out next steps. Using the data from the assessments teachers will have conversations with the principal to make adjustments to their lesson plans.

Pedagogical practice will follow an inquiry model, using units of study that are vetted by partner IBO schools. Consistency will be supported both by the use of IB-aligned rubrics, as well as time provided for teachers to norm and calibrate their understanding of IB MYP, which will also utilize Teachers College Writing Units of Study and align to the Common Core Standards. We will monitor both students' and teachers' progress of priority CCS and measures of teaching practice (MOTP) through the creation of a standards' based tracker, in which teachers, education consultants, and administration will gather evidence such as student work, formative/summative assessments as well as anecdotal evidence collected from classroom observations, and meet as a team in 6-8 week cycles to evaluate the fidelity to which the curriculum is being implemented, the rate at which students are acquiring mastery of priority CCS, and pedagogical practices, outlined in Danielson's Framework for Effective Teaching, to assess the effectiveness and rigor of teaching and learning.

ELT will support the implementation of IB MYP through facilitating experiences in media/film production and the arts through the lens of advocacy. Specifically, students' participation in ELT will support our mission of advocacy, community service, and the IB concept of International Mindedness – the ability to view complex issues through a variety of perspectives.

During the ELT time students will be grouped based on the above assessments After each assessment period students will be shifted to help with a need/skill they need to improve on.

### Part 3 – Annual Goal

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

By June 2016, through the implementation of CCLS aligned curriculum in Math and ELA areas, with the support of IB MYP and TC Writing Units the average ELA proficiency rating will increase from 2.08 to 2.15 and the average Math proficiency rating will increase from 2.07 to 2.15 as measured by end of year NYS Assessments.

### Part 4 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Work with Cambridge Education, IB and Renewal (DSR) to create a Professional Development Calendar to aid teachers to better their teaching and assessment strategies and to more efficiently use data collected and turnkey best practices from outside PDs that teachers attend.</p>	<p>Teachers, Admin</p>	<p>September-May</p>	<p>Admin, Cambridge Edu.</p>
<p>Students will be given assessments every 6-8 weeks in order to assess where they are. Teachers will use this information to make adjustments to their unit and lesson plans. The Data Specialist will analyze the interim assessments and create student success plans. Data specialist will also create individual action plan for parents and an item analysis of the assessments.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Admin, Teachers</p>

Special Education teacher will be in all English classes and in the 6th grade Math class in order to address the needs of the students with special needs. She will also plan with the English and Math teachers in order to differentiate lessons and activities to meet the needs of the struggling students	Teachers, Students with Special Needs	September-June	Admin, Teachers
Students will receive 4 Progress Reports and 4 Report card this year to help them and their families monitor their academic. Teachers will set goals with the students after each progress report and see if these goals have been met when their report cards are handed out. If goals are meet new goals will be set, if goals are not meet students will work on new strategies with their teachers on how goal can be met or adjusted.	Teachers, students	September-June	Teachers, students, parents, Admin

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> 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"> <li>• We will utilize Tax Levy, Title I SWP, P/F Set-aside to purchase TC Reading and Writing Units</li> <li>• SIG Grant will be used to fund Cambridge Education, NUA, LeAp and Salvitori</li> <li>• C4E and other funding sources will be used to ensure time spent during the teachers’ schedules for planning and training</li> </ul>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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 assess students’ progress towards a goal of 2.15 proficiency rating through: <ul style="list-style-type: none"> <li>• Teachers College running records in October, December, February and May</li> <li>• Pre and post On- Demand Performance Assessments for narrative, argument and information TC writing units, every eight weeks.</li> <li>• reading comprehension will be assessed and progress monitored using the Scantron Performance Series Assessment as baseline and two interim assessments</li> </ul> <p>- With the assistance of Cambridge, we will monitor the progress of the IB Program quarterly beginning 2nd quarter after the IB MYP staff training.</p>

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

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

**Section 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Findings</b></p> <p>A number of systems of support are in place:</p> <ul style="list-style-type: none"> <li>The Crisis Prevention team meets weekly, reviews office referrals and OORS data, identifies trends and strategizes how to best support students’ social-emotional well-being.</li> <li>Our attendance team, consisting of the guidance counselor, parent coordinator, School Aid, CSS Representative, and attendance teacher, closely monitors trends in students' attendance. Absent students’ homes are called daily, and the Guidance Counselor and Parent Coordinator are instrumental in providing outreach, identifying and referring families for services, and helping families understand the necessity of students’ active engagement in the school community.</li> <li>Students attend an advisory class twice a week; we use the Overcoming Obstacles curriculum and appropriate lessons from various other curriculum . Overcoming Obstacles focuses on the skills that are critical to succeed. Strategies for effective communication, make good decisions, and setting and achieving meaningful goals. The Center for</li> </ul>		

psychotherapy will implement an anger management group for boys. There will also be a social worker and/or a caseworker on school property daily. A H.S. peer mentor group for 8th grade will help with confidence and self-esteem. When young people learn these skills, they become engaged in their learning, are able to graduate high school and college, and know how to advance in a career.

- The school has implemented a point system where students earn points in every class. At the end of the month students with appropriate points are taken on a trip. The trips are tied into a topic they are studying in a class.

- Through the help of CSS the school will have a mental health clinic, which will support the social and emotional needs of the students. This clinic will consist of a full time Social Worker and Case Worker. The Social Worker and Case Worker will be able to refer students and/or their families to resources that will help address their social and emotional needs.

### **Impact**

- An outcome of the crisis prevention team this year was the creation of a school-wide code of conduct to provide a more consistent experience for students. The code was created by teachers, with feedback from administration, and then presented to the staff.

- The impact of educators implementing Overcoming Obstacles is they see grades improve, classrooms and schools become safer, and more students who are prepared for college. Students say that the program improves their self-esteem and helps stop bullying.

- The impact of the point system is holding the students responsible for their actions. Also teachers are given a clear structure for how to manage behaviors in their classes.

### **Supporting Evidence**

- Per the AIR Co-interpretation:

- o There is no system in place to monitor the implementation and effectiveness of the identified resources and strategies to support social and emotional health and development of students.

- o All staff indicated there is a lack of an effective school-wide behavior management program.

- o There is strong evidence that the principal consistently encourages social/emotional supports for students, staff, and families.

## **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?

PEACE Academy shall be seen as a support system for all members of the community, a place all people can make a difference, and learn to advocate for themselves, their families, the community and the world. To support this work, CBOs will seamlessly integrated into the school, and support all stakeholders in building respectful relationships, self-esteem, and a sense of empowerment. Embedding a social worker and guidance counselor within the school community will enhance a supportive environment. The work of the school and CBO will be accomplished through the use of restorative justice practices, which empowers students to resolve conflicts on their own and in small groups, that NUA and Brooklyn Center for Psychotherapy will provide and implement at PEACE. , after school programs that share our vision of advocacy and support that Xposure will provide, and celebrations within the school year that the staff and parents will be a part of.

The impact we expect to see next year is...

- A safer, more caring environment as evidenced by improved scores on our School Survey
- A more effective teaching and learning environment, as evidenced by classroom observations, unit and lesson plans
- A greater commitment by everyone to taking the time to listen to one another, which will be a focus of our advisory program.
- A reduction in bullying and other interpersonal conflicts, as evidenced in Office Discipline Referrals
- A greater awareness of the importance of connectedness to young people, as seen in students' participation in their IB year-long community project
- A perception of belonging, feeling valued by peers and significant adults, as documented on NYC Learning Environment Surveys
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people, as seen in reduction of OORS data
- A greater confidence in the staff team to deal with challenging situations, documented in fewer Office Discipline Referrals and increased Measures of teacher practice (MOTP) in Danielson's component 3c. Engaging Students in Learning

This work will be supported by NUA, who will build upon teachers' capacity to incorporate student voice into their planning and execution of lessons. One strategy NUA will use is assisting teachers in embedding thinking maps into lesson planning and execution, which are essential tools in bridging the cultural gap between teachers and students because they address three factors critical to creating a school climate centered around learning:

- Each of the 8 thinking maps facilitates the development of one of the cognitive skills that are critical to learning and are also identified in all CCS as skills students must have (such as generalizing concepts or themes, describing, identifying, categorizing, organizing, comparing, analyzing, etc.)
- Thinking maps provide a language about thinking that allows teachers and student to communicate with precision, bridging the cultural gap
- Thinking maps also provide students with the tools for building competence in learning and communicating and learning with confidence.

Additionally, with NUA support, we will include students in professional development and faculty meetings—to get students more invested in their own education.

We will measure the effectiveness of our supportive environment through increased student attendance, students' participation in Peer Group Connection (through the Center for Supportive Schools) and the after-school program, as well as fewer incidents reported in OORS.

### 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.

In order to improve rigor in all classes and for students to feel better about their classes, the daily attendance rate will increase from 87.1% to 91.3 % for all students. This will be achieved by June 2016 as measured by data from student sorter.

### Part 4 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Americorp worker will have a group of 20 students that have attendance and/or behavior issues during the first month of school, that she will be mentoring on a one to one basis.</p>	<p>20 targeted students</p>	<p>October 2015 – June 2016</p>	<p>Center for Supportive Schools, administration, Americorp worker</p>
<p>Weekly attendance meeting where data from the student sorter data is reviewed. Based on the information in the Student Sorter next steps are generated for each child, the group is concerned about. Student sorter is a document that CSS manages. It contains the students attendance and any interventions the student is receiving.</p>	<p>All students grades 6-8</p>	<p>October 2015 – May 2016</p>	<p>Center for Supportive Schools, administration, teacher leaders, staff</p>
<p>Cambridge Education conducts observations of teachers and gives them feedback on their classes. Cambridge also holds whole staff PDs around effective rigor.</p>	<p>All students grades 6-8</p>	<p>October 2015 – May 2016</p>	<p>Administration, teacher leaders, all staff, Cambridge Education</p>

National Urban Alliance (NUA) will provide teachers professional learning sessions, including whole group, small group, and 1:1 coaching, in the area of eliciting high intellectual performance and amplifying student voice -	All students grades 6-8	October 2015 – May 2016	NUA, administration, teachers
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Restorative Practices PD is paid centrally. SIG will fund NUA support. CSS will spearhead the case management model and Peer Group Connection.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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 monitor and compare to the previous year’s data:											
<ul style="list-style-type: none"> <li>● Attendance data across grades and school</li> <li>- Review data from the Student Sorter</li> <li>● Student participation in Peer Group Connection</li> <li>● Office Discipline Referrals</li> <li>● OORS data</li> <li>● Evidence of NUA strategies in lesson plans, unit plans, and in classroom observations.</li> </ul>											
<b>Part 6b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>Per our 2014-2015 Quality Review - The majority of teachers are engaged in structured, inquiry based professional collaborations. Distributed leadership structures are in place at PEACE Academy.</li> <li>Per the AIR Co-interpretation: <ul style="list-style-type: none"> <li>o According to interview and survey data, teachers have identified they need additional supports for collaboration. 1) Formal grade-level meetings; 2) Interdepartmental collaboration</li> <li>o Teachers would benefit from more training and capacity building, but staff interviewed reported there is very strong instructional leadership.</li> <li>o Respondents stated the math department is supported by colleagues and enjoy teaching math. These teachers share ideas and feel the school supports co-teaching and collaboration between general and special education teachers.</li> </ul> </li> </ul>		
<p><b>Impact</b></p> <p>As a result of teachers regularly meeting, collaborating and supporting one another, they are strengthening their instructional capacity and ensuring their voices are heard in decisions that affect student learning.</p>		

## Supporting Evidence

- During the content team meeting observed, teachers looked at student work vis-à-vis a rubric for reading standard 6.2 (central idea). They discussed their observations of the trends in student work and shared possible next steps with one another. One of the next steps shared in the group was to keep chunking the texts because when they are long, students tend to get things confused. Another shared next step was to show students different key details for one central idea and work with them to identify which ones support the central idea the best.
- The teachers in the team meeting were using their observations to inform the upcoming unit which will focus on identifying the central idea of a text. Their next steps will be to use the information from the meeting to adjust the upcoming unit (focus on what the students know and are able to do and supplement the unit with supports to help them learn skill gaps).
- Teachers also meet in grade teams and in other forms of professional development. They meet regularly in small groups and one-on-one when necessary with their SIG consultants (Cambridge Education and the National Urban Alliance). They participate in inter-visitations and outside professional development as well.
- Teacher teams are led by teacher leaders. Four of the ten teachers at Peace Academy are teacher leaders who facilitate the work of the teams. These teacher leaders shared that the administration is very receptive to different ideas the faculty brings to it. Teachers are encouraged to share best practices and make recommendations for school improvement. Teachers lead many of the initiatives in the school. The following are examples of teacher-led initiatives: enhancing the work of teacher teams, enhancing family and community engagement, and building a school culture that supports effective learning.

## Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

Teacher collaboration will be embedded within the school day, and be supported by School Improvement Grant partners Cambridge Education and National Urban Alliance. We will monitor progress of teacher collaboration to impact student achievement through a collaborative approach of data gathering. Administration, education consultants, and teachers will gather evidence and data during each cycle of inquiry. At the end of each 6-8 week cycle, constituents will meet, sharing their data and evidence collected around the CCS, IB MYP, and MOTP focus for that cycle. Constituents will review data and come up with an action plan for the following cycle. Findings and resources will be shared with the community at SLT and PTA meetings.

Cambridge Education will provide support and coaching to the school administration, instructional leaders and teachers around ensuring that teachers are able to make the necessary transitions in lesson planning, instructional practices and implementation of the International Baccalaureate curriculum. Cambridge will assist teachers with MYP program design, which uses two kinds of concepts.

- Key concepts, contributed from each subject group, provide interdisciplinary breadth to the program. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

- Related concepts , grounded in specific disciplines, explore key concepts in greater detail, providing depth to the program. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

The impact of Cambridge’s support around IB will be the exploration and re-exploration of concepts lead students towards:

- deeper understanding of the subject group
- appreciation of ideas that transcend disciplinary boundaries
- engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations

This impact will be measured in student interim, formative, and summative assessments; analysis of student work during teacher team meetings, reflected in the minutes; and in teachers’ interdisciplinary unit plans, weekly and daily lesson plans. Ultimately, the work will guide instructional decision-making and to provide actionable student feedback. Cambridge Education staff will be crucial for managing these projects and their expansion.

National Urban Alliance (NUA) will focus embedding high operational practices th at will facilitate high intellectual performance in students, as well as amplifying student voice within classrooms and across the school. The high operational practices are:

- identifying and activating student strengths,
- building teacher/student relationships,
- eliciting high intellectually performance (intellectual acts that involve the application of a combination of complex thinking processes and dispositions to expand on, elaborate, or create new knowledge, products, or ways of doing things),
- providing enrichment
- integrating prerequisites for academic learning,
- situating learning in the lives of students,
- amplifying student voice.

Five sessions will be spent building teacher capacity in these areas through PD, one-on-one coaching, feedback from classroom visits, modeling of teaching practices, and mentoring of school leadership.

Additionally, our plan is to work with NUA as we transition to International Baccalaureate . Their support will help our staff assimilate to components of the MYP IB program, which requires that we act purposefully in helping to support students’ personal understanding, their emerging sense of self and responsibility in their community. NUA’s work on student voice, identifying and activating students strengths, and integrating prerequisites for learning, will be critical in helping us transition to full IB status.

We expect to see a transformation in beliefs about students’ academic potential, improved teaching practices and revamping of school structures to create educational climates where all students learn. Increasingly, teachers will see students’ backgrounds and cultures as strengths, and develop lessons that are relevant to students’ lives.

The entire school community – teachers, students, administrators and parents – will share in continued professional development through meetings to exchange data and set goals to create a climate where learning is supported and celebrated. This is the center-piece of NUA support. Teachers’ expectations of students’ performance – and potential – will be transformed by focusing not only on grades but on demonstrations of higher-order thinking (i.e., critical thinking skills) and high-intellectual performances (through work such as portfolios, art exhibits, science projects).

By implementing the Pedagogy of Confidence, a book that is the cornerstone of NUA, with fidelity educators will know how to focus on students’ strengths to inspire learning and high intellectual performance by:

- using processes that reveal students’ strengths to build on academic areas that need improvement;
- amplifying students’ voices to encourage a growth mindset;
- demonstrating culturally responsive lessons in the classroom to show engagement and motivation;
- reading of complex texts in the content areas;
- writing in the content areas to show understanding and for self-expression;
- vocabulary and comprehension development to construct meaning of nonfiction texts.

By sustaining this partnership we expect to see 25% of teachers using all 6 high operational practices with fidelity, 50% using at least 4 high operational practices with fidelity, and 25% of teachers using at least 2 high operational practices with fidelity. Since our school is so small, we expect all students to participate in the teacher-student shared PDs, with at least 7 NUA sessions dedicated to this work. As a result, we expect student performance to increase in classroom, interim, and statewide assessments.

### **Part 3 – Annual Goal**

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

In order to improve collaboration and foster best practices across PEACE Academy classrooms all teachers will begin to use common language and techniques in all their classrooms. Success in this goal will be measured by the increase in points for domains 1e (Designing coherent instruction) and 3b (Using questioning and discussion techniques) for all teachers.

### **Part 4 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Create teacher schedule with embedded opportunities for common planning time. Teachers will have a professional learning calendar where they will know and understand their expectation after each common planning meeting.	Teachers	October 2015- June 2016	Cambridge Education, administration and teachers
Provide coaching and support to teachers around interdisciplinary planning aligned to CCS and IB MYP and amplifying student voice, with benchmark assessments and mastery targets specifically articulated within 6-8 week cycles	Teachers	August 2015 – May 2016	Cambridge Education, NUA, IBO, administration, teachers
Cycle of inquiry of 6-8 weeks, with specific CCS, Danielson’s component, and content area learning standards tracked on calendar, with teachers and SIG partners presenting data to plan for next cycle of inquiry	Teachers, Cambridge Education, NUA	August 2015 – May 2016	Cambridge Education, NUA, IBO, administration, teachers
An observation calendar will be created for the Principal and AP, where they will observe and give feedback to the teachers around their classes. Cambridge Education will also have model lessons and conduct PD around common problems of practice.	Teachers	October 2015- June 2016	Admin and Cambridge Education

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG monies will fund Cambridge Education and National Urban Alliance support. Support towards IB MYP will come from the principal, IB coordinator, lead teacher (participant in IB conference), and IBO sessions, funded directly through the budget.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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 monitor progress of collaborative teachers through:

- Agendas, minutes, and sign in sheets from staff meeting.
- Notes of visit, aligned to the professional learning plan, from Cambridge Education and National Urban Alliance
- Exit tickets from professional learning
- Evidence of Cambridge and NUA strategies in teachers' units, lesson plans, and observations of classroom visits
- Maintenance of CCS Mastery Tracker throughout cycles of inquiry

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p><b>Findings</b></p> <p>Per the State Review:</p> <ul style="list-style-type: none"> <li><b>2.2 The school has received a rating of for this Statement of Practice:</b> The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</li> <li><b>2.3 The school has received a rating of for this Statement of Practice:</b> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</li> <li><b>2.4 The school has received a rating of for this Statement of Practice:</b> 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.</li> </ul>		
<p><b>Impact</b></p>		

- **2.5 The school has received a rating of for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

### **Supporting Evidence**

- The school leader ensures that the school's goals align to a vision that addresses priorities outlined in the SCEP. A document review, and interviews with staff, demonstrated that the School Leadership Team (SLT), comprised of teachers, parents, school leaders, and a network point person developed the school's long-term vision and SMART goals, aligned to the SCEP. The school leader shared that the SLT targeted these goals based on recommendations from the previous Quality Review (QR) documents, Annual Professional Performance Review (APPR) reports, and school data reports, and that they monitor these goals at multiple points throughout the school year. Further, the school leader shared that she communicates the vision regularly through daily staff meetings, emails, school letters, and agendas for PTA and SLT meetings. A document review demonstrated that in the 2013-school survey, 100 percent of teachers indicated that the school leader "communicates a clear vision for the school" and "makes clear to the staff his or her expectations for meeting instructional goals." The school leader communicates clear goals aligned to a vision, which increases student success.
- The school leader makes strategic decisions to organize programmatic, human, and capital resources. The school leader shared that she collaborated with the assistant principal (AP) and staff to incorporate an extended learning time program for students into the school day. Further, the school established a strategic school-based option (SBO), in which staff and school leaders agreed to begin the school day at 7:40 a.m. with a teacher-student advisory program focused on social-emotional skill development and enrichment in integrated algebra. Additionally, the school leader shared that all students participate in literacy and math intensives, in addition to regular math and English language arts (ELA) instruction, as 95.6 percent and 98.2 percent of students were not proficient in ELA and math, based on prior-year state assessments. Further, the school leader created a Saturday academy from January through June, to provide targeted intervention in ELA and math, and test preparation strategies. The school leader shared that she accesses the human resource procedures of the district, and network resources, to recruit, hire, and sustain personnel that support and contribute to the core values and long-term vision of the school. Additionally, the school leader stated that she is committed to a low student-teacher ratio, which a document review confirmed is currently 9:1. A document review and discussions with the school leader demonstrated that the school leader has prioritized time in the master schedule for teachers to meet at common planning times. For example, teachers collaborate in both department and grade level teams, with common protocols for analyzing student growth and examining instructional practices. In addition, the school leader shared that she worked with staff to structure early dismissal one day per week in which staff participates in targeted PD, based on observations, student behavior, and assessment data. Strategic and targeted decisions to organize fiscal, human, and programmatic resources has led to collaboration, opportunities for PD, and focused academic intervention, which help address the immediate needs of the school community and improves student success.
- The school leader has a fully functional system in place aligned to the district's APPR process to conduct observations and provide teachers with feedback based on student data. The school leader shared that she works with teachers to set individual goals and to create a calendar of formal and informal observations, which includes six to eight observations per teacher. Further, the school leader stated that the AP and school leader work with a network provided coach to calibrate their implementation of the Danielson criteria for evaluation. In the vertical team meeting, teachers reported that school leaders are in their classrooms every day, and that school leaders provide teachers with consistent observation feedback within 48 hours that is both supportive and constructive. A document review confirmed this, as 77 percent of teachers in the 2013 school survey agreed, "School leaders give me regular and helpful feedback about my teaching." Additionally, the review team found evidence that school leaders provide actionable feedback to teachers and recommend next steps to support their growth based on the Danielson framework, such as "embed classroom routines through consistent reminders and visual cues," and "establish protocols for how students respond to questions and have class discussions." The school leader shared that she enters the observation data into the district's Advance system, which generates reports to support trend analysis and helps the school leaders set agendas for teacher meetings and PD. A document review

demonstrated that the school leaders provide staff with PD in multiple formats that include staff meetings, common planning time, direct instruction, presentations, job-embedded coaching, and formative feedback. The school leader reported that she uses observation data to make staffing decisions such as reassignment, co-teaching assignments, counseling, and dismissal procedures to ensure that all students have the most qualified staff to improve student academic achievement. A fully functional observation system ensures that administrators and staff are held accountable for continuous improvement, which improves student achievement.

- The school leaders do not consistently use evidence-based systems and structures to examine and improve critical school-wide practices. A document review demonstrated that several evidence-based structures are in place to support school-wide practices, including a student-work analysis protocol, intervention referral, collaborative inquiry protocol, feedback on instructional practices, and student progress reports. However, through a document review and interviews with school leaders, staff, and parents, the review team found that leaders do not consistently monitor the effectiveness of these systems, specifically in relation to the school's ability to improve and increase parent involvement, community partnerships, instructional practices, and student behavior. Inconsistent monitoring of evidence-based systems limits the school's improvement toward critical goals, which hinders student success.

## **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 principal meets with Cambridge Education one on one and together they discuss the needs of the school as well as how data is incorporated in to the professional development plan. The principal also discusses her observation and the struggles and next steps the teachers were given. With this information Cambridge then plans for their next visit with their whole team and the things they are to look for and the support the teachers need. Cambridge is emailed after every common planning meeting and Monday, after school PD so they are aware of what is going on in the school weekly.

### **The Principal**

There will be an International Baccalaureate training on November 3, 2015 for the entire staff. Parent orientations and workshops will be held throughout the year to introduce families to the expectations and rigors of IB MYP, as well as to provide resources to families. With this framework in place school leadership and teachers will use common language and everyone will know/understand the expectations in the classrooms. When doing observations school leaders will be looking for these best practices and common language.

The MYP's educational approach is broad and inclusive. It provides a framework that can accommodate a wide variety of teaching strategies and styles, provided they are driven by a clear sense of purpose and a commitment to student inquiry.

Administrators and teachers should recognize that:

- school-wide adoption of the MYP approach will require change not only in the classroom but throughout the school
- the process, as with any change that requires people to examine and modify their practice and thinking, is likely to be slow and challenging
- engaging in this process of change will have a beneficial impact on the whole school, individual teachers and, most significantly, on the quality of student learning
- the process of change in teaching practices will require substantial support from all teachers and administrators.

In IB World Schools, all staff as well as students should be committed to learning and to developing international-mindedness.

To achieve this, staff and students must be encouraged to identify problems and seek solutions in the pursuit of continuous improvement towards common goals.

In implementing the MYP, three main strands initiate and drive school change.

1. The MYP unit-planning process: As part of the written curriculum, all teachers must use a unit-planning process that focuses on inquiry, conceptual understanding and global contexts for learning.
2. Collaborative planning: The requirement for collaborative planning both within and across subject groups ensures common understandings and common approaches to teaching and learning in the school, leading to a coherent learning experience for students. Collaborative planning also allows for the development of interdisciplinary learning initiatives, demonstrating to students the need to use concepts, knowledge and skills from different disciplines in order to solve problems.
3. MYP assessment: Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigor.

The specific responsibilities of the MYP coordinator will vary depending on the number of students and teachers, the type of school and its management structure. However, the MYP coordinator must have a job description, release time, support and resources to carry out the responsibilities of the position and must be part of the school pedagogical leadership team.

Successful implementation of the program will include the creation of an **MYP educational team**, or steering committee, to assist the MYP coordinator and ensure involvement of the school leadership. At times, the MYP educational team may include parents and students. The school leader will work with the MYP educational team to ensure tasks are delegated and completed efficiently and with fidelity.

The MYP educational team's function can be to consider implementation and development issues, such as:

- creating and reviewing the school's action plan

- allocating resources and establishing priorities
- allocating meeting time for planning, timetabling or scheduling
- orienting and training new teachers
- assessing professional development needs
- providing individual teacher support
- reviewing the curriculum and curriculum documentation and development in the school
- planning for the personal project (or the community project), including the allocation of supervisors
- preparing for regular program evaluation.

The MYP coordinator is responsible for monitoring the effective implementation of key and related concepts and global contexts in the curriculum. In turn, this monitoring allows the collective discussion of, and adjustments to, the ways in which the school uses and implements this essential dimension of the MYP. MYP coordinators and individual teachers within the school can use a number of tools to help them monitor implementation of the MYP curriculum framework.

- Evidence of reflection in student work, process journals, portfolios and self-assessment documents
- Evaluation of action projects and service learning results
- Staff reflection on MYP units and unit planning
- Review of subject-group overviews

### **Part 3 – Annual Goal**

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

By June 2016, through frequent cycles of inquiry and observation, Danielson's competency 3c, Engaging students in instruction, will improve for all teachers, as evidenced by observations in Advance.

### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Provide staff with on-going IB MYP training, including IB Conferences and job embedded professional learning, monitored using survey evaluations</p>	<p>All Staff</p>	<p>June 2015 – May 2016</p>	<p>IBO, Cambridge Education, Administration, Teacher Leaders, Teachers</p>
<p>Provide staff with training from NUA on the social emotional needs of the students and strategies to help the teachers work with struggling students. NUA and Brooklyn Center for Psycho therapy will also conduct classroom observations and determine specific needs of students.</p>	<p>All Staff</p>	<p>November 2015 – May 2016</p>	<p>IBO, Cambridge Education, NUA, Administration, Teachers</p>
<p>Assess implementation of IB MYP in 6-8 week cycles through progress monitoring of Impact on teachers' competency 3c using the Danielson rubric and students' progress utilizing CCS aligned performance task rubrics.</p>	<p>All Staff</p>	<p>October 2015 – May 2016</p>	<p>IBO, Cambridge Education, Administration, Teacher Leaders, Teachers</p>
<p>Cambridge Education will work with teachers individually as well as in groups around best practices for 3c</p>	<p>All staff</p>	<p>October 2015 – May 2016</p>	<p>IBO, Cambridge Education, Administration, Teacher Leaders, Teachers</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>SIG monies will fund Cambridge Education and National Urban Alliance support. Support towards IB MYP will come from the principal, IB coordinator, lead teacher (participant in IB conference), and IBO sessions, funded directly through the budget.</p>										
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>P/F Set-aside</b></p>		<p><b>21<sup>st</sup> Century</b></p>	<p><b>C4E</b></p>
	<p><b>Title I 1003(a)</b></p>		<p><b>Title III</b></p>		<p><b>PTA Funded</b></p>	<p>X</p>	<p><b>SIG or SIF Grant</b></p>		<p><b>School Success Grant</b></p>	<p><b>Other</b></p>

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, we will monitor Effective School Leadership through:

- Rating interdisciplinary unit plans alignment to the CCS]
- Collaborative inquiry of student-work analysis protocols, intervention referrals, collaborative inquiry protocols, feedback on instructional practices, and student progress reports will be assessed in 6-8 week cycles

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Findings</b></p> <p>The family engagement 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 through weekly phone calls, phone blasts, and backpacked flyers to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school support all parents including families of Title I students.</p> <p>According to the AIR Co-Interpretation, even though teacher outreach to parents has been very successful, there are opportunities to provide more resources and support the parent engagement including community development.</p>		
<p><b>Impact</b></p> <p>As a result of all these efforts, the impact we have seen is consistent participation from a core group of parents who feel the school provides resources necessary to support students and families.</p> <p>Our 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. Our school community conducted an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and</p>		

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.

### Supporting Evidence

The school reaches out to families to:

- Offer materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide 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 our school community;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a designated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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.

## 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?

In addition to continuing the work from 2014-2015, we plan on offering parent engagement activities and workshops that include resume writing, healthy eating, legal and financial workshops for parents. These were identified as necessary through conversations with and feedback from parents. Some of these workshops will be run by teachers who have expertise in these areas, and other workshops will be run by community organizations and our SIG partners.

Additionally, some of this work will be taken up by Renewal School CBO Partner, the Center for Supportive Schools. One initiative we are exploring is **Student & Family Advisory (SFA)**, a research-based, school-wide practice that provides all students in middle and high school with the support they need to feel attached to school, to succeed in school, and to graduate ready for the rigors of college and high quality careers. Through SFA, students and their parents/caregivers

come to know and be known well by at least one adult in the school who provides continuity of care by staying connected with them the entire time they are enrolled in the school.

SFA is implemented as a building-wide initiative that includes all students in the school and their parents/caregivers; teachers, administrators, and other appropriate staff; and high quality support-service providers within and outside the school that are available for referrals and follow-up. Schools form advisory teams that each include 12-15 students and one or two staff advisors. Teams remain intact until students graduate from the school. All adults in a school (working in groups of 15) participate in intensive training sessions, during which they learn strategies and content for facilitating their advisory teams, approaches for providing ongoing support to students and their families, and processes for connecting students and their families to key resources .

The impact we expect to see next year is increased parent participation throughout the school day, a shared understanding between administrators, teachers, and families of what success looks like for individual children, and utilizing parents' strengths as part of an extensive network of support invested in positive academic and social-emotional outcomes, including increased student attendance, fewer office discipline referrals, positive increases in the perception of culture on the NYC Learning Environment Survey, and positive academic performance on benchmark assessments.

As we transition to the IB MYP, we plan to incorporate support for parents and families in the implementation of and support for our students. Tentatively, our plan is to provide parents workshops around:

- encouraging international-mindedness in IB students, starting with a foundation in their own language and culture
- encouraging a positive attitude to learning by challenging students to solve problems, show creativity and resourcefulness and participate actively in their communities
- parents assist in providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues
- supporting the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- how to assist in developing the learner profile— physically, intellectually, emotionally and ethically

As a result, we expect to see increased parent participation and engagement in school-wide events, School Leadership Team and Parent Teacher Association, as well as the establishment of parents as ambassadors for the school community.

### **Part 3 – Annual Goal**

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

By June 2016, through the implementation of Student Family Advisory, we will increase parental involvement in PTA and school-wide events by 20%, as evidenced by sign-in sheets.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implement a family orientation night to in-coming 6<sup>th</sup> graders, which provides an overview of the IB MYP, CBO, and initiatives for the coming year.</p>	<p>Parents</p>	<p>June 2015</p>	<p>Center for Supportive Schools, Administration</p>
<p>Solicit parent feedback about student, family, and community needs; analyze the data; and develop an outreach strategy based upon the data.</p>	<p>Parents</p>	<p>June 2015 – May 2016</p>	<p>Center for Supportive Schools, Administration, Teacher Leaders</p>
<p>Create a calendar of key dates, including academic information, workshops, and celebrations/events, and distribute to school community.</p>	<p>Parents</p>	<p>June 2015 – May 2016</p>	<p>Supportive Schools, Administration, Teacher Leaders</p>
<p>Schedule three parent teacher conferences in November, March, and May to articulate student progress in the action plan as well as discuss how the students are doing with the IB MYP curriculum.</p>	<p>Parents</p>	<p>June 2015 – May 2016</p>	<p>Administration, Teacher Leaders, Teachers, Parents, Students</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>This work will be done through the Center for Supportive Schools in collaboration with administration and the parent coordinator</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>P/F Set-aside</b></p>		<p><b>21<sup>st</sup> Century</b></p>		<p><b>C4E</b></p>
	<p><b>Title I 1003(a)</b></p>		<p><b>Title III</b></p>		<p><b>PTA Funded</b></p>		<p><b>SIG or SIF Grant</b></p>		<p><b>School Success Grant</b></p>	<p>X</p>	<p><b>Other</b></p>

**Part 6 – Progress Monitoring**

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

By February 2016, we will monitor success by attendance at PTA and school-wide events compared to previous years' attendance.

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

## Section 6: Expanded Learning Time (ELT) Program Description

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

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
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By June 2016, students participating in Expanded Learning Time will demonstrate improvement, as measured by an increase in overall ELA and math proficiency of 2.15.
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The ELT program have two components, one voluntary and one compulsory.				
<u>Compulsory Program</u> : All students will be required to stay for an additional hour of instruction, Monday through Friday. This time will be a part of each student’s school day and included in their schedule. This additional hour of instruction will be provided by classroom teachers, supported by community partners, to focus on providing additional academic support primarily for ELA and Math.				
<u>Voluntary Program</u> : All students will also have the option of attending enrichment activities, including arts, sports, and other experiential learning opportunities through 5:30pm each day. Students will be engage in activities provided by a combination of teachers and CBO partner staff. Saturday Academy will also be offered to all students year-round for additional instruction in ELA and Math and enrichment activities. Students will be incentivized to attend through experiential learning trips, linked to the core curriculum.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• What new content areas and opportunities will be offered to students?</li> </ul>

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

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

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

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

For ELA support, students will be divided into sub-groups using the CCLS aligned Independent Reading Level Assessment (IRLA) considering academic gaps within specified areas such as vocabulary, fluency, comprehension, and writing:

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

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

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

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

**How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?**

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

**How will outreach be made to families?**

Families will all receive a program of ELT and enrichment options by Summer 2015. A Parent Focus Group and 6<sup>th</sup> Grade Orientation Community Meeting will be held in June 2015. In August and September 2015, individualized conferences will be held with all students and families to ensure they are able to take advantage of the ELT and Saturday offerings and have the opportunity to address questions. During these conferences, parents will also learn about the specific academic goals the school is working towards with their students and will receive resources about how they can support learning at home.

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

**Part 4 – ELT Program Implementation and Oversight**

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

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
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.

1. Our Community School Director and school administration will be responsible for implementing and overseeing the ELT program. Teachers will support the implementation of programming in addition to selected CBOs, including Sports and Arts Foundation.

2. Community partners will co-teach with teachers and provide additional enrichment activities for students beyond ELT.

3. Student progress will be tracked through 6-8 week data cycles assessing ELA and Math skill development.

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

ELT will begin September 2015 and conclude June 2016. Planning will take place June 2015 through September 2016

**Part 5 – ELT Budget and Resource Alignment**

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

Teachers will be paid per session to support ELT. Additional CBO partners will be contracted by CSS or the school to provide additional services. The school will continue its existing ELT model to provide opportunities for students from 8:00am through 5:30pm each day

**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 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**Part 6 – ELT Progress Monitoring**

<b>Part 6a.</b> 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.
We will monitor success of ELT through tracking students’ attendance and student performance on formative, summative, and interim assessments.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

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

### **Part 1 – The Community School Program Goal(s)**

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

By June 2016, student leadership and parent engagement will increase by 20%.

### **Part 2 – Community School Program Description**

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

All incoming 6<sup>th</sup> grade students and a selected group of 8<sup>th</sup> grade students will be targeted for participation in a peer leadership and mentoring program, Peer Group Connection (PGC). Those students who are chronically absent and whose absence is trending towards chronic absenteeism, will be paired with a mentor to provide regular one-on-one and/or small group support and connect with families on a regular basis to identify needs and connect both students and families to support services in the school and within the community. Additionally, ELL students, students in temporary housing, students transitioning from the juvenile justice system, Special Education students, and other student populations and their parents with unique needs will be matched with services according to their needs. Additional leadership opportunities will be offered to parents through workshops, employment opportunities, community engagement opportunities, and opportunities to support their children’s academic progress in partnership with teachers and school administrators.

**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.

Center for Supportive Schools (CSS) will be the school’s lead CBO partner. In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school’s progress against performance goals, collect school data, and support program evaluation activities and manage partnerships. The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Implement and maintain a process that encourages referrals to programs and services offered at the school
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders

CSS, in partnership with the school, will assess all students' personalized needs to ensure appropriate programming opportunities are provided within the school day and during Expanded Learning Time (ELT).

In-school support for students will be provided through the integration of one or more of CSS's core solutions that provide an integrated focus on academic, social, and emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success. Specific student supports implemented may include:

- an evidence-based intervention that supports school transitions by leveraging older students as leaders and mentors for new and incoming students (Peer Group Connection);
- an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

Working with the principal, SLT, and CST, CSS will identify specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school's current partnerships with CBOs such as Sports and Arts will be expanded to supplement ELT provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to provide ELT academic support in math, science, and ELA that create additional opportunities for students to engage in content and support teachers in developing project-based, engaging instructional practices that can be integrated into

curriculum. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families.

Parents and families will be welcomed into the school's Parent Center, which will provide a safe, supportive place for parents to access resources at the school. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children.

The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other CBO partners, to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model.

### **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.

Center for Supportive Schools (CSS) in partnership with school leadership will implement the Community School program and provide oversight. Key personnel include:

- Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above.
- Ms. Rodriguez, Principal, will provide general oversight and will participate in all SLT and CST meetings.
- Ms. Collins, Assistant Principal, will provide general oversight and will participate in all SLT and CST meetings. In addition, she will support the implementation of Peer Group Connection (PGC) and work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students.
- Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs.
- Representatives from CBO partners such as Sports and Arts, and other identified partners, will provide monthly reports on progress and challenges to the CST in accordance with their service agreements where applicable.

The joint ELT program will be structured as follows:

- Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.

- Partners will be engaged to provide ELT beyond that which is provided by teachers and to supplement teacher-led ELT in targeted areas. For instance, a partnership with Salvadori Center could focus on additional math and science support during ELT and a partnership with LEAP could focus on additional ELA support for students.

CSS will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSS and the school and partners.

CSS will use a variety of mechanisms to track progress. Data will be presented on each outcome in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met. Specific ways to track progress for key outcomes include:

- Successful implementation and operation of the Community School Team will be tracked based on: representative composition from all community stakeholders; number of members committed to the team compared to average meeting attendance; evaluations completed after CST meetings that assess the extent to which each member finds the meetings to be well-managed, collaborative, and productive.
- Increased parent engagement will be tracked based on: participation in Parent Association meetings; participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.
- Increased student participation in expanded learning and enrichment activities will be tracked based on: attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.
- Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.

Increased school resources will be tracked based on: the estimated value of in-kind services rendered; targeted students served before and after implementation of community school strategy and estimated cost per student; and value of additional resources generated for the school to provide community school services and support by CSS and/or other CBO partners.

The success of the CBO and its programs will be evaluated through attendance records, office discipline referrals, OORS reports, and students' performance on report cards.

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

- A Community School Director will be hired by CSS.
- Teachers will be requested to provide support for ELT.
- CBO partners will be contracted to provide additional in-school support and support for ELT to compensate for and supplement the support that can be provided by teachers.

- The school schedule will remain on the same schedule as SY2014-15 with at least one additional hour (the Renewal Hour) added to the schedule for each student.
- To implement Peer Group Connection (PGC), selected 8<sup>th</sup> grade students will participate in a daily peer leadership course. Two to three times per month for 45 minutes, 8<sup>th</sup> grade peer leaders will “push-in” to all 6<sup>th</sup> grade classes to conduct activity-based sessions that support 6<sup>th</sup> grade students’ social and emotional development and help them to positively transition into our school. A full curriculum will be provided by CSS.
- Teachers professional time will partly be used to support students in dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS.
- Additional mental health support providers will be contracted to meet our students’ needs.

Additional professional development for teachers will be provided through CSS and other identified partners, such as Urban Alliance based on areas of teacher need.

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

A needs and asset assessment will be completed July through December 2015.

Partnerships and an effective ELT structure will be in place and communicated with teachers by August 2015.

Peer Group Connection (PGC) will be implemented beginning in September 2015 through June 2016.

Monthly Community School Team meeting engaging parents and community partners will begin no later than October 2015 and will continue through 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students receiving below proficiency on statewide ELA exams (100%)	<p>Targeted intervention for homogeneous groups based upon test history, classroom assessments, and performance on leveled reading assessments through Achieve3000</p> <p>Co-teaching model for students demonstrating highest needs</p> <p>Saturday Academy – mirroring literacy intensive model of repeated readings, building fluency, guided reading and writing</p>	<p>Literacy Intensive classes – small group instruction</p> <p>Small group instruction during ELA classes</p> <p>Saturday Academy</p>	<p>Literacy Intensive – 3x per week during the school day</p> <p>ELA classes – 5x per week during the school day</p> <p>Weekly - Saturdays</p>
<b>Mathematics</b>	All students receiving below proficiency on statewide mathematics exams (100%)	<p>Targeted intervention for homogeneous groups based upon data from math classes and performance on periodic assessments, including:</p> <p>Integrated Algebra – Regents-level class</p> <p>Math Intensive – focus on foundational math skills</p>	<p>Math Intensive classes – small group instruction</p> <p>Small group instruction during math classes</p> <p>Saturday Academy</p>	<p>Math Intensive – 3x per week during the school day</p> <p>Math classes – 5x per week during the school day</p> <p>Weekly - Saturdays</p>

		<p>Co-teaching model for students demonstrating highest needs</p> <p>Saturday Academy – mirroring the math intensive model of focus on foundational skills</p>		
<b>Science</b>	All students receiving below proficiency on statewide ELA exams (100%)	<p>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts, summarizing, acquiring academic vocabulary</p> <p>Co-teaching model for students demonstrating highest needs</p>	<p>Science classes</p> <p>Lunch and after school tutoring</p>	<p>During the school day</p> <p>Lunch and after school tutoring</p>
<b>Social Studies</b>	All students receiving below proficiency on statewide ELA exams (100%)	<p>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts, summarizing, acquiring academic vocabulary</p>	<p>Social Studies classes</p> <p>Lunch and after school tutoring</p>	<p>During the school day</p> <p>Lunch and after school tutoring</p>
<b>At-risk services</b> ( <i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	<p>Students with mandated counseling on IEPs</p> <p>Students who demonstrate a pattern of behavior documented by classroom anecdotal</p>	<p>Counseling provided to students who are mandated to receive</p> <p>At-risk counseling provided as necessary by Guidance Counselor</p>	<p>Guidance</p> <p>Office/SBST Office</p> <p>Guidance</p> <p>Office/SBST Office</p> <p>Advisory classes daily</p>	<p>Weekly as mandated</p> <p>As needed</p> <p>5x per week during the school day</p>

	<p>and/or deans referrals</p> <p>Students with attendance below 90%</p> <p>Students identified by administration or parents as in need of additional assistance</p>	<p>and School Psychologist</p> <p>Advisory – college and career readiness-aligned course centered around skills of highly successful people and growth mindset</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
Teachers go through a three part hiring process that includes a group interview, demonstration lesson and interview with key staff. Effective teachers are provided with leadership opportunities such as becoming a teacher leader as a retention strategy. Teacher Leaders are supported in creating and facilitating professional learning, creating model classrooms and mentoring other teachers. Staff receives weekly professional development and learning time provided by the network, principal and assistant principal, and/or School Improvement Grant partners Cambridge Education and National Urban Alliance.

#### 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>All staff receives professional development that enables our students to meet Common Core State Standards. We employ</p> <p>the following strategies:</p> <ul style="list-style-type: none"> <li>• Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus</li> <li>• Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math</li> <li>• Engaging staff in PDs that focus supports for our subgroups</li> <li>• Deepening teachers' understanding of using data to focus classroom instructional practice</li> <li>• Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions</li> <li>• Creating a structured and research based school Professional Development plan</li> <li>• Working with our network to identify and create high level professional development opportunities for all staff</li> </ul>

- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson’s Framework for Teaching which informs teacher needs and tracks progress

The Professional Learning Plan follows an inquiry cycle, built around Danielson’s competencies 3b. Questioning and Discussion Techniques, 3c. Engaging Students in Learning, and 3d. Using Assessment in Instruction. All teachers receive professional development around planning and assessment from School Improvement Grant partners Cambridge Education is spearheading professional development, small group, and 1:1 coaching around improving teachers understanding and delivering of a coherent curriculum designed to elicit higher order thinking from students. National Urban Alliance provides professional development, small group, and 1:1 coaching on pedagogical practices that solicit high intellectual performance and amplifying student voice within classrooms and the school.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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**3b. TA Coordination with the Regular Program**

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

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**Part 4: SWP Schools Only**

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

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

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**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.

We formed our MOSL committee made up of a heterogeneous group of teachers and the principal. The group met several times over the summer to review assessment options. The principal and UFT representative attending an 8 hour professional development in order to build more understanding. This information was then shared with the MOSL committee and used to identify the different assessment measures. As a full staff, we provided professional development on the different assessment types and how to use them to improve student performance. Teachers are then provided with additional support as needed based on student performance and teacher observations

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	54,673.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$11,008		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	548,854.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP) Template**

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. **PEACE Academy**, 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. **PEACE Academy** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[PEACE Academy**, 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 1<sup>st</sup> 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 <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>596</b>
School Name <b>PEACE Academy</b>		

### 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 <b>Samantha Exantus</b>	Assistant Principal <b>Theodicia Collins</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maria Tejada</b>	School Counselor <b>Barbara Lino</b>
Teacher/Subject Area <b>Jeanette Gonzalez</b>	Parent <b>Anthony Greene</b>
Teacher/Subject Area <b>Charles Degregorio</b>	Parent Coordinator <b>Kathleen Green</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Barbara Freeman</b>	Other (Name and Title) <b>type here</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>49</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	9	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	4			1						0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	4	2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)								3						0
<b>Emerging</b> (Low Intermediate)									2					0
<b>Transitioning</b> (High Intermediate)									0					0
<b>Expanding</b> (Advanced)							1							0
<b>Commanding</b> (Proficient)								1	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PEACE Academy uses Fountas and Pinnell to assess the early literacy skills of our English Language Learners. Based on the data collected, this information is share with all stakeholders, including the general education ELA teacher, the ESL teacher, as well as our AIS teacher in our "Literacy Intensive" classes. Based on the initial Fountas and Pinnell assessment, we can see that the majority of our ELL population who fall within the "Beginner" category can read a Fountas and Pinnell Level L. The trends are shared with the whole staff so that in ELA, Literacy intensive, Social Studies and Sciences classes, literacy skills are strategically targeted in small groups. Our ESL teacher pulls out our ELLs to provide additional targeted support. To ensure cohesiveness within the ESL program, our ESL teacher is tracking weekly outcomes an standard-based student work.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data pattern across NYSESLAT modalities reveal that most of our Beginner students need specific development in Listening and Speaking, while intermediate and Advance students need support in reading and writing. The LAB-R reveals the majority of ELLs entering the school assistance within the Speaking and Listening domains.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The majority of ELL students fall within the "Beginner" category for reading, writing, listening and speaking, we programmed "Literacy Intensive" classes once a week, in addition to student daily English Language Arts classes. Literacy Intensive allows for more targeted instruction for students, based upon their needs in a classroom environment. Additionally, strategic supports are provided through our fee-standing ESL program. Students work closely with the ESL teacher for over 360 minutes a week minimum.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Periodic Assessments reveal our ELL population falls consistently below standards, demonstrating the need for continued, targeted interventions focused around vocabulary building and fluency.
  - b. School leadership programmed literacy intensive classes within the school day, in addition to ensure students receive at least the mandated number of minutes of ESL. Additionally, results of Periodic Assessments are shared with the staff to empower teachers in the creation of strategic grouping and the creation of level-appropriate scaffolds across content areas. Scaffolds and interventions are examined weekly in school wide meeting, using protocols to identify and replicate best practices.
  - c. The school administrators test in native language whenever applicable and/or available. The majority of assessments students are asked to take in English.
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*.]  
N/A
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
**Periodic assessments are available in native languages. A small selection of dual language books are parts of classroom libraries.**
  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?
 N/A
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
**We evaluate the success of instruction programs by looking at scholarship and assessment data through ATS (report REXM for longitudinal data), LAB-R and NYSESLAT data, and then comparing this information with performance in content area classes as well as analyzing performance for specific skills in the Periodic Assessments.**

## 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.  
**Parents enrolling students into the school begin the process in the main office. Based upon the initial intake interview, the Pupil Accounting Secretary, Guidance Counselor, or Assistant Principal identifies whether the enrolling students are new to the country, new to the NYC school system, or previously received ESI services at another school. Parents who need oral translations services are provided by staff volunteers. Teacher Jeanette Gonzalez, and Janett Brown-Washington can accommodate parents who speak Spanish. Parents who need translation assistance in other languages are able to submit a request for oral translation, and services will be provided by the school. Students new to the NYC school system are administered the HLIS survey by the ESL teacher. Based on the results of that interview, students will be administered the Language Assessment Battery within 10 days of student enrollment. Based on the score, a student may be placed in ESL classes. Spanish speaking students are offered to take the LAB-R in Spanish, as well as English. Prior to the beginning of school, the ESL teacher and Guidance Counselor reviews student scores on the NYSESLAT and program students for the appropriate number of ESL courses. Students who are "Beginner" received three ELA/ESL classes; "Intermediate" students receive two ELA/ESL classes and "Advanced" students are programmed for one ELA/ESL class. Students who score "Proficient" may be given support classes, designed to help them to improve their reading and writing skill in preparation for college. Students identified as ELLs are administered the NYSESLAT every spring. Reports run in ATS, ensure that all students identified as ELLs, who have not received a "Proficient" score are tested according to NYS mandates. Due to the small size of our school the Assistant Principal, Parent Coordinator and ESL teacher collaborate in reviewing the REXM (exam history report in ATS), student by student to ensure all ELLs are appropriately identified and given the NYSESLAT. Any student not designated as an ELL, who should be, is reported to the Pupil Accounting Secretary, who makes change in ATR. The Data Specialist also ensures that this information is up-to-date in ATS.**
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).  
**We do not currently have SIFE students in our school.**
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).

For our newly enrolled students with an IEP, the Language Proficiency team will determine the student eligibility for the NYSITELL. Maria Tejada- ENL teacher, Jeanette Gonzalez- Special Education teacher, Janette Brown-Washington- ELA teacher , Kathleen Green-Parent Coordinator, Anthony Green- Parent, Theodicia Collins- AP and Samantha Exantus- Principal will interview the student, review student's work and review IEP and determine SIFE status. Principal and Superintendent will review recommendations for student NOT to be administered 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.  
The Entitlement letters, in both English and in students' home language, are distributed through ESL classes for students who are entitled, and through the Assistant Principal and Parent Coordinator for students who are not.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents of first time entry or re-entry students are informed of the Re-identification process in both English and their Home Language along with notification of their child's placement via letter, sent out by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator. .
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.  
For parents who selected to enroll their children in our school, prior to the beginning of the school year, parents are invited to the Parent Orientation, an advised of the ELL program available at our school and the programs available at other schools in our district. Parents who do not respond to the invitation to our ELL Parent Orientation are contacted in their native language by phone (through DOE translators services) by the Parent Coordinator. When parents do not attend an ELL Parent Orientation, or do not respond to telephone outreach in parent's native language, the school family social worker conducts a home visit, carrying pamphlets from the EPIC toolkit in parent's native language, explaining the differences between Bilingual, Dual-Language, and Freestanding ESL programs. Parents are advised that our school currently only offers a Freestanding ESL program, and of the school that offer alternative programs. The parents are given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices.
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.  
Parent surveys and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator. Parents who do not respond to the initial outreach from the Parent coordinator, the Family Worker is also available to conduct a home visit with staff volunteer who speaks the parent's home language, to follow up and ensure timely collection.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Pupil Accounting Secretary, Parent Coordinator, Guidance Counselor and Assistant Principal collaborate to ensure letters are distributed and collected
9. Describe how your school ensures that placement parent notification letters are distributed.  
Upon completion of the LAB-R, parents are notified of their child's placement via letter both in English and Home Language, sent out by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Entitlement and Placement letters are also kept in the student's cumulative file in the main office. The ESL teacher also receives a copy for her own files.
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.  
Based upon the LAB-R or previous NYSESLAT scores, students designated to take the NYSESLAT are administered the test during the appropriate window. The test is proctored by grades. Teachers administering the NYSESLAT are required to attend trainings from the Office of Accountability, or are given professional development by the Assistant Principal in NYSESLAT testing procedures. Sixth grade students are administered the NYSESLAT for Level 5-6. The section for Reading, Writing and Listening are administered to the whole group (Beginners, Intermediate and Advanced levels) of 6th grade ELLs by the ESL teacher. Seventh and Eight grade students are administered the NYSESLAT for Level 7-8. The section for Reading, Writing and Listening are administered to the whole group (Beginners, Intermediate and Advanced levels) of 7th and 8th grade ELLs by the ESL teacher. The speaking section of the NYSESLAT , for the 6th, 7th and 8th graders is administered to each student, independently. All testing procedures as outlined by the DOE Office of Accountability are followed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notification letters both English and Home Language are distributed through ESL classes and sent to parents by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator.

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).

Most parents choose Freestanding ESL, which is currently the only program available at our school. Parent who wish to place their children in transitional bilingual or dual language programs are advised of other schools in the district that have those programs available in the parent's native language. The program models are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Our School employs a push-in/pull-out ELA or Social Studies integrated, Freestanding ESL Model. Homogeneous by proficiency level.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
Our school employs an F-status, dedicated ENL teacher, who pushes-in/pushes-out students in homogeneous grouping, meeting the mandated minutes required by the state to meet students' needs, dependent upon proficiency level. Beginning and intermediate students are provided respectively for at least 360 minutes a week, while advanced students are provided ENL support for at least 180 minutes per week.
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 areas as well as ENL supports are delivered in English. Content area teachers confer with ENL teacher and grade advisor to discuss lesson modifications and strategies to make content comprehensible to ELLs. In addition to providing support to ELLs in vocabulary, comprehension, phonemic awareness, the ENL teacher also builds upon students' past experiences, culture, and prior knowledge and provides assistance with content area assignments.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Native language staff members engage in a one to one conference with students to determine their comprehension of their native language. We provide interpretive materials and ask them to read aloud and explain their understanding of the subject for example math problems or the back of a novel in their own language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Both Literacy Intensive and ENL push-in address each modality based upon level and need throughout the year. Teachers continually review formal and informal assessments, and observations weekly through grade and departments team meetings. The findings from the review of data drive the instruction provided throughout the content areas. Additional support and professional development is provided through the DOE.
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

Chart

e do not currently have SIFE students at our school.

b. Ells in school for less than three years receive 360 minutes of ENL classes per week designed to accelerate their academic reading, writing, listening and speaking skills. Beginners meet regularly with the ENL teacher for targeted tutoring in content-areas.

c. Ells receiving services for 4-6 years receive the mandated number of ENL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with grade advisor and attend scheduled tutoring/ conferences with ENL teacher.

d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ENL teacher during lunch periods for targeted tutoring. ENL classes are designed to further develop literacy and writing skills.

e. Former ELLs exited from ELL status receive the mandated number of ENL minutes and test accommodations. Support is designed to develop college and career readiness.

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.

Within six to twelve months of the Superintendent's notification to the Principal regarding a decision for a student, the LPT reviews the student's academic progress to ensure the decision is appropriate for students.

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?

Teacher of ELL-SWDs collaborate with ENL teacher and assigned Special Education teacher to review students' instructional needs outlined in the IEPs and collaborate during professional learning teams, preps, and professional development days to optimize materials and instruction that meet both ELL and SWD components of students. The small group push-in and pull out model also empowers the ENL teacher to focus language acquisition strategies that best suit students. Our ENL is a Free-standing, push-in /pull-out model, we are able to place students in homogenous groups by ability.

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?

Because our ENL is a Free-standing, push-in /pull-out model, we are able to place students in homogenous groups by ability.

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

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

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

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.



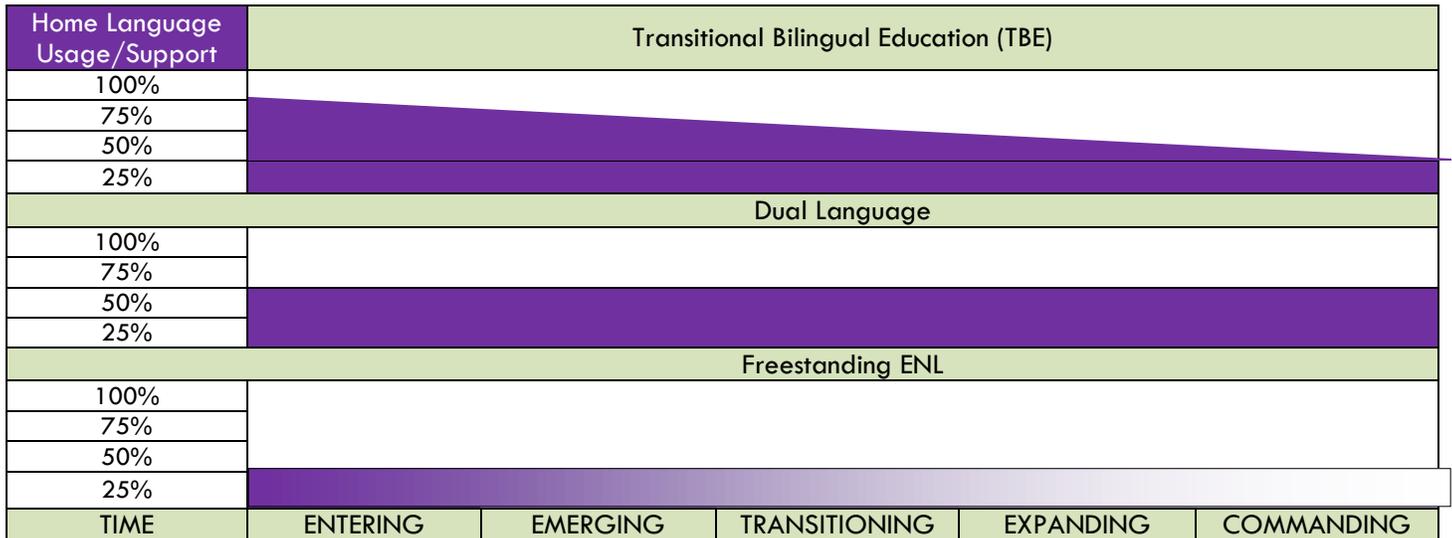
\*Note: “other approved services” does not apply to New York City at this time.

Chart

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since the majority of our ELLs are beginners and intermediate, we are developing our current program to better meet the needs across content levels and in language development. Based upon the school's progress report, students in the school shows progress on statewide tests. Moving forward, we are targeting students' needs more strategically through literacy intensive classes, ESL services, as well as extending and deepening our work within our Professional Learning Communities, focusing upon shifting instructional paradigms to increase the quality of student outcomes. Additional scaffolds are in place for our ELLs, including providing content in native language to facilitate students' understanding of content area, while pushing students' progress in language development through literacy intensive.
12. What new programs or improvements will be considered for the upcoming school year?  
Literacy Intensive is a second year program which showed success in the first year for supplements in the ESL program. We plan to expand our Title III tutoring program and plan to send content and ESL teachers to professional development sessions on delivering content to ELLs.
13. What programs/services for ELLs will be discontinued and why?  
No programs/services for ELLs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Xposure program and Bridge Program.
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.  
A variety of instructional materials are used including novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate, and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, and songs. From a technical standpoint, ELLs can log into the student portal of ARIS, where skill-specific activities can be assigned for each student to practice, both at school and at home. Information for logging on is sent home in a student's home language, as it was identified in the Home Language Survey (records kept in the main office). Additional enrichment materials, such as leveled libraries, Computer reading and Math programs (Myon, Mangahigh, ixl, achieve 3000). are available in the ESL room, as well as every content area classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Periodic Assessments and Performance Assessments are available in native language, as well as a small portion of classroom library materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and correspond to ELL's ages and grade levels. ESL support is guided primarily upon the designation from the LAB-R and by grade (that is, 6th grade Beginners work together, while 8th grade Beginners also work separately).
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).  
Newly enrolled ELLs attend an orientation run by our Parent Coordinator before admittance. During this orientation, students are interviewed and a writing sample is obtained to assist in programming. All students attend orientation on the first day of the semester. For students entering the school mid-school year, the ELL (and parents, when available) meet with the Guidance Counselor and ESL teacher to discuss programming, activities, expectations, and supports available
19. What language electives are offered to ELLs?  
Spanish is offered at this time.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our ESL teacher, Assistant Principal, and content area teachers attend professional development sessions through DOE. An ELL-SWD newsletter is sent to staff members who provide services and supports for ELLs, calling out important news, events, and professional development.
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?  
Professional development is offered weekly, every Monday, guiding all teachers through enriching their lessons and units so they are aligned with CCS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All 6th grade students are provided support through the weekly advisory classes. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for middle school students
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.  
Professional development is offered weekly and Cambridge instructional coaches provide more than 15% of the professional development to all teachers focused on vocabulary building and language development, including best practice for co-teaching and strategies for integrating language and content instruction for ELLS and struggling learners.

### 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?

The ENL teacher set-up and conducts individual meetings with parents for ELLs twice a year in addition to the mandated Parent-Teacher conferences.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
All parents are invited to a Parent Orientation at the beginning of their child's career at PEACE Academy. PEACE Academy also does outreach through Engrade, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 6th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents. Staff volunteers (named in the previous section) volunteer to provide translation services. When a parent requires translation services that cannot be provided by the school staff, translation portion of the budget is utilized to provide interpretation and translation services as necessary.
5. How do you evaluate the needs of the parents?  
Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator. The Parent Coordinator works closely with the Pupil Accounting Secretary to quickly identify parents whose first language is not English, and anticipate the services that parents of ELLs will need so that they feel like an active part of the community.
6. How do your parental involvement activities address the needs of the parents?  
PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

### 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.

N/A

## Part VI: LAP Assurances

School Name: <b>PEACE Academy</b>		School DBN: <b>13k596</b>	
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)
Samantha Exantus	Principal		1/1/01
Theodicia Collins	Assistant Principal		1/1/01
Kathleen Green	Parent Coordinator		1/1/01
Maria Tejada	ENL/Bilingual Teacher		1/1/01
Anthony Green	Parent		1/1/01
Jeanett Gonzalez/ Spec. Ed.	Teacher/Subject Area		1/1/01
Janett Brown- Washington/ ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Barbara Lino	School Counselor		1/1/01
Barbara Freeman	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 13k596      School Name: PEACE Academy M.S.**  
**Superintendent: Barbara Freeman**

**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](http://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**

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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.

Speaking with parents, HLIS, ATS reports and Emergency contact cards

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.

(7) Spanish families and (1) French and Fulani family

**Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent-Teacher and/or administrator letters, parent-teacher conference announcement, after-school programs and services.

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

Parent-Teacher conferences 11/17&18 , 3/ 16 &17, curriculum night 9/16, PTA meetings 2nd Tuesday monthly, parent-teacher meetings when needed

### **Part C: Providing Language Assistance Services**

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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.

Fulani will require outside translators, all other language translations can be handled by school staff.

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.

The needs will be met through translations provided by school staff.

### **Part D: Training Staff on Policies and Procedures**

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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.)

Language ID Guide

### **Part E: Providing Notice of Language Assistance Services**

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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

Providing written documents to parents in the preferred family language and having translators available for meetings and events.

**Part F: Monitoring and Quality Control**

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

Parent Survey