

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

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

**05M123**

**School Name:**

**P.S. 123 MAHALIA JACKSON**

**Principal:**

**MELITINA HERNANDEZ**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Mahalia Jackson School School Number (DBN): 05M123  
Grades Served: PreK - 8  
School Address: 301 W. 140 Street, New York, NY 10030  
Phone Number: 212-342-6200 Fax: 212-690-5925  
School Contact Person: M. Hernandez Email Address: Mhernan5@schools.nyc.gov  
Principal: Melitina Hernandez  
UFT Chapter Leader: Ernestine Augustus  
Parents' Association President: Hope Scott  
SLT Chairperson: Thelma Thompson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Pia Johnson  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_  
CBO Representative: Jeanine Lascalles

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 325 west 123rd Street, New York, NY 10030  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Borough Field Support Center (BFSC)**

BFSC: 05 Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, NY, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 212-356-3853 Fax: 212-356-7546

## 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	Melitina Hernandez	*Principal or Designee	
x	Ernestine Augustus	*UFT Chapter Leader or Designee	
x	Hope Scott	*PA/PTA President or Designated Co-President	
x	Pamela Everett	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Jeanine Lascelles	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	Janet Reyes	Parent	
	Catherina Rodriguez	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x		Parent	
x	Thelma Thompson	Staff	
x	Winifred Jackson	Staff	
x	Kim Capers	Staff	
x	Pia Johnson	Parent	
x	Regina Fowler	Parent	
x	Shadell Barnhill	Parent	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

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

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

The PS/MS 123 School Community - PS/MS 123, The Mahalia Jackson school, is a Title I school located in Manhattan, New York City. The school serves a high need minority population of almost 600 students in grades PreK - 8. School demographics are as follows: 95% of students are entitled to free or reduced lunch, 96.4% minority, with the major ethnic groups being Hispanic (39%) and Black (56%); 17% English Language Learners; and 14% special education students. The surrounding neighborhood includes 12 temporary housing shelters. The school has a high mobility rate. The NYCDOE ATS (Automate the Schools, a data system), Admission List Report indicates that as of April 30, 2015, the school had 132 admissions and 123 discharges - almost one quarter of the student population did not attend PS/MS 123M for the entire school year. Therefore it is important that as a school community we are sensitive to the social/emotional needs of our families and to the challenges our students face on a daily basis.

As a recipient of a State Incentive Grant (SIG) grant, now in its second year of implementation, the school's goal was to use the allocated funds to strengthen its instructional program. The grant has enabled the school to provide many enhancements including increased technology resources (electronic Smart Boards, iMacs, laptop computers, iPads, online learning resources). Because of these SIG resources, the school has been able to utilize new hardware, software and online learning resources as an instructional tool to support English language learners and students with disabilities, lower and higher achievers, and engage parents as partners. Online learning support software, such as tailored reading programs, student assessment, fluency building math resources, and content-based research programs are also available to parents and students at home. The SIG grant provides the fiscal resources needed to provide focused professional development for staff that results in enhanced instructional practice that engages students in meaningful work tasks, development of leveled classroom libraries, extended day/extended week skill and talent development programs, and partnerships with student education and support, and professional development organizations. PS/MS 123M has high expectations for continuing this work along with exploring and developing additional options to create a community school where students and families are welcomed and engaged in activities that build their own knowledge base to support them both now and in the future.

Beliefs About Student Learning - The school's mission statement explicitly reflects our beliefs about student learning and states that "...we are committed to creating an educational environment, supported by the use of 21<sup>st</sup> century technology including SMART boards, laptops, i-pads, and calculators, so that children, parents, and staff from diverse ethnic, cultural, linguistic and economic backgrounds can work together with community partners to achieve a truly integrated, nurturing and academically rigorous school community and students will be prepared for post-secondary education and careers." We recognize that students come to our school at various levels of academic and social emotional preparedness. We will continue to use individualized and flexible groupings to enhance learning experiences and meet our students' needs. Efforts to create a safe and nurturing environment are continuing and will be on-going so that the whole needs of children are constantly in our focus. Thus the school aims to create lifelong learners of our students while helping our families deal with their daily living needs.

As the school community continues its work it is guided by a commitment to students' learning, and wants to engage students in challenging, rigorous tasks, while meeting their social/emotional and academic needs on all levels. The school has a strong focus on content based learning in social studies, science, and the arts, and is infusing these content areas into ELA whenever possible. As we move forward in curriculum development, infusing content area instruction will continue to be a strong focus of our teacher teams, curriculum development and unit and lesson planning.

Areas of Strength and Areas of Focus - A variety of assessments have been used to drive the plans in this RSCEP. The AIR, Quality Review, Framework for Great Schools Assessment, and HEDI results have all been analyzed and addressed. It is important to note that the HEDI ratings provided throughout this document, reflect our State review conducted on December 17-19, 2013 and accurately reflected the school's level of implementation at that time. During school year 2014-15 the Superintendent conducted an official Quality Review, which resulted in scores of Developing for 1.1 - Curriculum and 1.2, -Pedagogy, and scores of Proficient in the other formally assessed indicators: 2.2 - Assessments, 3.4, - Expectations, and 4.2 - Teacher Collaborations. The year-to-year gains from the State review to the Quality Review are reflective of the deep commitment of the entire community to student success.

More detailed assessment results follow. Components indicated with an asterisk (\*) are areas of focus for 2015 - 16.

**AIR Assessment** - The AIR assessment indicated that

- **Rigorous Instruction**: Substantial measures have been taken to address priority areas in SIG grant: implementation of a targeted instructional program, and adoption of CCSS aligned curriculum.
- **Supportive Environment** - Many students face personal and academic challenges. Although staff believe that the school is safe, and many social/emotional supports are provided, a more consistent approach to enforcing discipline is needed.\*
- **Collaborative Teachers** - Teachers collaborate through formal structures as well as informally for planning, data driven instruction, and collaborative inquiry.
- **Effective School Leadership** - Principal and other administrators strive to improve teaching practice.
- **Strong Family-Community Ties** - Although staff is working to increase parental engagement, low parental engagement continues to be a challenge.\*
- **Trust** - School has made efforts to build an open and trusting climate with school leadership, teachers and parents.

**The School Quality Review** 2015 rated the school overall as Proficient, with specific ratings as follows:

3.4 High Expectations - Proficient

1.2 - Pedagogy - Developing\*

1.1 - Curriculum - Developing\*

2.2-Assessment - Proficient

4.2 - Teacher Teams and Leadership Development - Proficient

**Framework for Great Schools Report - 2015** indicated the following:

**Rigorous Instruction:**

Survey Results

- Common Core Shifts - Literacy - 90%
- Common Core Shifts - Math - 78% \*
- Course Clarity - School - 92%
- Quality of Student Discussions - School 71%\*

Quality Review Results

- Curriculum Interest and Challenge - Developing\*

- Teaching and Learning Effectiveness - Developing\*
- Student Assessment - Proficient

### **Collaborative Teachers:**

#### Survey Results

- Inclusive Instructional Practice - 88%
- Professional Development - 46%\*
- School Commitment - 54%\*
- Professional Community- Innovation - 76%
- Professional Community - Reflective Dialogue-82%
- Peer Collaboration - 80%
- Collective Responsibility - 78%

Quality Review Results - How well do teachers work with each other - Proficient

### **Supportive Environment**

#### Survey Results

- Safety and Order - 79%\*
- Classroom Behavior - 84%
- Social Emotional Learning - Peer interactions - 84%
- Social Emotional Learning - Personal attention and Support - 87%
- Social Emotional Learning - Press toward academic achievement - 89%

Quality Review - Clear expectations communicated to students - Proficient

### **Effective School Leadership** - Survey Results

- Inclusive principal leadership - 91%
- Teacher influence - 35%\*
- Program coherence - 61%\*
- Instructional Leadership - 71%\*

### **Strong Family-Community Ties** - Survey Results

- Teacher outreach - 86%
- Parent Involvement in School - 77%\*

Expanded Learning Time (ELT) - As a renewal school, PS/MS 123M implements a mandated ELT program for all students PreK - 8. The program, implemented in collaboration with partner agencies runs from Tuesday through Fridays, from 2:20 p.m. to 3:35 p.m. Tuesdays are focused on social/emotional learning. Wednesday and Thursdays are focused on ELA and Math skill development. Fridays are focused on enrichment, talent development, clubs, and social/emotional learning.

The Chancellor's Framework for Great schools has been an impetus to the work this year and sets clear expectations for our next steps. School strengths include strong and effective leadership, a collaborative, hard working staff, and a dedicated parent association. School plans regarding the components of the Chancellor's Framework are elaborated below.

Areas of Strength (as determined by school assessments):

Collaborative Teachers - To encourage teacher collaboration, teams of teachers are working collaboratively, along with consultants and school administration, to develop curriculum aligned to the Common Core and instructional shifts, embedding cross-content curricula and tasks when possible, with suitable assessments to monitor student performance and progress. The school is also in the process of finalizing arrangements to establish a teachers' resource center in the school, staffed by a full-time literacy coach. Intense planning work is already starting for next year.

Teacher teams are beginning to build capacity around curriculum planning, and we recognize the need to hone teachers' skills in using this venue to further our work by developing and implementing school wide consistent protocols for looking at student work to inform instructional planning. The school is working to enhance the instructional program through intensive professional learning opportunities based on standards, , expand parent engagement across the school, and improve student attendance and incident rates.

Effective School Leadership - In looking back over the past two years of the principal's tenure, it has been a priority to improve the instructional programs at PS/MS 123. Before the principal's appointment, many staff members had not been given the opportunity to learn best practices around instruction, resulting in classrooms that did not evidence strong student learning. The principal is committed to creating a successful school community, and this commitment is the foundation for all of the school's work. The principal takes a hands-on approach being visible in the school, meeting with teachers and parents, being a good listener and asking staff for input, inviting parents into the school for celebrations and meetings around their children's needs. The principal is focused on creating a transparent environment where the goals and expectations for teaching and learning are known by all, and the necessary supports are in place. This practice continues in all areas, most recently in developing our needs assessment as a Renewal School, and by having multiple meetings with staff and parents held in order to gain every one's perspective to help in developing clear next steps and goals for the coming school year.

Areas of Continuing Challenge (as determined by above assessments):

Rigorous Instruction - During this past year the school community has worked diligently to focus on implementing rigorous instruction across all grades and content areas. Teachers' lessons and delivery of instruction are beginning to show evidence of rigor and understanding how to design lessons that engage and differentiate. We will continue to develop rigor in our instruction by supporting teachers development of curriculum maps/units and daily lesson plans that include inter-disciplinary teaching, engaging students in high level questions and discussions, challenging tasks, and monitoring our students daily and ongoing for performance and progress.

A literacy block that incorporates independent reading, has been implemented. The school has established leveled classroom libraries across genres, made writing a priority, and presently is launching Teachers' College Writing Workshop across the school.

The Danielson Framework and regularly scheduled cycles of observation allow administrators to keep a strong focus on improving pedagogy. Data driven instruction based on multiple interim formative assessments (e.g. examining student work samples, monitoring student reading levels through Fountas and Pinnell assessments, monitoring student writing through Benchmark Writing Assessments, online student assessments such as Achieve 3000 and Accelerated Reader) evidences student gains, and data-driven instruction will continue to be implemented going forward.

Supportive Environment - To grow a supportive environment that best serves the diverse student population, the school community recognizes the importance of creating an environment where students feel safe and are engaged in school. We have implemented attendance awards, provided consultancy support for teachers to learn classroom management skills, hired a full-time guidance counselor who heads the Pupil Personnel team that meets regularly, and have a no-tolerance policy for unacceptable behaviors so that students know that there are consequences should they not follow school rules. While we are all working together to reduce the number of student infractions, this still remains a challenge. For next year a partnership with Morningside Center is planned to implement their 4RS+MTP Project and their Social Emotional Learning Curriculum , with a focus on grades 3 and 4. Additionally, the school anticipates

continuing its partnership with The Leadership Program to work with middle school students, many of whom present our greatest challenge.

Strong Family and Community Engagement - To build strong family/community ties, we strive to bring our parents into our community of learners through the efforts of the parent coordinator and consultants, and have developed practices to make the designated Tuesday afternoon parent outreach time effective. During this time, classroom teachers on a grade will provide parent workshops on a number topics as detailed in the action plan on page 19 in this document, in addition to using the time for parent outreach.

Partner Organizations - Strong working partnerships have been developed with a wide variety of organizations. We carefully craft our partnerships to meet the needs of our students, and as a Renewal School, we will continue to seek out and establish effective partnerships with local organizations. Current partners include the following:

- Studio in the School, National Dance Institute, and Chess in the Schools, provided students with additional opportunities for talent development, alternate means of expression, and enhanced critical thinking challenges.
- Consultant Coaches from Literacy Support Services, Creative School Services, and Teaching Matters, Inc. provided small group and one-on-one support for teachers in literacy and mathematics as we move forward in developing a staff of effective educators evidencing strong pedagogical skills.
- A consultant coach from JDL Horizons provided one-on-one and small group support for teachers in the effective use of classroom technology to support learning and illuminate the curriculum, creating students' project based learning activities through the use of technology.
- The school's PENCIL partner, Ogilvy, has been highly supportive and provides students with opportunities for college and career and workplace learning by arranging for on-site visits to the workplace, by engaging students in school-to-work conversations, and by working with students to develop presentation videos crafted around a strong social awareness campaign. With their development of strong communication and teamwork skills, these students then return to the school as role models for their peers, and also share their learning about college and career opportunities.
- A long-time partnership with Graham Windham, through the Beacon Program, has provided both after school instructional programs around developing leadership skills in our upper grade students, and providing social/emotional support for students and their families. Going forward, we will have a deeper partnership with Graham Wyndham, as they are our Renewal School Community Partner. As our selected Community Based Organization Renewal Partner,
  - The ELT program will be restructured with clear goals and have a strong focus on academic achievement in line with school goals serving all students K - 8. Graham Windham will be a partner with the school in providing ELT services.
  - A family service component that connects families to social services and mental health support will be implemented.
  - Student support services (family worker, social work services) will be expanded by Graham Windham staff working collaboratively with the PS/MS 123M student support staff.
  - Professional development for PS/MS 123M staff will be provided by Graham Windham staff in the area of student social/emotional support as delineated in relevant sections further on in this document.

This RSCEP document is the framework for moving forward as we plan for 2015-16. It will serve as the guide for, and define our actions throughout the school year, and against which we measure our progress and effectiveness. Adjustments will continue to be made to school programs and initiatives to increase cohesiveness of policies and practices across the school and support teacher learning and student mastery.

**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>In addition to the HEDI ratings above, PS/MS 123 received the following ratings relative to rigorous instruction on AIR, Framework for Great Schools Report, and Quality Review assessments (as indicated in the previous section):</p> <p><b>AIR Assessment</b> - The AIR assessment indicated that for Rigorous Instruction: Substantial measures have been taken to address priority areas in SIG grant: implementation of a targeted instructional program, and adoption of CCSS aligned curriculum.</p> <p><b>The School Quality Review</b> 2015 rated the school overall as Proficient, with specific ratings for rigorous instruction as follows:</p> <p>3.4 High Expectations - Proficient</p> <p>1.2 - Pedagogy - Developing</p> <p>1.1 - Curriculum - Developing</p>		

**Framework for Great Schools Report - 2015** indicated the following for Rigorous Instruction:

### Survey Results

- Common Core Shifts - Literacy - 90%
- Common Core Shifts - Math - 78% \*
- Course Clarity - School - 92%
- Quality of Student Discussions - School 71%\*

### Quality Review Results

- Curriculum Interest and Challenge - Developing\*
- Teaching and Learning Effectiveness - Developing\*
- Student Assessment - Proficient

Building upon the collected evidence, and using the recommendations for Tenet 3, the school community recognized the urgency to work collaboratively to build a learning community focused on effective teaching and student achievement. To that end we:

- Have worked diligently across all grades to adjust our selected Common Core Learning Standards aligned curricula so that lessons incorporate rigor, meets the needs of our diverse learners, and provide us with ways in which to measure student mastery, including curricula embedded performance based assessments, teacher-created formative assessments, and authentic student work. This most important focus will continue next year.
- Require all teachers to include at a minimum identified key elements in their lesson plan, and for teachers identified as needing additional support (i.e. teachers for whom Improvement Plans have been developed) provide them with a structured template, so that all staff plan lessons using student data as a basis for the evidence of differentiation, grouping, and use of resources, to engage all students in learning.
- Enlist the support of consultant coaches in literacy, math and technology to build teacher capacity by working with teams of teachers, and one-on-one, to support the process of aligning and adjusting the curricula. A consultant technology coach will continue to work with groups of teachers and individually with teachers to promote the use of technology to enhance instruction.
- Regularly assess our students, by
  - using formative and benchmark assessments in writing and reading to inform instruction (Fountas & Pinnell, Writing Benchmarks, Achieve 3000, Accelerated Reader, Math Engage NY assessments),
  - administering embedded end-of-unit performance based assessments in literacy and math which provide data relative to students' mastery of specific skills,
  - examining rubric based authentic student work, task specific rubrics, and daily checks for understanding to monitor student performance and progress and inform instruction.
  - disaggregating data by writing strands so that teachers have data with which to inform next steps in lesson planning.

We recognize that we have made great strides in our work, yet there is much to be done. Specifically: In math, we need to improve student achievement by enhancing teacher effectiveness. Therefore, we are moving towards developing grade specific yearlong pacing calendars so school wide and grade level teachers are kept focused on effectively implementing the entire math curriculum and scaffolding skills. We have also begun to develop a cadre of math expert teachers and lab sites that will become a resource for teachers on the grade.

• In social studies and science, we need to infuse social studies and science content into literacy. Therefore, we are examining our literacy curriculum with the goal of infusing content specific instruction into our literacy units, as many of our units/materials from Ready Gen and Expeditionary Learning incorporate and present strong social studies and science connections.

Literacy Across Content Areas - We need to have a comprehensive approach that includes literacy across all subject areas and special programs. Therefore we are working to develop processes so that our arts and music teachers and dance consultant work closely with classroom teachers to infuse theme-based projects in which students use information learned from classroom lessons to incorporate into the visual and performing arts. This includes building academic vocabulary and having students use their writing to reflect on the arts process and experience of creating their final product.

Technology - We need to augment and refine the use of technology to illuminate instruction and engage students through multiple approaches. Therefore, we are refining processes for maximizing the use of laptop computer carts, iMacs, and iPads across the school. We are aligning lessons with relevant activities and tasks in the computer laboratory to directly link classroom instruction, and also be able to assess student achievement.

•Renewal Partner- We need to ensure that our renewal partner services are aligned with and support the school's instructional and student support program. Therefore, to maximize our partnership with Graham Windham, staff from our renewal partner will be trained with PS/MS 123M teachers when feasible on all routines and instructional programs across all content areas. Additionally, the Renewal Hour ELT will be staffed by PS/MS 123M teachers and Graham Windham staff.

Our goal moving forward speaks to continuing and refining our work with an eye to meeting the needs of all of our students.

## **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)

**Our vision for rigorous instruction will reflect the improvements and include the following:**

- Teachers adjust the Ready Gen (K – 2) and Expeditionary Learning (3 – 8) modules/units/lessons to incorporate strategies for small groups, English language learners, students with disabilities, and struggling students. Teacher teams aligned assessments, and identified resources to support teaching and learning. For middle and upper grades the Expeditionary Learning (EL) curriculum is adjusted to show a clear link to the reading and writing standards with defined learning targets, assessment and differentiation practices. Work will continue and be expanded to embed cross-content scope and sequence across all grades when possible. For example, when grade 1 students are reading books about animals, teachers will incorporate science, thus building inter-content areas connections, broaden student knowledge, enhance academic vocabulary, and provide hands-on experiences. Teachers will continue to implement the workshop model to engage students in their learning following an “I do, We do, You do” strategy, thus providing clear expectations for students.
- As writing continues as a key component in literacy development, students are engaged in ongoing Teachers' College (TC) Writers' Workshop, using the specific grade level curriculum guides to strategize and plan lessons. Students are adept at citing text-based evidence to support their opinions both in their writing and student discussions. As students build academic vocabulary and use complex texts in reading, we will further align our work to incorporate the instructional shifts. Student writing shows improvement in both volume and clarity and students have expertise in using rubrics to meet expectations of assignments. Teachers continue to develop

task-specific rubrics, with an eye to making them aligned with the expectations of our curricula. (i.e. TC writing rubric that speaks to 3 main components of structure, development, and conventions.)

- Our math curriculum, Go Math for lower grades and CMP3 for upper grades, continues to be reviewed and adjusted to meet the needs of our students. Utilizing EngageNY as a resource, teachers design a yearlong curriculum that is aligned to the NYS Scope and Sequence, and incorporate lessons and tasks from Go Math and CMP3 and Engage NY to prepare our students to be proficient across the math instructional shifts in all areas including accuracy, fluency, and practice.
- Teachers use manipulatives, technology, graphic organizers, and leveled materials to engage all learners. Furthermore, classroom environments will evidence strong links to the curricula, displaying student work, anchor charts, and include leveled and genre-based fiction and non-fiction classroom libraries.

Assessments - Performance based assessments as well as school developed writing benchmarks across the content areas are administered regularly. Data relative to student performance and progress is aggregated and disaggregated looking at students performing at low- middle- and high levels so that teachers can adjust daily lessons to meet the needs of all of their students. The school continues using ACHIEVE 3000 and Accelerated Reader, serving as supplemental online reading and student assessment programs, promoting students reading independently on well-matched texts. Teacher teams have defined time during professional development and on common preps to meet and use the data results to inform curriculum planning and daily instruction.

ELT activities for all students, provided in collaboration with Graham Windham, YMCA, Beacon and Leadership Program, will reflect our focus on data based instruction, and the teaching strategies described above (e.g. use of manipulatives, leveled libraries) to deliver a program that is tailored to meet student needs. Students will engage in rigorous learning through re-teaching, individual tutoring, project-based learning, and group learning experiences. Consistency between the ELT and activities during the regular school day will be achieved by having classroom teachers teaching their own students during the ELT, and by PS 123M staff and community partner staff using the same curricular materials.

Consistency between ELT teachers and regular day teachers will be achieved because on most days for most classes, the regular classroom teacher is also the ELT teacher, ensuring that the ELT program is a true extension of the regular school day. In those classes and on those days where the regular classroom teacher is not the ELT teacher, consistency will be achieved because the same materials are being used and because the ELT and classroom teachers will confer about student progress.

At the end of the Renewal period, we expect to build a school where students are engaged, where teachers are collaborating to effectively deliver a rigorous instructional program, where students receive the social/emotional/academic supports they need, where students and teachers work together in a safe and secure environment, and where family and community are actively engagement. We expect 70% of students to demonstrate measurable growth (see Goals below).

### **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, staff implementation of rigorous curriculum in literacy and math will result in increased student achievement as measured by:

- 100% of full-year students will demonstrate increased achievement on state ELA and math exams as demonstrated an Average Proficiency Rating in ELA of 2.2 and in Mathematics of 1.99.

**Part 4 – Action PlanT**

<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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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><b>Literacy Common Core Aligned Programs</b> : Ready Gen (K – 2) and Expeditionary Learning (3 - 8), social studies and science based literacy programs will continue to be utilized, along with, Foundations in grades K – 3.</p> <ul style="list-style-type: none"> <li>• Teachers will continue to receive professional development support from the newly hired school literacy coach, the consultant coaches and lab site teachers. Professional development will also be provided through workshops, during mandated after-school PD time, during grade level common preparation periods, weekly Grade Level Team Meetings, and specially scheduled coaching sessions and inter-visitations.</li> <li>• Each grade will be completing/refining pacing calendars supported by unit and lesson plans that include key elements to address the needs of all students.</li> <li>• To develop school-wide coherence of practices, in 2014-15, teachers selected two common practices incorporated in classroom instruction for student checks for understanding. In 2015-16, teachers will build upon these practices and two additional checks for understanding will be implemented school-wide in each class.</li> <li>• For ELLs, lesson design will follow the workshop model with a differentiated approach according to</li> </ul>	<p>All students including ELLs, SWD, lowest third, high achievers</p>	<p>May 2015 ongoing through June 2016 including at Professional Development Summer Institutes</p>	<p>Teachers, teacher teams, Administrators, literacy coach, consultant coaches, specialty teachers, Renewal Partner staff</p>

the NYSESLAT results to provide purposeful teaching of language and understanding content.

- The literacy block instituted in 2014-15, which included direct instruction, small group guided reading, conferring, independent reading, and writing, will be expanded in 2015-16 to include a formalized independent reading time (utilizing the leveled fiction and non-fiction classroom libraries) and Teachers' College Writing Workshops as an addition to augment the literacy block.
- Ongoing Literacy Assessment will be conducted (at a minimum) through a school-wide independent reading rubric, writing benchmark assessment, End-of-Unit/Performance Based Assessments and Fountas & Pinnell periodic assessments.
- Instruction in the school library program, arts programs, and the technology lab program will support students engaging in relevant tasks/projects aligned to the literacy, science and social studies curricula.
- Classroom technology resources (iMacs, iPads, laptops) and online technology resources (i.e. Discovery Education, Mathletics, MyON Reader, Achieve 3000, Accelerated Reader) will augment student learning and achievement in literacy. Discovery Education and Mathletics is available for students and families to utilize at home as well as in school.
- The Foundations phonemic awareness program will be utilized for struggling beginning readers in grades K – 2. Teachers have been trained, and will continue to be trained in the use of this program.

Science and social studies will be embedded in the literacy program as appropriate. Classroom libraries will be expanded to include additional content specific books in science and social studies.

Student writing in the content areas will be based upon the ELA writing rubrics.

Instruction in the computer lab program will support science learning.

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<p><b>Mathematics Common Core Aligned Programs</b> : Go Math (K – 5) and CMP3 Math (6 – 8) will continue to be utilized by classroom teachers.</p> <ul style="list-style-type: none"> <li>• Teachers will receive ongoing professional development support by the consultant math coach through one-on-one and small group sessions. Professional development will also be provided, beginning in the summer of 2015 , through workshops, during mandated after-school Professional Development (PD) time, during grade level common preparation periods and weekly Grade Level Team Meetings, and specially scheduled coaching sessions and inter-visitations.</li> <li>• With the goal of developing model math classrooms, teachers on each grade were identified to work intensively with the math consultant coach. To further develop model math classrooms, this cohort of teachers will continue the intensive meetings with the math coach.</li> <li>• Each grade will refine pacing calendars begun in 2014-15 and will enhance calendars with EngageNY assessments and specific Go Math chapters by Standard to create unit and lesson plans that include key elements to address the needs of all students.</li> <li>• To develop school-wide coherence of practices, in 2014-15, teachers selected two common practices for student checks for understanding in mathematics. In 2015-16, teachers will build upon these practices and two additional checks for understanding will be implemented school-wide.</li> <li>• Ongoing math assessment will be conducted through End of Unit Performance Based Assessments. The assessments will be analyzed at Grade Level Team Meetings and during common prep periods. Teachers will analyze the results and develop strategies for addressing individual student needs, including ELLs, SWDs, struggling students, and higher achievers.</li> </ul> <p>Classroom technology resources (iMacs, iPads, laptops) and online technology resources (e.g. Mathletics) will augment classroom lessons and provide additional practice to achieve math fluency.</p>	<p>All students including ELLs, SWD, lowest third, high achievers</p>	<p>September ongoing through June and at Professional Development Summer Institutes</p>	<p>Classroom teachers, literacy coach, consultant coaches, Administrators, specialty teachers, Renewal Partner staff</p>
<p><b>Supporting Families</b> -</p>	<p>All families, including parents of ELLs , SWD, lowest</p>	<p>Monthly, October - May</p>	<p>Teachers, parent coordinator, Administrators, Graham Wyndham Renewal Partner staff</p>

<p>Family members will be encouraged to be active participants in their children’s rigorous instructional program.</p> <ul style="list-style-type: none"> <li>• Monthly parent presentations in literacy, mathematics, homework help, will be offered during Tuesday afternoon Parent Outreach time. Presentations will include information regarding what topic is currently being addressed, strategies for helping children at home, and online and printed resources for working with children outside of school (e.g. websites, Discover Education, Mathletics).</li> <li>• Work celebrations in literacy and mathematics will be offered regularly throughout the school year. Parents will have the opportunity to see their children’s work as well as the work of classmates. Parents will have access to instructional materials (e.g. classroom library books) and will receive personal passwords in order to log in to online instructional resources (e.g. Discovery, Mathletics, MyON Reader) so that they can be familiar with what their children are learning in school and work with their children at home on projects and assignments.</li> </ul> <p>Graham Windham’s Family Coach will work individually with family members to familiarize them with accessing and engaging with on-line resources in support of helping their children continue their studies at home.</p>	<p>third, high achievers</p>		
<p><b><u>ELT Program</u></b></p> <p>The ELT program will be aligned to school-day literacy and math instruction. Key CBO staff will be trained to build fluencies in numbers and operations. The program will provide additional support for struggling students, ELLs, and SWD, through SIG, Title I, 21<sup>st</sup> Century, and Title III funding.</p>	<p>All students grades K - 8</p>	<p>September 2015 – June 2016</p>	<p>Graham Windham staff, PS/MS 123M teachers, assistant principals</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>The following resources will be leveraged to meet this goal:  A Teacher Resource Center will be established in the school, staffed by a newly hired literacy coach. The center will be stocked with a wealth of commercial and teacher-made resource materials. The literacy coach will be available on site daily to assist teachers with lesson and unit planning, teaching strategies, curriculum maps, and student support strategies.</p>

- Consultant coaches in literacy, mathematics, and data analysis, will work with teachers to help them develop effective teaching strategies based on student data in small groups and one-on-one.
  - Weekly Teacher Team Meetings that are focused on teaching and learning will be a venue for building a community of learners focused on providing an instructional program that is diversified to meet the needs of our student population.
  - Monthly parent workshops will assist parents in understanding the instructional program, provide information about current topics and initiatives, and prepare them for upcoming school events by providing them with the information they need to assist their children at home.
- ELT services provided during the mandated renewal hour provided by PS/MS 123M teachers, Graham Windham staff and other partner staff (e.g. YMCA, Leadership Program)
- Per Session funds will be utilized for the ELT program and a Saturday Academy program. The Saturday Academy will be supervised by school administrators working per session
- Per diem funds will be utilized to relieve teachers to attend professional development opportunities.

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

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

50% of full-year students will demonstrate improvement on a minimum of two Common Core Learning strands on mid-year benchmarks in math and literacy.

**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>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>The 2013-14 HEDI ratings are indicated above. In addition, as included previously, the following assessments were completed for Supportive Environment:</p> <p><b>AIR Assessment</b> - The AIR assessment indicated that - <u>Supportive Environment</u> - Many students face personal and academic challenges. Although staff believe that the school is safe, and many social/emotional supports are provided, a more consistent approach to enforcing discipline is needed.</p> <p><b>Framework for Great Schools Report</b> - found the following:</p> <p>Survey results indicated that</p> <ul style="list-style-type: none"> <li>Safety and Order - 79%*</li> <li>Classroom Behavior - 84%</li> <li>Social Emotional Learning - Peer interactions - 84%</li> <li>Social Emotional Learning - Personal attention and Support - 87%</li> </ul>		

- Social Emotional Learning - Press toward academic achievement - 89%

Quality Review indicated that- Clear expectations communicated to students - Proficient

PS/MS 123, The Mahalia Jackson School is focused on meeting the social/emotional needs of all students so that students are well behaved and come to school regularly. As stated earlier, the school is located in an area of NYC that is recognized as one of the highest need areas in the city. Students in PreK – 8 are often from families in need of support, and many of them (30%) reside in shelters that are zoned for the school. Although many students move out of the school zone during the school year, a number have chosen to continue attending PS/MS 123M, and therefore travel great distances by bus and or subway, often arriving after the start of the school day, and/or not attending school during inclement weather. In addition, the students who come from the surrounding shelters enroll in the school throughout the year, and have high mobility rates. The large special education and ELL populations have special needs and present ongoing challenges. The school attendance rate hovers near 90%, and raising the attendance rate is a high priority recognizing that children who do not attend school regularly present with the greatest challenges.

**School Strengths** - To address the above needs, the school has implemented a variety of strategies that have shown some success:

- A school and class Code of Collaboration - encourages students to have a voice in setting class rules and taking ownership of their behavior.
- An Event Protocol - This is a team approach system for responding to incidents that required greater intervention than that which could be managed by the classroom teachers.
- Student Support Teacher and Assistant - these staff members, who know students well can de-escalate situations or effect appropriate disciplinary action when needed.
- An Attendance Committee and Student Support Team monitored student attendance and behavior and developed strategies for improvement.
- A zero tolerance policy for unacceptable student behavior established clear consequences for actions and raised the level of behavior expectations.
- Tuesday afternoon parent engagement time established opportunities for regular communication with parents via phone, emails, and setting up face-to-face meetings when necessary.
- Translated notices, parent workshops, and well-attended special events (e.g. student celebrations, inter-generational activities) provided opportunities for family members to become engaged in their children's education.
- Monthly parent newsletters publicized school happenings and provided information for parents who could not attend other events.
- A Student Council promoted student leadership and student voice.
- A schoolwide incentive and award program celebrated positive student behaviors (i.e. 100% attendance) proudly in the main hallway.●

### **School Needs**

· A specific social/emotional curriculum, especially for middle school students is needed to improve behavior at the middle school level.

· A formalized structure and strategies for addressing low attendance rates and high lateness needs to be developed and implemented on a regular basis Schoolwide.

· Safety procedures and enhanced student support and monitority for the lunchroom and other areas of the school where high student incidents occur.

· Coordinated effort between all school committee (PPT, SIT, Behavior Committee, Attendance Committee) to present a uniform plan for promoting positive behaviors and addressing unacceptable behaviors.

· Additional student support services provided through our Renewal partnership.

## **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?

Through Renewal we envision the following:

- Improved attendance rate (benchmark 91.4%) as a result of new attendance procedures, additional follow-up with families by school support personnel and teachers, and additional support services for families in need through our renewal partnership.
- Additional support personnel (social worker, family coach) and a well-integrated school-based mental health clinic address student and family social/emotional needs resulting in higher student achievement and improved student behavior.
- A lower OORS reporting rate that meets the SIG target rate of 128.
- Implementing a PBIS program that formalizes processes for celebrating and promoting positive student behaviors.
- Continuing to include students in school decision making through a regularly scheduled student council and student voice on the attendance committee.
- Institutionalizing a well-functioning Student Support Committee made up of school and partner support personnel that coordinates efforts and services for students and families, building more positive student behavior and parent engagement.
- A procedure for regularly assessing student behavior data between teachers, support personnel and partner staff so that all stakeholders have an understanding of student needs and effective strategies to address those needs.
- A well-functioning mental health clinic that coordinates efforts with school and partner support personnel to provide a well-rounded approach to meeting family needs.

## **Part 3 – Annual Goal**

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

By June 2016, school wide structures and systems for student support will result in an overall VADIR score of less than 1.5, a significant reduction in the number of OORS reports, reflecting a safer school environment.

**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>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</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><b>Social/Emotional Support</b></p> <ul style="list-style-type: none"> <li>• A Behavior <u>Support System</u> will be instituted based on the proven effective PBIS (Positive Behavioral Interventions and Supports) program. The assistant principal has been trained in PBIS and will spearhead this program.</li> </ul> <p>The program will include collaboratively designed student and parent incentives for positive student behaviors (e.g. attendance, arriving on time for school) including celebrations, awards. Incentives will be designed by teachers, members of student support committees (e.g. Attendance Committee, Behavior Committee), Substance Abuse Prevention Intervention Specialist (SAPIS), Graham Windham staff, students.</p> <ul style="list-style-type: none"> <li>• <u>School wide Code of Conduct</u> – A formalized school-wide Code of Conduct will be developed and shared with all teachers, students and parents. The</li> </ul>	<p>All students including ELLs, SWD, lowest third, high achievers</p> <p>All students</p>	<p>September 2015 – June 2016</p> <p>October 2015 and ongoing</p>	<p>Assistant principals, teachers, partners staff, principal</p> <p>Principal, SLT, classroom and out-of-classroom teachers, school support staff</p>

<p>Code will define expected student behaviors so that students and parents have clear expectations about what is expected. Teachers will be required to adhere to the Code of Conduct in their classrooms.</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>In School Behavior Support Systems</b></p> <ul style="list-style-type: none"> <li>• <u>Guidance counselors</u> –One full-time and one part-time counselors will continue to work with students who are having discipline issues that are affecting their achievement.</li> <li>• Social/emotional supports that include formal and informal therapeutic services and off-site referrals will be ongoing. Family members will continue to always be part of student support services.</li> <li>• The counselors, along with Graham Windham staff, the PS/MS 123M Parent Coordinator, Student Support Teacher and assistant, will be in constant communication with staff from the 12 domestic violence shelters to address student social/emotional needs and develop coordinated plans for meeting these needs.</li> <li>• In collaboration with our renewal partner, students will be assisted in preparing for the specialized high school exams, including portfolio development.</li> <li>• <u>School Committees</u> - Student support committees (Student Support Committee, Community Engagement Committee and Attendance Committee) will continue to meet on a regular basis. When student incidents occur, the established Events Protocol will be utilized to address these student incidents so they do not escalate to suspension. Team members will also be in constant communication with staff from the domestic violence shelters. The student support teacher and assistant, IEP teacher, ELL teacher, Graham Windham staff, and guidance counselor will lead and/or serve on these teams. Through training, teachers and students will learn specific intervention strategies to help problem solve.</li> </ul> <p><b>Systems for Improvement, including disaggregating OORS data</b>, that will provide evidence to and enhance how the school</p>	<p>All students including ELLs, SWD, lowest third, high achieving</p> <p>All students, grades PreK – 8 who are having behavioral issues</p>	<p>September 2015 ongoing through June 2016</p> <p>September 2015-June 2016</p>	<p>Guidance counselors, renewal partner designated staff, renewal partner director, assistant principals, principal</p> <p>School support staff, Graham Windham staff, Principal and Assistant Principals</p>

<p>establishes systems that support teachers and students</p> <ul style="list-style-type: none"> <li>• <u>A daily calling program</u> using Auto Messenger for students who are late or chronically absent will be instituted to follow up with parents of these students.</li> <li>• <u>School Aides</u> – schedules and duties for school aides will be revisited to ensure that they are being utilized most efficiently and assigned to tasks that align with their talents and areas of expertise</li> <li>• <u>Events Protocol/Events Team</u> - When student incidents occur, the situation will be handled by the School Events Team using an established protocol for addressing student issues.</li> </ul> <p><u>Sd</u> team of representatives for all on-site programs and school personnel to coordinate efforts around meeting the needs of students' and families.<u>tudent Support Team</u> – We will establish a school-base</p>			
<p><b>Attendance Improvement</b> – As part of a PBIS system, attendance incentives and celebrations for positive student behaviors and classwork (e.g. 100% weekly attendance, high academic achievement, improvement, effort) will be held weekly as part of an effort to recognize positive student behaviors.</p>	All students	September 2015 – June 2016	Assistant principals, school support staff, principal
<p><b>Student Support Partnerships</b></p> <ul style="list-style-type: none"> <li>• <u>Graham Windham</u> , our Renewal School Partner will provide supportive services, to assist students in remaining engaged in school. Graham Windham staff, in collaboration with the principal and SLT, will work with school staff to help students thrive academically with not only instructional support, but by also providing mental health services, specialized social/emotional support services for students in temporary housing (STH).</li> </ul> <p>Our renewal partnership will include the services of social worker, and a family coach for onsite and offsite support. We will also establish an onsite mental health clinic to work collaboratively with school support personnel and partner support personnel.</p>	<p>Students in grades 6 – 8</p> <p>All students with emphasis on students who require additional social/emotional support</p>	<p>November 2015-June 2016</p> <p>September 2015 – June 2016</p>	<p>Partner staff, teachers and school support staff</p> <p>Partner staff, school support staff</p>

**Part 5 – Budget and Resource Alignment**

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

The following resources will provide leverage to achieve annual goals:

- A schedule that includes weekly grade level team meetings and common prep periods
- Maintaining 1.6 guidance counselors to support the work of renewal partner staff and other CBO partners
- Student Support Committee that aligns the activities of all school committees and is focused on student support; the Events Protocol for addressing student incidents
- Formalized program to focus on positive student behavior and achievement
- Partnerships with local community based organizations (e.g. National Dance Institute, Chess in the Schools, Studio In A School that provide students with non-academic experiences for success and recognition
- Outreach efforts to local domestic violence shelters
- Representatives from on-site programs (e.g. Leadership Program, Graham Windham, Morningside advisor/advisee program) to work on developing student specific advisor type programs to support students' social/emotional growth

Per session funds will be used to provide an Expanded Learning Time program for all students in the school.

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	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, school wide structures and systems for student support will result in a 10% reduction in the number of OORS reports.

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

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

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

**Part 1 – Needs Assessment**

<p><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.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><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>Although the 2013-14 HEDI ratings for Collaborative Teachers were in the Developing range, this area has been cited as an area of strength for the school in 2015.</p> <p><b>The 2015 AIR Assessment</b> indicated that - Teachers collaborate through formal structures as well as informally for planning, data driven instruction, and collaborative inquiry.</p> <p><b>The 2015 Quality Review</b> indicated - 4.2 - Teacher Teams and Leadership Development - Proficient</p> <p><b>The 2015 Framework for Great Schools Report</b> indicated that -</p> <p><u>Survey Results</u></p> <ul style="list-style-type: none"> <li>Inclusive Instructional Practice - 88%</li> <li>Professional Development - 46%</li> <li>School Commitment - 54%</li> <li>Professional Community- Innovation - 76%</li> <li>Professional Community - Reflective Dialogue-82%</li> <li>Peer Collaboration - 80%</li> <li>Collective Responsibility - 78%</li> </ul>		

## Quality Review Results - How well do teachers work with each other - Proficient

### **School Strengths-**

The Danielson Framework for Teaching has been and continues to be the focus for effective teaching and collaborative teacher work. The school has

- Identified key elements that all staff must include in each lesson and daily lesson plans are required to be accessible at any time for both informal and formal observations.
- Developed and required that teachers identified by ADVANCE as 'developing' use a specific lesson template for all planning.
- Established that teachers use the workshop model – in which there is time to model “I do” and “We do” for supervised group practice, “You do” for independent practice– to provide clarity to teaching and set clear expectations for student work
- Provided teachers with coaching in the area of special education, literacy, math, and technology, to support effective lesson planning aligned to our chosen Common Core curricula.
- Maintained a strong lens on how teachers engage students in discussions via effective questioning using the Depth of Knowledge levels as a guide, use of accountable talk stems, and anchor charts posted in each classroom, as a means to facilitate student engagement.
- Created libraries in every classroom that are leveled and genre-based so that students are exposed to “Just Right Books” fiction and non-fiction.
- Used curricula embedded assessments, authentic student work, performance-based and benchmark assessments across content areas to identify student mastery and inform next steps for teaching.
- Used manipulatives, technology, and small group instruction, to be responsive to students’ needs.
- Established coherent practices for teaching including teachers incorporating at least 2 “checks for understanding”
- Provided individual, grade wide and school wide opportunities for teacher learning across curriculum areas through in-class coaching, workshops, and study groups
- Begun to build a cohort of math teachers and model math classrooms that can serve as a resource for colleagues on the grade
- Developed structures and programs to infuse technology into daily classroom learning ( e.g. Primary Grade iPad Project)
- Implemented grade-wide and individual data conferences across all grades in which teachers discuss individual student progress, observable grade trends and a plan of action for small group and individual instruction is presented for all students.
- Provided teachers with weekly time to participate in grade level teacher teams. Also, teachers were scheduled for common preparation periods with colleagues on their grade for additional meeting time.
  - Provided multiple and varied opportunities for professional learning (Monday and Tuesday afternoons, after-school, and during the day for intensive planning, intervisitations, attending workshops) so that teachers can
    - become self reflective
    - participate as a community of learners
    - use formative and summative data to inform planning
    - define and implement connected practices,
    - share expertise
    - engage in process learning
    - use school wide defined protocols (for data dives, curriculum planning, student work)

### **School Needs**

- Teacher Teams need to be focused and reflective on practice with high expectations for all participants
- TIP teachers need to be provided with intensive coaching and opportunities for improving pedagogical skills

- Student data (i.e. standardized test data, interim assessment data, student work data, student observation data) need to be utilized to inform teaching and to establish differentiated instructional practices
- The social/emotional and academic needs of all students needs to be at the forefront of all efforts by all staff members all the time.

## **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?

As a result of renewal, we envision the following:

- The staff works collaboratively as a community of learners focused on all aspects of student welfare - social/emotional and academic. Teachers choose to utilize additional common prep time to work collaboratively and plan, to discuss student’s needs, and to develop lessons.
- The school is organized to ensure that teacher schedules support collaboration for sharing of best practices and engaging in professional learning.
- The director of our Renewal Program and partner staff attend teacher planning sessions and professional learning times fully engage as a members of our staff so that the ELT is aligned with the school focus and goals.
- Consultant coaches and Teachers' Center Coach work intensively with teachers to enhance teaching practice that is focused on individual student needs and achievement.
- Data is at the basis of all instructional initiatives and teaching plans and drives the instructional program.
- A model of distributive leadership is developed in which teacher leaders are encouraged to take leadership roles.
- There is consistency and coherency of practice as you walk through the halls and into classrooms and see authentic student work with common themes across grades, uniform use of rubrics with effective feedback, and classroom lessons around the same unit.
- Class and grade administered assessments, collaboratively designed by teacher teams, informs teaching and show next steps needed for all students to achieve mastery.
- The school's renewal partner is an integral part of the school community and is able to promote school initiatives.

## **Part 3 – Annual Goal**

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

By June 2016, as a result of grade level collaborative teacher team meetings, and using data to inform common core aligned lessons and units that engage students in differentiated learning, there will be an increase of 60% in the number of teachers who receive a rating of Effective or Highly Effective in the Designing Coherent Instruction component of ADVANCE.

**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 teacher-parent collaborations to improve student achievement.</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><b>Teacher Teams/Curriculum Planning</b></p> <p><u>Grade Level Team Meetings and common preps</u> will be utilized for professional development (please see below) and for teachers to collaboratively plan instruction to meet student needs.</p> <ul style="list-style-type: none"> <li>• Consultant coaches, the school literacy coach, and assistant principals, will facilitate at these meetings on a regular basis to ensure that meetings are productive and meeting teacher needs, and school initiatives.</li> <li>• A formal process for guiding discussions, taking minutes, and planning for upcoming meetings will be utilized by each grade level team.</li> <li>• In the middle school, team meetings will include either subject matter teachers across middle school grades, or cross-curricular teachers on a grade.</li> <li>• Distributive Leadership will be developed in the meeting structure. Each week, one teacher will be assigned to lead the meeting; a second will be assigned to keep minutes to be shared across the grade. The roles will change weekly.</li> </ul> <p>At Grade Level Team meetings, teachers will utilize school-wide protocols in Curriculum Planning, Looking at Student Work, and Review of Data, to inform and promote coherent instructional practices across the school, decision making, student groupings, and any</p>	<p>Classroom teachers across the grades</p>	<p>September 2015 – June 2016</p>	<p>Assistant principals, consultant coaches, literacy coach, math coach, technology coach, grade leaders</p>

<p>and all decisions around effective teaching and learning. Teacher roles will rotate.</p>			
<p><b>Professional Development</b></p> <p><b>Coaching</b> – Consultant coaches in literacy, math and instructional technology, and a 1.0 FTE school literacy coach will align instruction across grades when they work with individual and small groups of teachers. Coaches will also provide workshops, facilitate study groups and team meetings, arrange within-school inter-visitations so that teachers can see colleagues exemplary practice, and guide the development of unit and lesson plans as per grade level curriculum maps and pacing calendars.</p> <p>Teachers will be held responsible for implementing strategies developed through coaching. Evidence of implementation will be reflected in ADVANCE reports from formal and informal observations.</p> <p><b>Professional Development Cycles</b> – Monday and Tuesday afternoon professional development time will be organized into month-long professional learning cycles, focusing on topics of interest and need. Topics may include the following:</p> <p>Using Data to Inform Instruction</p> <p>Learning Standards</p> <p>Academic Rigor</p> <p>Using Interim Assessments Effectively</p> <p>Academic Vocabulary</p> <p>Questioning and Discussion</p> <p>Assessment and Instruction</p> <p>Engaging Students in Learning</p> <p>The cycles will include grade study, subject area study, and inquiry group study.</p>	<p>All classroom and cluster teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>September 2015 – June 2016</p> <p>October 2015 – May 2015</p> <p>October 2015 – June 2016</p>	<p>Coaches, assistant principals, Principal,</p> <p>Principal, assistant principals, coaches</p> <p>School literacy coach, Principal</p>

Teachers' ratings in ADVANCE will guide the selection of topics for the Monday and Tuesday afternoon professional learning times.

Where feasible and appropriate, staff from Graham Windham, the community schools partner will attend professional development with PS/MS 123M teachers.

**Supporting Families -**

Family members will be encouraged to be active participants in their children's rigorous instructional program.

- Monthly parent presentations in literacy and mathematics by teachers will be offered during Tuesday afternoon Parent Outreach time. Presentations will include information regarding what topic is currently being addressed, strategies for helping children at home, and online and printed resources for working with children outside of school (e.g. websites, MYOn Discovery Education, Mathletics).

- Work celebrations in literacy and mathematics will be offered regularly throughout the school year. Parents will have the opportunity to see their children's work as well as the work of classmates. Parents will have access to instructional materials (e.g. classroom library books) and will receive personal passwords in order to log in to online instructional resources (e.g. Discovery, Mathletics, MyON Reader) so that they can be familiar with what their children are learning in school and work with their children at home on projects and assignments.

- Graham Windham's Family Coach will work individually with family members to familiarize them with accessing and engaging with on-line resources in support of helping their children continue their studies at home.

**Teacher Development Center** – A Teacher Development Center will be established in the school.

The Center will be stocked with commercial and teacher-made teaching resources across the grades/subjects (anchor charts, work protocols, data drives, student work samples, professional books and articles). The Center will be open for teachers on their preparation periods, lunch periods, and/or after school. The Center will be maintained by the full time school literacy coach. The literacy coach will also provide

workshops after school on identified topics of need in the Center. School wide Pacing Calendars and Curriculum Maps will be displayed for teacher reference. The Center can also be a venue for hosting parent workshops.			
<p><b>Data Driven Instructional Program</b></p> <p><b>Using Student Data</b> - A series of structures will be implemented to promote using student data for all relevant subgroups to inform instruction:</p> <ul style="list-style-type: none"> <li>• <u>Grade level and individual data conferences</u> will be held with classroom and out-of-classroom teachers, including teachers who are providing ELT. Teachers will maintain data binders that include information on each student’s progress/challenges.</li> <li>• <u>Monthly meetings with the consultant data coach</u> will be held on each grade and at whole-faculty meetings to discuss student progress/student needs, grade level and school trends. A binder of data reports created for each grade will be created to serve as a data resource.</li> <li>• <u>Reteach Fridays</u> will be instituted. Topics will be derived from analysis of student work data from the week and students will be group flexibly according to needs.</li> <li>• <u>ELT Programs</u> will include academic intervention and enrichment based on student data.</li> <li>• <u>Pacing Calendars</u> in literacy and math will be expanded to include science and social studies so that there is cohesiveness of instruction across all curriculum areas and grades, and between cluster teachers and regular classroom teachers.</li> </ul> <p><b>Rubrics</b> – School-wide task-specific rubrics on a number of topics (e.g. writing) will be collaboratively created to guide teachers’ understanding of standards bearing student work. Engage NY can be utilized as a resource and guide for developing these rubrics.</p> <p><b>Checklists</b> – A series of checklists will be developed and utilized by the principal and assistant principal when visiting classrooms. The Checklists will provide the teachers with clear expectations as to what is expected across the grades. Checklists can include Bulletin Board Expectations, Maximizing the Use of Classroom Libraries, Effective Classroom Environments. The checklists will be discussed with teachers at whole faculty meetings. Teachers will thereafter be expected</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>October 2015 – June 2016</p> <p>October 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Principal, assistant principals, consultant data coach, renewal partner staff, literacy and math consultant coaches, school literacy coach</p> <p>Principal, assistant principal, coaches</p> <p>Principal, assistant principals, coaches</p>

<p>to refer to the checklists when planning instruction. Administration will continue to utilize Glows (strengths) and Grows (areas of improvement), a school-developed format for conducting short, informal classroom visits, and to provide teacher feedback.</p>			
<p><b>Building Capacity</b> – the following structures will promote distributive leadership</p> <ul style="list-style-type: none"> <li>• <b>Model Classrooms</b> – Model classrooms will be developed in literacy and mathematics across the grades. Consultant literacy and math coaches, and the school literacy coach will work with select teachers to develop model classrooms that can become a learning resource for other teachers on the grade.</li> <li>• <b>Grade Leaders</b> – Grade leaders will be identified on each grade.</li> <li>• <b>Instructional Cabinet</b> (Professional Learning Committee)- A vertical instructional cabinet will be formed. The Cabinet will meet bi-monthly to discuss instructional topics and to plan future activities.</li> <li>• <b>Distributive Leadership Teams</b> - The school will continue to have relevant teams to address students’ needs that will include a pupil personnel team (PPT): referred as the Student Support Group, Response to Intervention (RTI), School Intervention Team (SIT), Behavior Committee, to that students who are identified for social/emotional supports, special education related services, special education programming, and/or academic intervention services, will be assigned to receive appropriate support and follow up.</li> </ul>	<p>Teachers</p> <p>Teachers, guidance counselors, IEP teacher, student support teacher and assistant</p>	<p>November 2015 – June 2015</p> <p>October 2015 – May 2016</p>	<p>Principal, assistant principal, coaches</p> <p>Assistant principals, support staff, principal,</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>The following resources will be leveraged to achieve the goal:</p> <ul style="list-style-type: none"> <li>• Consultant and school coaches will provide support for teacher learning</li> <li>• Engage NY will serve as a resource for instruction and assessment</li> <li>• Graham Windham staff will provide support for the ELT program</li> <li>• Collaborative Teacher Team Meetings and Protocols will be scheduled weekly</li> <li>• A School schedule that includes time for collaborative learning will be established</li> <li>• Professional Development Cycles will focus on teacher learning needs</li> <li>• Professional Learning Committee (Instructional Cabinet) will meet regularly to collaboratively guide the instructional and professional learning programs</li> </ul> <p>Site specific specialists (guidance counselor, IEP teacher) will support students social/emotional development</p>

Per Session and Per Diem funds will be used to support after school and school-day professional learning

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	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, as a result of grade level collaborative teacher team meetings, weekly monitoring, there will be an increase of 30% in the number of teachers who craft common core aligned lessons and units as measured by a rating of Effective or Highly Effective on observations in the area of Designing Coherent Instruction component from ADVANCE.

**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.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><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>Although the 2013-14 HEDI ratings rated the school as Developing, in 2015 School Leadership was highlighted as an area of strength.</p> <p><b>The 2015 AIR report</b> concluded that "the principal and other administrators strive to improve teaching practice." And also found School Leadership to be an area of celebration.</p> <p><b>The 2015 School Quality Review</b> rated teacher teams and leadership development as Proficient.</p> <p><b>The 2015 Framework for Great Schools</b> survey indicated positive responses as follows:</p> <ul style="list-style-type: none"> <li>Inclusive principal leadership - 91%</li> <li>Teacher influence - 35% (area of focus for 2015-16)</li> <li>Program coherence - 61% (area of focus for 2015-16)</li> <li>Instructional leadership - 71%</li> </ul>		

**School Strengths**-Because of the principal’s many years’ experience as a teacher across the grades, a staff developer at the school and district level, a curriculum developer, and as an assistant principal for instruction, she is a principal who is not only a strong school manager, but also an instructional leader. She can therefore provide informal, relevant, and targeted guidance for PS/MS 123M teachers on a daily basis during classroom walkthroughs, during observation conferences, and at committee and team meetings. This strong and deep understanding of how children and adults learn, of instructional strategies, and of curriculum, places the school at a great advantage as she works collaboratively with all stakeholders to design programs and initiatives, as we move forward to make PS/MS 123M a place where students are safe, engaged in learning, and families feel welcomed.

- As the school leader, the principal is committed to data driven leadership. Decisions regarding instructional, professional development, student support, and parent engagement programs and initiatives are based on what is learn from hard data (e.g. test scores, interim assessment results, evidence on school developed checklists) and soft data (e.g. teacher observation, teacher discussions at collaborative team meetings, conversations at individual and grade level data conferences). These data drive school-wide and individual grade decisions.
- The administrative team at PS/MS 123 is a cohesive group that provides clear expectations for expectations for each staff member and models expected behaviors. The team is continually focused on the high expectations we have set for ourselves, staff, and students.
- • An innovative and effective Table of Organization has been developed that includes classroom and out-of-classroom positions to support the needs of our learners, including English language learners, students with disabilities and struggling students.
- Budgets are structured to maximize available funding to support desired initiatives
- Clear expectations are provided for staff via the following:
  - daily classroom visits that include Glows and Grows feedback
  - comprehensive Staff Handbook, weekly staff memos, and a system of numbered memos to inform all staff of school-wide comprehensive initiatives
  - regularly scheduled data conferences at which time teachers meet either on a grade or individually to discuss individual student progress and needs
  - high standards communicated informally and through formal letters to file when indicated
- 

## **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?

As a result of renewal, we envision the following:

- A close working relationship will be established with the renewal partner to build optimum collaboration for the betterment of the school community. This will be accomplished through weekly meetings with partner director and monthly meetings with a newly created Community Engagement Team made up of SLT members (parents, teachers, administrators) and renewal partners. At these meetings activities will be planned and responsibility designated to team members. The team will also assess success of implementation of activities and initiatives. PS/MS 123 has already established a close working relationship with Graham Windham, our renewal partner, who has been working at the school through the Beacon Program. Through focused , regularly scheduled conversations we look forward to identifying and implementing additional ways in which Graham Windham as a key resource can help achieve school goals, both in instruction and in addressing the social/emotional needs of students and families.
- Regular data analysis and data meetings will continue to be implemented so that data becomes the foundation of all instruction and school-wide initiatives. The data meetings will take place with teachers, support staff, assistant principals, partner staff and SLT members.
- Protocols to maintain a transparent school program will continue with regular memos, newsletters, letters to staff and members of the school community.
- Improvement of school operational systems through the establishment of new systems and protocols for operational needs (e.g. smooth operation of general office, distribution of supplies).
- A focus on distributive leadership so that all school staff embrace leadership roles. Weekly meetings with the assistant principals, coaches, renewal director and key partner staff (i.e. social worker, family coach, ELT staff) where principal will delegate responsibilities, and share data regarding implementation of renewal efforts.
- Utilizing established protocols, administrators meet Monday morning to review upcoming events, identify roles and responsibilities for each administrator, set a week long schedule of observations and any other identified priorities, and then engage in daily check-ins with each other to ensure timeliness and adherence to effectively meeting deadlines and addressing needs.
- Student progress and classroom teaching are at the forefront of all efforts. Administrators maintain an active role in ensuring that systems are in place and used to support the school as a community of learners.
- Fiscal resources across funding sources available to the school and renewal partner are aligned to maximize available budgets to provide needed services.

### **Part 3 – Annual Goal**

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

By June 2016, the principal and administrative team, will monitor the planning and implementation of teaching practices using the Danielson Framework to provide targeted feedback which will result in an increase of 10% of the number of teachers who receive an overall rating of Effective or Highly Effective in the NYCDOE 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><b>Effective Use of Resources</b></p> <p><b>A Table of Organization</b> for the school will reflect the needs of the student population relative to class designation and teacher assignments. The Table will take into account services for Students With Disabilities (SWD), maintaining smaller class size, providing support personnel needed to ensure student success, and providing personnel for administrative duties so that school runs smoothly. This will require re-thinking previous year’s positions and resource allocations.</p> <p><b>Consolidated Budgeting</b> - The strategy of consolidated budgeting will be utilized to maximize fiscal resources to match needed positions and services. Services will include</p> <ul style="list-style-type: none"> <li>• adding a Teacher Center literacy coach</li> <li>• establishing partnerships with proven successful professional development organizations to provide consultant coaches (these coaches can be discontinued when no longer needed without affecting the school’s table of organization)</li> <li>• supplementing the ELT programs with a Saturday Program</li> <li>• developing partnerships with successful CBO’s (Studio in a School, National Dance Institute, Chess in the School) to provide services for students</li> </ul>	<p>School staff, students</p> <p>School staff</p> <p>School staff, parents, students</p>	<p>July 2015 and ongoing</p> <p>September 2015 – June 2016</p> <p>August 2015 – June 2016</p>	<p>Principal, business manager, grant manager, assistant principals</p> <p>School secretaries, business manager, school aides, parent coordinator, student support teacher, principal, assistant principals</p> <p>Partner organization staff principal, assistant principals,</p>

- purchasing additional instructional supplies to meet the needs of all students, including ELLs and SWDs.
- Identifying teachers’ instructional strengths to support in the design of departmentalizing content area instruction on grade 6

**Partnerships**

Partnerships with successful CBOs will be established/continued to provide needed services for teachers, students and parents to enhance teachers’ effectiveness in working with students and developing an Effective Classroom Environment as defined by the Danielson Framework for Teaching. These partnerships can assist teachers is observing, learning and implementing social –emotional strategies, interest based learning and project-based learning, and supporting teachers co-planning for effective teaching and learning.

- Partnerships to provide consultant coaches (Literacy Support Systems, Creative Solutions Services, JDL Horizons, Teaching Matters, Inc.) will be maintained. The levels of service from each organization will be revised to reflect current needs and available resources.

- National Dance Institute – Dance experiences for students will continue to be provided. Bi-yearly culminating dance performances for parents and our school community will be held.

- CUNY – A new partnership with CUNY to provide IT services in the school will be established. Needed services will be provided at a reduced cost, thereby freeing up fiscal resources for other use.

- Studio in a School – The successful partnership with Studio in a School (SIAS) that brings art experiences to students while training classroom teachers in systems and practices in including art in the regular classroom will be continued. The classes served will be revisited.

- Hip Hop for Life – Provides wellness classes for parents. The program features classes on nutrition, fitness, and sports.

- Ogilvy – The successful Ogilvy Advertising Agency partnership will be continued so that an additional cohort of students have the opportunity to work with Ogilvy staff to learn about the world of work and

<p>college and career preparation, experience support from an adult mentor, and engage in creative and real-life learning experiences to share with their schoolmates.</p> <ul style="list-style-type: none"> <li>• <u>Partner schools</u> – Relationships with partner schools will be established so that teachers and administrators have the opportunity for intervisitations, developing relationships with successful teachers outside PS 123, and expanding their knowledge about successful teaching practices.</li> </ul>			
<p><b><u>Shared Vision</u></b></p> <p><b>Data Driven Leadership</b> – Leadership decisions and actions will be based on a review of existing data such as</p> <ul style="list-style-type: none"> <li>• ADVANCE Ratings and teacher observations</li> <li>• Teacher conferences (e.g. goal setting conferences, Individual Planning Conferences to set professional, personal and instructional goals for ADVANCE, data conferences, pre and post-observation conferences)</li> <li>• Expressed teacher needs</li> <li>• Student performance on interim assessments</li> <li>• Success of parent engagement efforts and results of parent evaluations of parent activities</li> <li>• Reports from Renewal School partner, consultant coaches, etc.</li> <li>• School Leadership Team (SLT), School Intervention Team (SIT), Pupil Personnel Team (PPT, and other team meeting minutes</li> <li>• Weekly AP meetings to set goals for the week and to assess implementation of the goals on a Friday meeting.</li> <li>• Pacing calendars, yearlong assessment calendar, professional development calendar</li> </ul> <p><b>Clear Expectations</b> – Clear expectations for staff will be provided through a variety of structures:</p> <ul style="list-style-type: none"> <li>• <u>Staff Handbook</u> – A comprehensive staff handbook will be distributed in September so that teachers understand what is expected. The Handbook will also</li> </ul>	<p>Teachers, students, parents, partner organizations, assistant principals</p> <p>School staff</p> <p>School staff</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>July 2015 – June 2016</p>	<p>Principal with assistant principal follow-up</p> <p>Principal, assistant principals</p> <p>Committee members, Principal, assistant principals</p>

contain needed forms, school checklists to be utilized, rubrics, etc.

- Weekly Staff Newsletter – A staff newsletter that has been designed in a newspaper format will be distributed to staff. The newsletter will contain

- any relevant information needed for the upcoming week

- planned events and activities

- “shout outs” to highlight good teaching practice and student accomplishments (so that teachers develop an understanding of who on staff can serve as a model for a particular practice. The Assistant Principals also contribute to the Newsletter in the AP Section.

- Daily message board reminders to staff of urgent items for the day. The message board is located in the general office next to the time clock.

- School-wide Checklists will be discussed and distributed to staff so they understand what is expected (e.g. Classroom library checklist).

- Numbered Staff Memos – Memos intended for the entire staff will be distributed and numbered and kept in a binder that is accessible to all staff to provide them with information needed for a variety of initiatives (e.g. report cards, supply orders, extended day)

- School Year Scheduled Events Calendar – A school-year calendar will be created and distributed to staff in September. The calendar will include all DOE activities (e.g. testing, parent/teacher conferences) as well as school activities (e.g. NDI schedule, ELT schedule, interim assessment schedule, End of Unit assessment schedule, parent engagement activities). A separate calendar will be sent to parents and relevant information regarding report cards, testing, and dates for parent engagement activities for the year so they have ample time to prepare to attend.

- Verbal Feedback, Letters and Emails to Teachers – Verbal feedback, and/or letters and emails to teachers for praise for a job well done as well as for instances when teachers are not meeting expectations will be sent promptly.

**School Committees** – As described in previous sections, a variety of school committees (e.g. PPT, SIT,

<p>Attendance, Student Support Group, Instructional Cabinet/Professional Learning Committee) will be created to</p> <ul style="list-style-type: none"> <li>• Provide needed services for students (e.g. social/emotional supports, effective learning opportunities)</li> <li>• Engage teachers and other school staff in the decision making process</li> <li>• Develop teachers as leaders who can serve as a resource for their colleagues, and allow for distributed leadership opportunities</li> </ul> <p>The principal will sit on these committees to observe and guide activities to ensure progress and effectiveness. Where possible teachers and assistant principals will facilitate to build capacity.</p>			
<p><b><u>Professional Development</u></b> –</p> <p>As school leaders, the assistant principals and principal will organize and provide a variety of opportunities for teachers to improve their practice through training and planning time. Teacher training will be customized to individual teachers’ needs. The principal will also implement weekly professional development for my assistant principals, customized to their needs.</p> <ul style="list-style-type: none"> <li>• <u>Onsite coaches</u> in literacy, mathematics and technology will work with small groups of teachers and individually with teachers in their classrooms and on Weekly Common Planning Teams.</li> <li>• <u>Weekly professional learning cycles</u> on Monday and Tuesday afternoons (as described in section 5C – Collaborative Teachers)</li> <li>• <u>Individual and Grade Level teacher conferences</u> – Individual and grade level conferences will be held on a variety of topics/issues (student support strategies, instructional strategies, utilizing data effectively, ADVANCE ratings). These conferences will also serve to reinforce clear and high expectations that are held for all staff.</li> <li>• <u>Special whole staff and/or small group workshops</u> will be provided as needed (e.g. testing information).</li> </ul> <p><u>Weekly Assistant Principal Professional Development Conferences</u> will be scheduled for Monday mornings, with an assessment follow up on Friday afternoons.</p>	<p>School staff, assistant principals, renewal partner staff</p>	<p>September 2015 – June 2016</p>	<p>Coaches, CBO partners, Principal, assistant principal, other outside resources</p>

Monday morning meetings with assistant principals will be held at which the principal will set clear expectations for the week, assign their special responsibilities for the week, and provide guidance for them as needed.			

**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.											
<p>The following resources will be leveraged to achieve the goal:</p> <ul style="list-style-type: none"> <li>• School partnership organizations will provide student services</li> <li>• Partnership consultants and staff coaches will provide professional development for staff</li> <li>• NYCDOE hiring resources</li> <li>• Staff with specific expertise/skills/licensing</li> <li>• School Committees will engage all stakeholders in decision making</li> <li>• Professional Development sessions will be designed to improve pedagogy</li> <li>• ADVANCE online teacher rating dashboard will monitor staff performance</li> <li>• Per session and per diem will be utilized to provide professional development for teachers.</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		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	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, there will be an increase of 5% over 2014-15 in the number of teachers who are on track to receive an overall rating of Effective or Highly Effective in the NYCDOE ADVANCE.
<b>Part 6b.</b> 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**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

In addition to HEDI ratings above, other assessments indicated that Parent and Family Engagement is an area of need for the school.

**The 2015 AIR assessment** indicated that "although staff is working to increase parent engagement, low parental engagement continues to be a challenge". This is an area of focus for 2015-16.

**The 2015 Framework for Great Schools** survey indicated positive responses as follows:

- Teacher outreach - 86%
- Parent involvement in the school - 77% (area of focus for 2015 - 16)

**School Strengths**

- PS/MS 123 presents itself as a welcoming school from the moment parents enter. Students’ work is proudly displayed in the front hallway Hall of Fame. Bulletin boards outside the main office speak to the instructional programs and extra curricular activities. Important flyers about community activities, school events, and important notices are openly displayed for parent consumption. School safety agents are a key part of maintaining a calm and supportive environment and as such are required to walk our school during the day on a regular basis including the lunchroom during lunch, so that students know and recognize them as part of the school community.

- Tuesday afternoon parent outreach time is effectively used for outreach via phone, emails, teacher-to-parent communiqués, face-to-face meetings. Translation and interpretation services are pre-arranged as needed to encourage participation
- Regular notices are sent to parents, including translated versions, to keep them up-to-date on all school events.
- Monthly parent newsletters are sent by the principal to maintain open parent communication.
- Special intergenerational family events (e.g. Family Fun Day, Grandparents Day) are implemented together with school partner organizations and attract a large number of family members.
- Student celebrations are scheduled throughout the year and parents can attend to celebrate with their children.
- Regular meetings with community based organization school partners have resulted in programs that enhance the regular school day activities.
- An open door policy is maintained by the principal and assistant principal so parents know that school staff are here for them, meeting with them if they come to school without a set appointment.

### **School Needs**

- Additional numbers of parents participating at parent events and workshops is needed. The school needs to attract those parents, including immigrant parents, who do not attend school functions so they have the information they need to be involved at school.
- Staff to provide family support services in the areas of mental health, social/emotional needs, and job acquisition needs to be trained and work collaboratively to support school initiatives and family needs.
- An enhanced school webpage would provide a place for parents to easily access key information

### **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?

As a result of renewal, we envision the following:

- School staff and partner staff members are available to provide support services that are needed by families.
- Special family adult education workshops are provided that address the particular needs of the school's population (e.g. job skills, social service needs, ESL) that attract family members.
- Parent workshops on a variety of school related topics (e.g. the common core curriculum, testing, student achievement results) are offered throughout the year.
- A strong working relationship between the school administration and renewal support staff is developed so that a comprehensive approach to family engagement and service is available.
- A fully functioning mental health clinic is established at the school where parents can come to address their mental health needs.
- Translations are available at family functions in several languages so that all families feel welcome.
- Additional family outreach staff (social worker, family coach) work collaboratively with existing school staff to augment needed family services.

- At our Community Engagement input meeting for our renewal plan, community members requested additional translations of activities and documents to make the school more accessible to parents for whom English is not their native language. The school has already made efforts in this area - translators in Spanish are available at parent meetings and events, and documents are translated into Spanish when feasible (e.g. Parent Handbook). This year, there are staff members who speak additional languages (i.e. French) and every effort will be made to provide translators in this language as well.
- Through Renewal, we will have a full-time social worker and a full-time family coach on staff to respond to parent and family needs. A mental health clinic will also be established at the school with the goal of providing comprehensive services onsite. With these additional staff, we plan to offer parent education opportunities (e.g. computer, job skills, parenting strategies). At the end of the renewal period, we anticipate increasing parent engagement by 50%.

### 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, 100% of parents will have received outreach, learning opportunities, and/or services as documented by teacher and Partner logs.

### 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 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><b>Family Communication</b></p> <ul style="list-style-type: none"> <li>• Meetings will be scheduled to identify what parents are interested in learning about relative to supporting their children at home academically and socially. Based on the results of the survey, planning meetings with renewal partner staff, parents association representatives and SLT will be implemented to collaboratively design a series of parent engagement activities that will attract parents.</li> </ul>	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>Parent coordinator, principal, assistant principals, renewal partner staff, other CBO partner staff</p>

• A yearlong parent engagement calendar will be created and distributed to parents and teachers so that sufficient time exists for careful planning and recruitment. The calendar will include available parent and student resources available at the school

• (e.g. YMCA, Beacon, Community Health, Young Men’s Initiative). Activities will be coordinated to activities at the school and will provide information and training for parents on a variety of topics such as

- Helping Your Child With Test Taking Strategies

- Accessing PS123 and other available online learning resources

- Activities for Learning During School Vacations

- Reinforcing the Development of Math Fluency

- Establishing Rituals and Routines to support learning

- High School Choice – beginning in grade 7

- Nuts and Bolts of Common Core Learning Standards

-Activities for Learning During School Vacations

• On Parent/Teacher conference days, the Parent Coordinator, in collaboration with the renewal partner family worker, will be available to meet with parents and will also work collaboratively to encourage high attendance rates.

Parent Handbook written as a helpful, parent-friendly guide to helping parents support learning.

Parent Translations -

The school has already made efforts to provide translation for parents, and plans to continue these translation supports

• Ms. Hernandez, the principal, is fluent in Spanish, and regularly translates for Spanish speaking parents.

• Staff members who speak Spanish attend parent meetings and events to translate for parents.

<ul style="list-style-type: none"> <li>• School documents (e.g. Parent Handbook) are translated into Spanish and other languages.</li> </ul> <p>In response to input at the Renewal Community Engagement meeting, the school plans to take the following additional actions -</p> <ul style="list-style-type: none"> <li>• When parents arrive for a parent meeting/activity, bilingual staff will meet parents at sign-in desk to welcome them using their native language and translate for them at the meeting/activity.</li> <li>• Parent newsletter will include information for parents that translators will be available at parent activities.</li> <li>• Investigate the feasibility of purchasing translation headset equipment</li> <li>• Increase the number of languages translated as the school now has staff who speak languages in addition to Spanish.</li> </ul>			
<p><b><u>Family Events</u></b></p> <ul style="list-style-type: none"> <li>• Special school events (e.g. Grandparents Day, Family Fun Day, celebrations of student work such as publishing parties) will continue to be offered. Special activities will be planned with Renewal Partner staff, parents, parent coordinator and teachers so as to attract parents and augment attendance.</li> <li>• Special performances (e.g. National Dance Institute student performances, Ogilvy Student Video presentations) will be offered for parents. The performances will be scheduled during the day and in the evening to accommodate parent schedules.</li> </ul>	All parents	October 2015 - June 2016	Parent coordinator, principal, assistant principals, partner staff
<p><b><u>Parent Learning</u></b></p> <ul style="list-style-type: none"> <li>• A Curriculum Night/Curriculum Fun Night for parents will be offered early in the school year so that parents can meet their child’s teacher and learn about the Common Core Learning Standards.</li> <li>• Tuesday afternoon parent outreach activities – Teachers on a grade will present information sessions and workshops for parents one Tuesday per month. Topics can include Reading With Your Child, Upcoming Grade Events, Testing and Other School Calendars, Pacing Calendars. Parents of ELLs, SWD and other subgroup students will attend with the other parents on a grade so as not to isolate or stigmatize any parent. Special parent workshops on strategies for developing English Language will be provided for parents of ELLs.</li> </ul>	All parents	October 2015 – June 2016	Parent coordinator, renewal partner staff, teachers, principal

Special learning experiences for parents will be provided in collaboration with Graham Windham and can include classes in resume writing, computer skills, English language learning classes, interview skills etc.			
<p><b>Renewal School Partner</b></p> <p>As part of the development as a community school, Graham Windham, our Renewal School Partner, will offer opportunities for families to engage in special events throughout the year, and will be an integral partner in the school, working closely with school administration, parents, teachers and the PS/MS 123 parent coordinator.</p> <p>The exact nature of the parent activities will be collaboratively determined by Graham Windham staff and school staff based on expressed needs. Activities, suggested by Graham Windham, can include activities such as health fairs, cultural festivities, culinary-related gatherings, and movie showings/performance arts. Targeted workshops to address parent need such as specialized support for families coping with housing, immigration and domestic violence, arts and athletics services for parents, services for parents focusing on English language skill development and employment. Activities will be provided by Graham Windham staff, or by partners recruited by Graham Windham.</p>	All parents	October 2015 – June 2016	Renewal partner staff, principal, parent coordinator

**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.											
<p>Parent Coordinator, Renewal Partner staff, district office staff, school partner staff, Tuesday parent engagement time, special parent events, and parent workshops, renewal funding for parent engagement activities.</p>											
<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		C4E
X	Title I 1003(a)	X	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.
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By February 2016, 75% of parents will have received outreach, learning opportunities, and/or services as documented by teacher and Partner logs.

**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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Since the ELT Renewal Program is an extension of the regular school day program, student progress in the ELT will be measured by the metrics identified in the Rigorous Instruction and Supportive Environment goals specified in this document. In addition, a program specific checklist co-created by the school and renewal partner, and completed by ELT teachers will indicate that 75% of students completed assignments satisfactorily and were actively engaged in their learning.
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

### **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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<p>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?</p> <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> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• 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.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
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The PS/MS 123M and Graham Windham ELT program will be a true extension of the regular school day rather than just a stand-alone, “add-on” program. In following the guidance for use of the expanded learning time provided by the NYCDOE, our ELT renewal program of service will be offered to every student immediately following the end of the regularly scheduled school day. Services will be provided through close coordination between school staff and CBO school-based staff. The ELT will offer a range of acceptable supplemental academic classes/activities from Tuesday through Thursday, and enrichment on Friday. The focus of instructional activities will be as follows:

Tuesdays - social/emotional learning

Wednesday and Thursdays - skill development in literacy and mathematics

Friday- enrichment, talent development, club program, social/emotional learning

Services will include a focus strongly on support in core instructional subjects (e.g. ELA, math), RTI services, and re-teaching as appropriate. ESL services will be embedded. The program will also include experiences designed to build students’ social/emotional well being, book clubs, homework help, using technology for research, robotics, tutoring, drama, chorus, etc. Services will be provided either by PS/MS 123M staff or partner staff working under the supervision of school staff.

In addition, the non-renewal hour ELT programs provided by the YMCA, the Graham Windham Beacon Program and 21<sup>st</sup> Century Program will run from Monday through Friday to supplement the mandated ELT renewal hour.

- Range of Activities – The ELT program will provide tutoring, academic skill development, homework help, student support services, recreation, sports and athletics, enrichment, clubs, and test sophistication strategies. On Saturday, we are planning a Saturday Academy run by our renewal partner that will provide inter-generational learning experiences, activities and projects.
- Address Learning Needs – Since Graham Windham will become an integral part of the school; activities and services offered will address students’ current learning and social/emotional needs. Instructional materials utilized will be co-selected by the school and Graham Windham.
- New Content Areas/Opportunities – We anticipate a wide range of new activities will be provided such as Robotics, technology, sports teams, field trips, and partnerships with local community based agencies for real-life learning
- Professional Development – For the Graham Windham programs, professional development will be provided Graham Windham resources and the school. When appropriate and feasible extended day staff will be invited to attend PS/MS 123M professional development workshops.
- Book of the Month – A Book of the Month project will be instituted. All classrooms will read, discuss and study the same book during the month. Books will focus on social/emotional development and provide opportunities for biblio-therapy. Titles can include “Wolf”, “Clarissa”, “Chrysanthemum”.
- Family Outreach – to let parents know how their children are doing, will be provided by
  - Graham Windham staff as part of their regular family outreach program
  - PS/MS 123M teachers as part of the regular designated Tuesday afternoon parent outreach time
  - PS/MS 123M staff who are providing services
  - Regular school progress reports, report cards and parent teacher conferences will include information relevant to the renewal hour ELT.

#### **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.

- A school and partner developed checklist will indicate that 70% of students completed assignments satisfactorily and were engaged in ELT activities.

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

It is anticipated that the ELT mandated Renewal Hour program will be planned, including the hiring of staff, during the summer months (June, July and August) for implementation as required. The mandated ELT will run every day from the first day of school in September until the last day of school in June. Implementation of non-mandated programs (i.e. Beacon Program, YMCA Program, 21st Century Program) will begin shortly after the beginning of the school year, with registration beginning in September 2015 and remaining ongoing throughout the school year.

**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.

ELT program will be supported by staff from partner organizations (i.e. Beacon, Graham Windham, YMCA, Leadership Program) through outside funding sources.  
 School staff funded through tax levy and SIG grant allocations will teach ELT classes.  
 Funds for supplies and materials will be utilized to provide instructional materials for the ELT.

**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.*

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

**Part 6 – ELT Progress Monitoring**

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

A program specific checklist, co-created by the school and renewal partner will indicate that 50% of students completed assignments satisfactorily and were actively engaged in their learning.

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

## Section 7: Community School Description

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

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

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

The number of parents taking part in 3 - 5 activities during the year will be increased by 5% as measured by an analysis of event attendance records.

Renewal partner meetings will be scheduled monthly as evidenced by a review of meeting agendas and attendance sheets.

There will be an increase of 5% in the number of parents accessing mental health and/or social service resources as evidenced by a review of case records.

There will be a 50% approval rate of services provided as measured by a review of participants feedback sheets.

### **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.

The Community Schools Program will provide services for all students and families in the PS/MS 123M community (i.e. ELLs, SWD, high achieving, lower achieving). The partnership will provide ELT and enrichment opportunities for students, mental health services for students and families, support for homeless families residing in shelters, and support for families coping with domestic violence. Graham Windham is also committed to securing increased school resources (both fiscal and volunteerism).

**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.

Graham Windham has been chosen as the Renewal School Partner for PS/MS 123M. Graham Windham already operates a Beacon Program at PS/MS 123M and is well established not only in the school, but also in the community, having operated Beacon programs at various schools in the area for 22 years. Therefore, Graham Windham has strong community ties and strong partnerships with other community based organizations in the community.

The current Beacon program provides homework assistance; tutoring in ELA, math and science; a club program (reading club, sports club, computer club, Robotics club, art club); field trips; a step dance team that competes citywide; and a summer camp. The Beacon also provides opportunities for families to engage throughout the year. The Beacon partners with Columbia University's Community Impact Program for tutoring and the Manhattan School of Music for music instruction.

**Community School Coordinator** – A Community Schools Coordinator will be hired collaboratively with Graham Windham staff, the principal and SLT members (parents and teachers). The Coordinator will be an experienced youth development professional with a minimum of five years of experience; hold at minimum a bachelor's degree (and preferably a masters degree).

As specified in the Graham Windham Community Schools Coordinator job description, the Community Schools Coordinator will be responsible for overseeing the provision of supportive services at the school and ensuring extensive and meaningful community and parental engagement. The Coordinator will be a highly visible presence in the school and community and will develop favorable rapport with parents, CBO leaders, members of the local Community Board and business owners while functioning as a catalyst, connector and trusted colleague to many. The Coordinator will play a lead role in the following:

- Successful implementation of a Community School Team (CST) that will be established. The Team will meet monthly to continually assess progress and put in place measures to ensure ongoing improvement. The CST will also be responsible for annually developing a Community School Plan that puts forth strategies, goals, policies and budgetary allocations for the following year.
- Increased parent engagement
- Increased student participation in ELT and enrichment activities
- Increased utilization for mental health services and improved mental health, and the degree to which students achieve progress toward identified goals
- Increased school resources (raising additional funds, increasing number of volunteers)

#### **Personalized Student Needs**

The CET and SLT will be instrumental in the design of community schools activities and services. Graham Windham onsite staff (program coordinator, family worker, social worker/psychologist) will become an integral part of the school community, gaining first-hand, on-site knowledge about the PS/MS 123M students. From this knowledge, and from working closely with PS/MS 123M teaching and support staff (i.e. guidance counselors, student support teacher and assistant, classroom and cluster teachers), it will become possible to offer instructional, enrichment and mental health services that are personalized to student's needs.

**Extended Learning Time** – Graham Windham will partner with the school to provide instruction and enrichment during the renewal hour. In addition, they will provide additional extended day services after the mandated one-hour ELT through the Beacon Program. They will also work with the YMCA and Leadership Program to coordinate ELT services provided by those organizations. A more detailed description of the ELT was provided in Section 6.

**Mental health programming** - Graham Windham will provide mental health services through onsite social services providers (i.e. social workers and/or psychologists assisted by social work/psychologist interns, family coach). Graham Windham will either provide needed services directly, or will access needed mental health support services from other agencies through a case management model. The school-based Graham Windham mental health staff will work closely with the already existing student support staff/services at the schools (i.e. guidance counselors) and the 21<sup>st</sup> Century Leadership Program student support activities.

**Parent Engagement** – To ensure increased parent engagement at the school, Graham Windham will offer opportunities for families to engage in special events throughout the year, and will be an integral partner in the school, working closely with school administration, parents, teachers and the PS/MS 123 parent coordinator. The exact nature of the parent activities will be collaboratively determined by the CST based on perceived needs. However, activities suggested by Graham Windham at this time can include activities such as health fairs, ethnic festivities, culinary-related gatherings, and movie showings/performance arts. And given the difficulties that are part of the lives of many parents at PS/MS 123, activities will include specialized support for families coping with domestic violence, arts and athletics services for parents, services for parents focusing on English language skill development and employment. Activities will be provided by Graham Windham staff, or by partners recruited by Graham Windham.

Weekly Meetings - Meetings will be held with the community schools partner to review implementation of ELT program and daytime program, activities of partner staff (social worker, family coach, community director). School data (e.g. OORS reports, parent engagement, attendance) will be used to assess success of program and to inform future activities.

### **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.

Program oversight will be provided through several structures:

- The Community Schools Coordinator, who works on-site at the school, will have primary responsibility for overseeing Graham Windham activities. He/she will work closely with the principal, staff, CST members and parents to coordinate activities resulting in an enhancement of services for students and families. The Coordinator will be responsible for implementing, monitoring and tracking all services, will assess effectiveness of services, will establish processes and procedures for launching and providing ongoing monitoring of services provided under the auspices of Graham Windham.
- The Community Schools Council that will develop the vision and design of the partnership will continue to meet during the partnership on a monthly basis. The Council, made up of teachers, parents, and Graham Windham and PS/MS 123M staff will provide a second oversight regarding how “things are going” and if services are meeting needs as envisioned.

Program Assessment – These school-developed tools will not only provide evaluation information, but will include a section for suggestions/additional needs/next steps so that services provided continue to meet perceived needs.

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

The following resources are needed to build a successful partnership that will meet the needs of the PS/MS 123M community:

- On-site mental health worker(s) who can provide direct services, and/or referral services from other agencies on a case management basis. The mental health worker(s) will also oversee delivery of services, measure student and family progress, and make mid-year adjustments as indicated.
- Tutors, teachers, instructors who will provide renewal hour learning opportunities such as homework help, tutoring, book clubs, performing arts, public speaking, robotics.
- A Family Coach who is instrumental in designing and implementing parent engagement opportunities. The family worker will need to work closely not only with Graham Windham mental health staff, but with school staff on a continuing basis.
- Graham Windham staff, working closely with the PS/MS 123M Parent Coordinator to plan and implement family events (e.g. performances, field days, health fairs).  
The Graham Windham Social Worker will work with school guidance counselors to provide student and family supports.  
The principal and assistant principals will organize and guide the collaboration between partner and school support staff.

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

Planning activities have already begun. During the summer, the CST will be established and will begin meeting. It is anticipated that direct services and activities will begin in September with the opening of school, and will continue throughout the school year. A CET, a subgroup of the SLT will meet regularly. The CET includes school staff, partner staff, and parents. The Team will meet from September - June. Renewal activities will run from September 2015 - June 2016. The ELT program began on the first day of school.

**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>	Student performance on NYS 2015 standardized test in ELA at levels 1 and 2. Students at risk of not scoring at level 3 and 4 on NYS standardized test in ELA as determined by results on interim assessments. For students in K – 2 we use baseline reading data and MOSL scores.	Workshop model teaching, differentiated tasks and assignments, conferencing, AIS teacher remediation, guided reading groups, skills and strategies linked to CCLS curriculum	Small group; one-on-one; tutoring; push-in/pull-out; use of online scaffolded student reading programs	During the school day; during ELT school and partners extended day program; on Saturdays during the Saturday Academy (grades 3 – 8); ELL Title III program after school
<b>Mathematics</b>	Student performance on NYS 2015 standardized test in Math at levels 1 and 2. Students at risk of not scoring at level 3 and 4 on NYS standardized test in Math as determined by teacher recommendation.	Workshop model teaching, differentiated tasks and assignments, conferencing, AIS teacher remediation	Small group; one-on-one; tutoring; push-in/pull-out; use of online student scaffolded math programs	During the school day; during extended day program; on Saturdays during the Saturday Academy; ELL Title III after school
<b>Science</b>	Students in grades 4 and 8 who do not score at grade level on NYS Science test. Students at risk of not scoring at grade level on NYS Science test as determined by classroom teacher recommendation.	Differentiated assignments/tasks, leveled materials	Small group; one-on-one; tutoring; individualizing, close reading strategies in science; differentiation	During the school day, after school
<b>Social Studies</b>	Students at risk of not scoring at grade level on NYS ELA test as determined by	Differentiated assignments/tasks, leveled materials; focus on instructional	Small group; one-on-one; tutoring	During the school day

	classroom teacher recommendation, with focus skill sets needed for social studies.	shifts; using non-fiction texts, citing evidence; connecting EL strands to social studies		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in grades K - 8 who demonstrate disciplinary and/or social emotional needs and issues.	Counseling, behavior management, positive behavior program, Leadership Program partnership (mentoring), Graham Windham partnership; behavior intervention support	Small group; one-on-one	During the school day, after-school partnership programs

## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><u>Recruitment</u></p> <ul style="list-style-type: none"> <li>• The NYCDOE teacher processes for identifying teachers will be utilized.</li> <li>• As new positions become available applicants will go through a rigorous vetting process that will include model lesson delivery, interview, and reference check.</li> <li>• If positions open during the school year, candidates will be required to demonstrate a lesson that is hands-on and is grounded in Danielson and CCLS.</li> </ul> <p><u>Retention</u></p> <p>Every effort will be made to retain successful teachers. Efforts include</p> <ul style="list-style-type: none"> <li>• Providing teachers with sufficient and engaging instructional materials</li> <li>• Providing professional development training that meets the teacher's needs, and providing opportunities for effective teachers to provide professional development for their colleagues.</li> <li>• Providing opportunities for teacher leadership (e.g. serving on school committees, recognition for excellence in teaching) and decision making</li> <li>• New teachers will be assigned a senior staff member teaching in the same program/grade level / content area. This "buddy teacher" will serve as a mentor and facilitator to guide and support the new teacher.</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Whenever possible teachers will be assigned at the grade level where they have the most experience, have been successful, and feel the most comfortable.</li> <li>• If a teacher assignment does not work out, the teacher can be moved to another assignment at the end of the school year.</li> <li>• Where indicated, cluster teachers will be assigned according to their area of expertise (e.g. computer lab, visual arts)</li> </ul> <p><u>Support</u></p> <ul style="list-style-type: none"> <li>• Use of the Danielson Framework for Teaching as a foundation for identifying effective teaching practices used during both short frequent informal observations and for formal observations to ensure teachers meet expectations of teaching and are suitable placed in content area/grade level to maximize teacher's impact on student learning</li> <li>• Consultant coaches and grade-level collaborative team work will provide additional support to those new to the profession, and to all others by modeling lessons, participating in discussions, offering opportunities for de-briefs after classroom inter-visitations, and providing additional training based on observed needs in order that teachers feel supported as they learn to implement best practices</li> <li>• CBO partners (Renewal Partner, Beacon) attend weekly PPT meetings as an intervention support.</li> </ul>

## **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

### Teachers

- Provide opportunities for teachers to attend Citywide professional development to support implementation of new CCLS curricula and other instructional programs (e.g. Wilson Reading Program, Teachers College Writing Workshop)
- Teachers will engage in weekly Grade Level Team Meetings for planning and coaching around developing rigorous curriculum, including adjustments to meet the needs of SWD and ELLS. Common protocols and tools will be utilized to guide professional learning and developing “next steps”. Grade level team meetings will be facilitated either by teacher leader or coaching specialist.
- Provide grade level common prep periods so that teachers have ample time for collaboration, examining student work for evidence of learning, and to identify learning gaps against the demands of the Common Core standards.
- Provide school based opportunities to attend professional development workshops (e.g. intervisitations).
- Coaches and Assistant Principals facilitate Grade Level Team Meetings and Monday and Tuesday professional learning sessions as teachers examine student work, use student achievement data for instructional planning, create curriculum maps/plans and pacing calendars, etc.
- In-class and small group coaching in reading/writing, mathematics, integration of technology
- Involve staff in setting personal goals allowing them to reflect on their work to identify their areas for growth relative to effective teaching practices as identified by Danielson
- Teachers meet three times per year with the principal and AP for a data conference at which they discuss differentiation strategies

### Assistant Principals

- Weekly meetings with the principal to develop effective supervisory skills, deepen understanding of instructional strategies, scheduling, program design and management, etc.
- Provide a Mentor/Coach to help with development of supervisory and instructional skills.
- Opportunities to attend citywide and district provided professional development (e.g. PBIS training)
- Principal and APs conduct walkthroughs together to ensure ADVANCE calibration

### Paraprofessionals

- Provide opportunities for paraprofessionals to learn alongside classroom teachers (e.g. attending Grade Level Team Meetings, school-based workshops, working with ELA, Math and Technology coaches)
- Opportunities to attend citywide and/or district provided professional development sessions

### Parent Coordinator

The PS/MS 123M Parent Coordinator is provided with opportunities to attend all District and Citywide parent training sessions. When appropriate, parents are invited to attend as well. Additionally, consultants, who are providing parent workshops will plan and review workshop content with parent coordinator, will work alongside parent coordinator and model effective workshop techniques so that the coordinator can provide parent workshops on her own when the consultant is not with her.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

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

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

#### Part 4: SWP Schools Only

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

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

To assist in transition of students from preschool to early childhood programs, a variety of activities are implemented including the following:

- In the spring, parents are invited to attend Open Houses to meet the administration, and tour classrooms. They learn about the school policies, practices, expectations, instructional programs and student support services.
- Orientations are also held in the fall where they again participate in sessions to learn about PS 123 policies and practices, the instructional program, student and parent support services and school expectations.
- As part of NYCDOE practice, Pre-Kindergarten students begin the school year with a staggered schedule to introduce them to the school.

Information for students who had previously attended CBO early childhood programs is shared by PS 123 with the CBO the students can learn about the school before they arrive. Information about individual student needs, challenges and strengths is shared with the school by the CBO the school can prepare appropriately to meet the needs of each child.

##### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Teachers meet during grade level team conferences and instructional cabinet to plan formative assessment measures relative to the Common Core Standards and Learning Targets. Teachers and administration use multiple data sources to assess students such as Fountas & Pinnell, Accelerated Reader, Achieve 3000 and Interim Assessments. Assessment data is then used to plan and implement differentiated and targeted instruction throughout the day and during afterschool and Extended Learning Time.
- Teachers are trained and supported in the use of assessments and analysis of assessment data (including student work data) by school based coaches, by the assistant principals and by the principal during grade level team meetings, on Monday afternoon professional learning sessions, and during one-on-one coaching sessions.
- One-on-one meetings with school supervisors to understand individual student's assessment results, and to discuss and develop strategies to address deficiencies.

Teachers have opportunity to learn about and provide input regarding assessments through school committees (e.g. Vertical Instructional Cabinet).

##### 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	\$329,506	x	17-19, 24-26, 30-33, 39-42, 46-48, 50
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$123,970	x	17-19, 24-26, 30-33, 39-42, 46-48, 50
Title II, Part A	Federal	\$117,941	x	17-19, 24-26, 30-33, 39-42, 46-48, 50
Title III, Part A	Federal	\$11,200	x	17-19, 24-26, 30-33, 39-42, 46-48, 50
Title III, Immigrant	Federal	TBD	x	17-19, 24-26, 30-33, 39-42, 46-48, 50
Tax Levy (FSF)	Local	\$3,563,161	x	17-19, 24-26, 30-33, 39-42, 46-48, 50

**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)**

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. PS/MS 12M – The Mahalia Jackson School, 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. PS/MS 123M 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;
- provide translators at family events and translations of notices to parents
- 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 (e.g. grandparents day, family fun day, fathers/children day);
  - 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)**

PS/MS 123M, 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 123 Mahalia Jackson</u>	DBN: <u>05 M 123</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
Rationale:

-  
PS/MS 123 currently has 101 ELLs from kindergarten through eighth grade. These ELLs range in proficiency from beginner to advanced, with the vast majority of them in the beginner and intermediate levels of proficiency, including many newcomers. The ESL Extended Day Program will focus on the students in grades 4 and middle school. The rationale is that there are a large number of ELLs in the fourth grade - twenty - most of whom are beginner or intermediate. In the middle school, several of the school's middle school students are long term ELLs or ELLs with 5 or 6 years of service, so the school is making a concentrated effort to help those students exit the ESL program. Additionally, there are a large number of newcomers in the middle school who require additional supports to help them learn English. Both of these groups - the fourth graders and the middle school students - need assistance to prepare for the new NYSESLAT which is now completely Common Core aligned. Therefore, the ESL Extended Day Program will be focused on ensuring that these students get the best preparation for the NYSESLAT.

-  
The emphasis of the program will be on writing based on a data analysis of the school's 2014 NYSESLAT scores that show ELLs across the grades did most poorly on the writing subsection of the test. The program will focus on assisting students with writing the descriptive paragraph and the fact-based essay, the main components of the writing section of the NYSESLAT. Additionally, the program will focus on reading comprehension skills because that is also an area of weakness for the students based on the test scores. The data analysis shows that ELLs, except for the newcomers, generally did well on the listening and speaking sections of the test.

-  
Subgroups and grade levels of students to be served:

-  
There will be 15 fourth grade ELL students and 15 middle school (grades 6-8) ELL students in the ESL Extended Day program. In the fourth grade, 3 students are beginners, 8 students are intermediate, and four students are advanced. In the middle school group, 9 students are beginners, 2 students are intermediate, and 4 students are advanced. 3 of those students are potential long-term ELLs, 2 students are long-term ELLs, and 5 students are newcomers.

-  
Schedule and duration:

-  
The ESL Extended Day program will take place on Wednesdays and Thursdays from 2:30pm-4:30pm except when there are holidays or vacation. The program will start on January 8, 2015 and end June 4, 2015. Each class session will be divided into two halves. In the first half, Mr. Fried will work with the fourth graders and Ms. M. will work with the middle school students. Then the two groups will switch, so Mr. Fried works with the middle school students and Ms. M. works with the fourth grade students. Mr. Fried will focus on reading with each of his groups, utilizing such activities as read alouds and guided reading to improve close reading and comprehension skills and Ms. M. will focus with her groups on writing skills to have the students write a well-developed paragraph or essay depending on

## Part B: Direct Instruction Supplemental Program Information

the student's level. Both teachers will work with the newcomers in their groups on decoding, phonemic awareness, and increasing knowledge of sight words and vocabulary.

- Language of instruction:

- The language of instruction will be English.

- # and types of certified teachers:

There will be two teachers - Mr. Fried - who is certified and licensed in ESL and Ms. M. who is a certified and licensed Early Childhood and Common Branch teacher.

- Types of materials:

- The school will order NYSESLAT review books for all the ELLs to use during the after-school program. These books are titled "Getting Ready for the NYSESLAT" by Attanasio and Associates. The school will order them for all the grades that are being serviced by the ESL Extended Day Program. The books have been revised to reflect the changes in the NYSESLAT that align it with the Common Core Learning Standards. Dictionaries and other materials from Staples will be purchased to support the students' learning. This program will also make use of materials that the school already owns including a Promethean Board, desktop computers and iPads in the form of a iPad literacy station to ensure that all students are continually engaged in developing their reading and writing skills and to differentiate for different proficiency levels.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

- Rationale:

- The rationale for the professional development activities is to support the teachers who will instruct the English Language Learners with the most up-to-date ESL research strategies and techniques including SIOP strategies. Over the course of the professional development, the teachers will be equipped with strategies to help the students improve their reading comprehension and narrative, expository and argumentative writing skills so they can perform optimally on the NYSESLAT. The content area teacher working in this program will benefit from this training to learn helpful skills and strategies to teach ESL students.

- Teachers to Receive Training:

- The two teachers involved in the program, Mr. Fried and Ms. M., will receive training.

- Schedule and Duration:

- There will be monthly trainings that last 1 and 1/2 hours. They will take place after school during the PD

### Part C: Professional Development

time.

-  
Topics to be Covered:

-  
Changes in the NYSESLAT

Close reading strategies

Writers workshop

Using SIOP strategies in the ESL classroom

Preparing students for the NYSESLAT

-  
Mr. Fried will attend ESL Professional Development workshops throughout the school year, both network and non-network workshops, and turnkey the information to Ms. M. Mr. Fried will attend the monthly network ESL workshop as well as various other trainings including SIOP workshops, NYSESLAT informational sessions, and other workshops that focus on critical reading and writing skills that take place throughout the school year.

-  
Name of provider:

-  
CEI-PEA Network ELL Workshops

SIOP Workshops

-  
Mr. Fried will turnkey all the relevant information that he learns at the trainings to Ms. M during their monthly sessions.

-  
\_\_\_\_\_

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

-  
Rationale:

-  
The purpose of PS/MS 123's ELL Parent Engagement Program is to provide workshops and activities to strengthen parents' literacy skills and to involve them in their children's education. Activities will be presented to all parents of English Language Learners. Monthly workshops will be presented by Mr. Fried, the ESL teacher and Ms. Jeffries, another teacher who is ESL-certified and also teaches ESL.

-  
Schedule and duration:

-  
The ESL workshops will take place every first Wednesday of the month at 9am. The workshop schedule is as scheduled:

-  
Topics to be Covered:

-

**Part D: Parental Engagement Activities**

November: How to Help My Child at Home  
December: Stages of Language Acquisition  
January: Parent/teacher conference information  
February: How to Help Your Child With Reading and Writing  
March: Preparing for the ELA and Math Common Core Exams  
April: Preparing for the NYSESLAT  
May: Parent Feedback and Preparing for the 2015-2016 SY

- Name of Provider:

- Mr. Fried, the ESL teacher, facilitates these workshops.

- How Parents Will Be Notified of these Activities:

- A letter will go home to the parents and guardians of all the ELLs in the ESL Extended Day Program informing them of these opportunities. The teacher will also call parents to let them know about the workshops.

- Additionally, the parent coordinator facilitates workshops for parents during monthly Parent Association meetings on topics of concern to all parents of PS/MS 123.

**Part E: Budget**

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>05</b>	Borough <b>Manhattan</b>	School Number <b>123</b>
School Name <b>Mahalia Jackson Preparatory 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>Ms. Tina Hernandez</b>	Assistant Principal <b>Ms. Jennifer Johnson</b>
Coach <b>Ms. Gail Jeffries</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mr. Fried</b>	School Counselor <b>Ms. Marlene Pendergast</b>
Teacher/Subject Area <b>Ms. Mikelaj/Math</b>	Parent <b>Ms. Hope Scott</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Zenola Cadlett</b>
Related-Service Provider <b>Ms. Rosen/ SETTS&amp;IEP</b>	Borough Field Support Center Staff Member <b>Ms. Alice Cohen</b>
Superintendent <b>Ms. Gale Reeves</b>	Other (Name and Title) <b>Ms. Roxan Marks</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>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>536</b>	Total number of ELLs	<b>97</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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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 checked="" type="checkbox"/>	No <input 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>	97	<b>Newcomers</b> (ELLs receiving service 0-3 years)	70	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	22	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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>	69	2	4	23		4	5		3	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: _____

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	9	6	6	7	4	7	8	6	4					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2	2	1	2		3	2	2					0
Haitian	1													0
French		1	1						1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				3	8	2	2	4					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)	7	6	3	2	3	4	2	1	3					0
<b>Emerging</b> (Low Intermediate)	3	0	1	1	2	0	1	1	2					0
<b>Transitioning</b> (High Intermediate)	1	1	0	1	1	2	0	2	3					0
<b>Expanding</b> (Advanced)	2	2	5	4	3	9	10	6	3					0
<b>Commanding</b> (Proficient)	2	0	0	0	0	2	2	0	3					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					1	3	3	1	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	9				0
5	9	3			0
6	9	2			0
7	7	2			0
8	8				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	1							0
4	8		1						0
5	11								0
6	10	1	1						0
7	5		4		1				0
8	10								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3		2						0
8	1								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.  
 Response: Accelerated Reader and Fountas and Pinnell are used to assess the literacy levels of students in grades K-8. The data let the teachers know the decoding and comprehension level of every student. They inform the school's instructional plan by telling the teachers the specific reading strategies each child needs to acquire. Many of the ELLs place significantly below level in reading, so the teachers need to include decoding skills as part of their reading instruction, especially, but not exclusively, in the lower grades.
  - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Response: Based on the results of the NYSESLAT, ELLs exhibited a need for further reading and writing support across the grades. The ELLs performed better on the listening and speaking sections than the reading and writing sections in all grades K-8. We noticed that many students in grades 3-8 improved their scores on the NYSESLAT substantially, and now nearly half of the students in those grades are at the Expanding level. The Expanding students typically performed well in all the sections of the NYSESLAT except the writing section. We noticed that very few students placed at the Transitioning level, suggesting that they are making a jump to expanding after spending a year or two at the Entering/Emerging levels.
- To address our ELLs' listening, speaking, reading and writing skills, PS/MS 123's Literacy Program provides an additional 90 minutes of literacy instruction. The 90 minute literacy block includes Teachers College Writers Workshop, elements of a Balanced Literacy Readers' Workshop, including read-alouds, guided reading, shared reading, independent reading and writing. Literacy Centers, leveled libraries and literacy word walls are evidenced in all classrooms. The scaffolding of strategies such as extended conversations and accountable talk prompts improve students' language learning.
- The NYSITELL reveals that most of the students in kindergarten place at the Entering and Emerging levels. This data shows us when students enter this school as kindergartners, they tend to have little educational and English language background at home. When older students take the NYSITELL, their scores place them almost exclusively at the Entering level because they are generally brand new to this country.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Response: The Annual Measurable Achievement Objectives estimator tool provided by the NYC DOE gives us valuable data including SIFE status, years of service and attendance, which helps us measure progress towards meeting proficiency targets for specific subgroups of ELLs. In this way, we can design effective instructional programs and/or interventions for our ELLs. As a broader measure, the AMAO helps us see how we are progressing with the ELL population as a whole. On AMAO 2, we achieved 8%, below the 15% that was required. On AMAO 1, we estimate that we did not meet the goal of 67%. Approximately one-half of the ELLs showed progress. Since the school has not achieved its targets for AMAO 1 and AMAO 2, we know that we need to increase the rigor of the instruction to make sure that students are making sufficient progress toward learning the English language. In particular, not enough students are progressing or achieving the Commanding level on the NYSESLAT.

4. For each program, answer the following:

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

4a. Response: Across proficiencies and grades, students tended to do better on the listening and speaking modalities than the reading and writing modalities. Students did similarly whether they took the test in their home language or in English.

4b. Response: The school will be administering the ELL Periodic Assessment in October. The ENL teachers will disseminate the results of the exam to the teachers and administration so they are aware of the ELLs' current level. Then the ENL teachers will collaborate with the homeroom and content area teachers to provide them with strategies for moving the ELLs forward.

4c. Response: The school learns the current proficiency level of the ELLs from the periodic assessment. The home language is not used in our assessment.

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.](#)]

Response: The school uses small groups, intervention strategies, strategic guided instruction (SGI) and Expanded Learning Time (ELT) within the RtI framework. We take into consideration the ELL's number of years of ENL instruction, their English and home language literacy, the results of the NYSESLAT, the ENL teacher's recommendation, the content area teacher's recommendation, parent or guardian request, sample of student work in English and if possible in their home language. In addition, the psychologist conducts a bilingual educational evaluation if the student is suspected of having a disability. In the case of long-term ELLs, we consider their English and home language literacy needs. If the student is SIFE, we consider their content area and socio-emotional support needs.

The school also takes into consideration the data from various assessments to determine the appropriate services for the child. Teachers and administration use baseline, benchmark, and end-of-year assessments including State tests and other benchmark assessments in ELA (Fountas and Pinnell among others) and math to determine whether the student needs additional interventions such as small group work, one-on-one assistance, and focused work during Expanded Learning Time. Since these assessments are given at regular intervals over the course of the school year, teachers are able to adjust RtI as needed for these students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Response: The teachers in the school focus on the specific language needs of the ELLs in their classrooms including vocabulary, acquisition, particularly Tier 2 words, understanding of English syntax and development of listening and speaking skills. In addition, teachers use the new Targets of Measurement (TOMs) to plan for new language instruction. The Targets of Measurement have been provided to all teachers so they are aware of the expectations for all ELLs in the school. The Targets of Measurements are divided in listening, speaking, reading, and writing and grade level bands. They provide invaluable guidance for teachers on teaching ELLs the appropriate language function they need for each general claim and anchor in the TOMs.

In terms of data driven instruction, teachers use the NYSESLAT, the various benchmark and baseline assessments and the state exams to determine the student's progress in learning their new language. The ENL teacher coordinates with the homeroom and content area teachers to make sure that all teacher have all the applicable data to help make the best instructional decisions.

Teachers use information on the child's educational history and cultural background to guide their instruction in the child's second language development. There are several ways that they do this. First, the ENL and content area teachers communicate with the family of the child to better understand the child's cultural and linguistic background. This lets them know the child's level of proficiency and literacy ability in their first language as well as increases their awareness of the child's culture so they can be culturally sensitive in class. Secondly, the ENL downloads reports and communicates to the student's family concerning their educational history. This gives them such information as their prior schooling, including language of instructions and subjects studied, and whether there are any gaps in their education.

All teachers use evidence of the students' new language development in their teaching of ELLs. The teachers are provided a chart of

language progressions which allows them to understand what students should be capable of doing at every stage in their language learning process. For example, at the Entering level, the student will be able to make and label pictures. At the Expanding level, the student can write complex sentences with minimal assistance.

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?

Response: N/A

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

Response: We determine the success of the program by the number of students who achieve commanding level or gain a proficiency level on the NYSESLAT. We monitor and assess student portfolios, reading levels and NYSESLAT scores to evaluate progress toward English proficiency.

## 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.

Response: The Home Language Identification Survey (HLIS) is administered by Mr. Fried, certified ESL teacher, at the initial screening, which includes a student and parent interview. The HLIS is completed by Mr. Fried. In terms of students whose parents are not comfortable with the English language, Mr. Fried knows Spanish and French, so he is able to work directly with those parents who are most comfortable with those languages. When students arrive whose parents speak other languages, Mr. Fried enlists the assistance of a school aide or other staff who know that particular language. If such a person is not available, he uses Translation and Interpretation Services to find an interpreter over the phone to communicate with the parent in the language in which they feel most comfortable.

Potential ELLs are administered the NYSITELL to determine whether they are entitled to ENL services. Students that score below the state designated level of proficiency on the NYSITELL are entitled to services. Spanish students that score below the state designated level of proficiency on the NYSITELL are administered the Spanish LAB. When entitlement is verified, the parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. Parents are given the opportunity to watch a video provided by the NYC DOE during a parent orientation, which describes the three program choices. Each spring, ELLs are administered the NYSESLAT to evaluate their English proficiency. ELLs that score below the level of commanding continue to be entitled to ENL services. In addition, students who place at the commanding level continue to receive integrated ENL for two more years. A continuation letter is sent to the parents informing them of their child's ENL program eligibility. All of the above happen within the first ten days of the student's enrollment.

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).

Response: The determination of SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs, in grades 3 to 8, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. The SIFE Identification Process consists of administering the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administering the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transitioning or higher on the NYSESLAT.

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).

The Language Proficiency Team (LPT) forms and reviews evidence of the student's English language development. The Language Proficiency Team includes Mr. Fried, the ENL teacher, Ms. Rosen, the IEP teacher who is in charge of special education, Ms. Hernandez, the principal, Ms. Reeves, the district superintendent, and Ms. Scott, the President of the Parent Association. The LPT provides interpretation for parents as required through use of staff members who speak the necessary language or Translation and Interpretation Services. The LPT makes a recommendation as to whether the student should take the NYSITELL. If the LPT recommends that the student take the NYSITELL, the student takes the NYSITELL and the identification process continues as normal. If the LPT recommends that the student not take the NYSITELL, their recommendation is taken to the principal for review. The principal then decides if the student should take the NYSITELL. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. That person has 10 school days to accept or reject the LPT's recommendation. If the superintendent or the designee determines the student should take the NYSITELL, the student takes the NYSITELL and the ELL Identification Process continues as with all students. If the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and the ELL Identification Process ends immediately.. If the principal decides that the student should take the NYSITELL, student immediately takes the NYSITELL and the process continues as for all students.

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.

Response: Mr. Fried, the certified ENL teacher, distributes entitlement and non-entitlement letters to the parents of newly identified ELLs within five days after they take the NYSITELL and it is scanned and scored. Mr. Fried follows up with phone calls to parents whose children don't return the signed forms.

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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school will initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. The school receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal and parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents will be be kept in the student's cumulative folder.

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.

Response: The school has ten days to complete the ELL Identification Process. As soon as students are identified as ELLs, the parents are invited to a parent orientation session. The ENL teacher sends home the entitlement letter in the appropriate language which indicates the date and time of the orientation. He follows up with phone calls (in Spanish and French as necessary) to make sure all parents are aware of the date and time of the meeting. For parents who speak other languages, the teacher enlists Translation and Interpretation Services. During the parent orientation session, parents are given the opportunity to view the NYC DOE video in their home language, when available, describing the three program choices. Parents are provided an opportunity to watch a video to ensure understanding of the three program choices. Information is also provided regarding state standards, assessments and expectations for their children. All parent materials and forms are provided in the parents' preferred language, when available. Translators are also provided during parent orientation meetings when necessary. Parents also receive a brochure about the programs in their home language. During the parent orientation, parents are given the opportunity to ask questions. Parents/guardians select the program of choice. Students are placed in the program selected by the parent/guardian. Based on previous program selection from the Parent Survey, PS/MS 123 offers only Freestanding ENL. If parents select a program option other than what the school is able to offer currently, the parent is given a list of schools provided by the NYC DOE Office of English Language Learners that have TBE and dual language. The parent is referred to the Office of Student Enrollment to assist in locating the parent's program option. The Director of Enrollment is contacted by Gail Jeffries and informed that a parent is seeking a Transitional Bilingual or Dual Language Program. The director will identify the program of the parent's choice at another school. If there are 15 or more potential students on one or two consecutive grade levels requesting Transitional Bilingual or Dual Language Program, steps will be taken to open a class. The bilingual program is the default placement when a parent survey is not returned.

For parents who have previously chosen a TBE/DL program, there is an outreach process for when such a program becomes available. All the parents who chose the program will be contacted by phone call and letter in their preferred language to let them know about the creation of the TBE/DL program. The school will make a list of all the students who will be participating in the program to give to the TBE/DL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Response: The Parent Survey and the Program Selection forms are distributed at the parent orientation meeting. Mr. Fried, certified ESL Teacher and Ms. Jeffries place emphasis on collecting all Parent Surveys and Program Selection forms at that time. If a parent is unable to attend the parent orientation, the forms in the preferred language are sent home with the child to be returned. Mr. Fried follows up with a phone call to make sure that the parent received the forms. The default program for ELLs whose parents do not return the survey is bilingual. When a bilingual or dual language program opens up, the parents who have chosen such a program are informed by letter in their preferred language and by follow-up phone call. If they require a language not spoken by the ENL teacher, he will enlist the services of Translation and Interpretation.

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

Response: Mr. Fried keeps track via spreadsheet of which forms have not been completed and returned. He reaches out to those parents by phone call and letter so they may come to the school to complete all the documents.

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

Response: Mr. Fried distributes placement parent notification letters at the ENL program orientation. The school retains a signed copy of all letters that it distributes in a dedicated binder.

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

Response: All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. The ELL's documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, the school maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

Critical ELL documents include the following:

- Dated and signed copies of each student's
  - o Home Language Identification Survey and Parent Survey and Selection Form
  - o Program Placement Letter
  - o Entitlement letter (newly identified ELLs)
  - o Continued entitlement letter (continuing ELLs)
  - o Non entitlement letter
  - o Language Proficiency Team NYSITELL Determination Form

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.

Response: The list of students who are required to take the NYSESLAT is regenerated in ATS through the RLER screen. For the speaking section, someone other than the student's teacher administers and simultaneously scores the speaking subtest. The ENL teacher administers Books 1-3, which contain the listening, reading, and writing sections of the test to his students. The ENL teacher maintains a checklist to keep track of how many students have taken each of the subtests and which students were absent for one or more subtests. If a student misses one or more subtests, he receives a make-up as long as the testing window remains open. The ENL teacher or another trained pedagogue will administer the make-up to the student.

For the writing sections, all of the student responses to the constructed-response questions are scored by a committee of teachers. No one teacher scores more than approximately one-half of the constructed-response questions for an individual student. No teacher who is a student's teacher of ENL or ELA scores any of the constructed-response questions. When the administration of the exam is complete, Ms. Jeffries packs up all materials and returns them as directed by BAID.

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

Response: Mr. Fried distributes the continued entitlement and transitional support parent notification letters to all students who require them. The students have their parents/guardians sign the forms, and Mr. Fried keeps a copy of them in a binder which is maintained in the ENL classroom. Mr. Fried follows up with phone calls and letters to make sure that all students return the forms signed.

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).

Response: The trend for program choice for the last few years has been Freestanding English as a New Language (ENL). This year so far only one student has requested a bilingual program. All other students who have registered this year and all ELLs have requested ENL services. The school monitors the trends by using a spreadsheet which is continually updated. Ms. Jeffries uses the information from the spreadsheet to ensure that the ELPC screen is kept up to date. When a TBE/DL program opens, we will be able to refer to the spreadsheet to immediately see which parents must be notified of the creation of the new program. The program model offered at the school is aligned with parent requests.

The Aspira Consent Decree established bilingual instruction as a legally enforceable federal entitlement for New York City's non-English-speaking Puerto Rican and Latino students. The parents are made aware during the parent orientation of the option for bilingual instruction. They are informed that if they choose that option, since the school does not currently have such a program, their child will be placed on a waiting list until there are 15 students in two consecutive grades who have chosen that option. The default for parents who do not fill out the survey is bilingual. When a bilingual or dual language program is opened up, the parents are informed by means of letters in their preferred language and phone calls, using Translation and Interpretation services as needed.

## 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]).
- Freestanding ENL program.  
Mandated minutes of ENL (stand-alone and integrated) are determined by proficiency level on the NYSESLAT (NYSITELL for newly identified ELLs). Students are grouped heterogeneously (entering, emerging and transitional per their mandated minutes) in two consecutive grades (except for kindergarten which is by itself) to ensure they receive the mandated minutes. Ms. Jeffries and Mr. Fried provide stand-alone ENL services. Entering and emerging students receive 180 minutes of stand-alone ENL, and transitioning students receive 90 minutes of stand-alone ENL. The integrated part of the model takes place in collaboration with the homeroom teacher. All levels of ELLs receive this service in either their ELA class or another content area depending on their proficiency level.
  - TBE program. *If applicable.*

Response: N/A

c. DL program. *If applicable.*

Response: 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)?

Response: Mr. Fried, the ENL teacher, creates a schedule based on the RLAT report which identifies the proficiency level of each ELL. Entering students receive 180 minutes of integrated and 180 minutes of free-standing ENL. Emerging students receive 180 minutes of integrated and 180 minutes of free-standing ENL. Transitioning students receive 90 minutes of integrated and 90 minutes of free-standing ENL. Expanding students receive 180 minutes of integrated ENL. Commanding students receive 90 minutes of integrated ENL.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Response: Differentiated instructional strategies in the Common Core Learning Standards and content areas are utilized to meet the ELLs' diverse learning needs. Teachers make provisions for ELLs in curriculum mapping and unit planning in all content areas.

Instructional literacy and math tasks are differentiated to address the ELLs' academic needs. Our ELLs receive the same rigorous content instruction as their peers while engaged in improving their reading, writing, and speech in the English language. ENL methodology and instructional practice are aligned with the Common Core Learning Standards. Cooperative learning strategies are utilized, in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and CAFE instruction. Additional instructional strategies are also used to make content comprehensible and to enrich our ELLs' language development. Various materials and resources are used to differentiate instruction. A balanced literacy approach integrates critical thinking skills while involving the practice of active listening, modeling of the text, and the connections made to the information. English Language Learners are encouraged to think critically, solve problems and communicate in the language of instruction. Strategies such as previewing, using prior knowledge, visualization and discussing vocabulary in context strengthens students' language and writing skills. Accountable talk strategies enhance language proficiency through oral discussion by modeling language acquisition for students. Questions are carefully crafted to promote higher level thinking skills.

There are various materials used in the different programs. In the integrated ENL classrooms, the teacher uses the materials based on their particular curriculum. Math teachers make use of manipulatives. Lower grade teachers use Foundations to work on phonics with the students. All teachers have word walls with visuals to help the newcomer ELLs. Additionally, the school uses a number of online programs including Achieve3000, Accelerated Reader, Starfall and Mathletics so the students can work independently.

In the free-standing ENL classrooms, the teachers use flashcards to assist students with vocabulary. In the lower grades, the ENL teachers use Foundations as well as alphabet charts to teach letter to sound correspondence. All these teachers have sentence strips so students can practice creating their own sentences. These teachers also have word games including Scrabble and Apples to Apples to help students become more comfortable manipulating the language. Since these students range from Entering to Transitioning levels, they generally need a lot of support at the word and sentence level and these materials are designed to give them such support.

In terms of native language support, all upper grade teachers have bilingual glossaries in their rooms in Spanish, French, and Arabic. Some teachers also have independent reading books in the students' first languages. Finally, some teachers are bilingual in Spanish or French, and they use those skills to communicate with the students as needed and support them in their content area instruction.

The ENL teacher provides content area support to ELLs by pushing in to the content area classrooms, which include English, Social Studies, Math, and Science. He collaborates with the teacher ahead of time so he can create a lesson plan based on the ongoing instruction in the classroom but which incorporates language functions and vocabulary that the ELLs need to focus on in order to succeed. In the classroom, he works with the ELLs in a small group, focusing on the skill that the teacher is teaching and incorporating the use of sentence starters and sentence frames to provide more scaffolding to the ELLs. Occasionally, he will teach a mini-lesson to the class, focusing on skills that will benefit all students such as making use of visuals and improved methods for learning vocabulary.

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

Response: The Spanish LAB informs instruction for Spanish Native Language. To evaluate in the other languages which the teachers do not speak, students are provided with books in their native language and asked to make a summary in English. For lower elementary students who cannot yet write, students point to pictures and then they say the words in their home language.

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

Response: We ensure that the ELLs are appropriately evaluated in all four modalities through the use of formal and informal assessments. At the beginning of the year, we use the results of the previous year's NYSESLAT which is separated into all four modalities. Each ELL's ENL teacher creates a series of assessments over the course of the year to ensure that each child is appropriately evaluated in listening, speaking, reading, and writing.

Homeroom and content area teachers will have charts on the language progressions for ELLs. They pay attention to when ELLs start self correcting their language or self-editing their writing pieces. Additionally, teachers focus on when peers correct each other on word usage or other language points. If the teacher sees that this is not taking place, he will pair up students to make sure that higher and lower proficiency level students can work together to better assist the newcomer ELL when the teacher is busy with other students.

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

Response: 6a. Instruction is differentiated according to the NYSESLAT score and grade level, as well as the student's academic needs as measured by writing samples and ongoing assessments. During grade level inquiry team meetings, English Language Learners' academic needs are discussed to differentiate instruction. Content instruction is the focus of instruction; however the primary objective of instruction is to promote language learning through listening, speaking, reading and writing in English. Emphasis is also placed on highlighting the instructional needs of ELLs to improve academic and language skills in preparation for the NYSESLAT. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs in the development of literacy skills and content areas. The ENL teacher's schedule confirms the mandated number of instructional minutes. SIFE students are provided with differentiated tailored instruction via computer-based instruction, independent work, and small group tutoring support.

6b. The instructional plan for ELLs registered in the school less than three years and newcomers are based on the results of the students' NYSITELL/NYSESLAT assessments. Small group or individual instruction focuses on their immediate needs to facilitate a smooth transition. In addition, the classroom teachers provide support to the newcomers by placing them in groups with native English language speakers, particularly students who share the same language as the newcomers. Students participate in small group, task-oriented situations that guide the production of language both in verbal and written forms. Students' seating arrangements enable them to clearly see and hear the teacher during the instructional process. Emphasis is placed on content instruction and vocabulary which is reinforced during ELA and ENL classes. Per students' assessment data in reading, math, and the last NYSESLAT exam results, student learning plans are created to target comprehension, writing, and vocabulary skills.

6c. Both the classroom teacher and the ENL teacher use scaffolding and realia to develop students' interpersonal communication skills. Emphasizing the connection between form and structure for English, and their social-functional meaning develops the ability required to acquire academic language skills. Emphasis is placed on the use of language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities. The subject matter may be modified so that it is comprehensible to the ELL. PS/MS 123's ENL Instructional Program focuses on the following elements: academic rigor, the use of ENL methodologies during instruction, alignment of all instruction with the NYS/NYC standards, and the recruitment and retention of highly qualified teachers of English Language Learners.

6d. The instructional plan for ELLs in school 6 years or more and Long Term ELLs will ensure that these students continue to receive their mandated ENL services. Additional academic support is provided through a Personal Intervention Program and a Saturday program.

6e. For former ELLs, the school provides 90 minutes of integrated ENL weekly in their ELA or other content area class for two years after they passed (achieved Commanding level) on the NYSESLAT.

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.

Response:

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not

been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services with an ENL teacher, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or a teacher has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The principal may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Response: The Instructional Plan for Students with Disabilities is carefully designed. Special education students' IEPs are taken into consideration as well as their instructional needs determined by the students' NYSESLAT or NYSITELL scores. Both the special education teacher and the subject area teacher work collaboratively in an effort to streamline all instructional efforts to achieve higher performance goals. Grade level curriculum aligned with the Common Core Curriculum is differentiated to meet the diverse instructional needs of ELL-SWDs. Modifications are adapted in the content, process and product, when required to address the academic needs of each student to foster successful comprehension and recall understanding.

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?

Response: ELL-SWDs are provided access to the school's curriculum, instruction, and resources. Per a schoolwide schedule all students are equally scheduled use of the computer lab and library to address the ELL-SWDs' academic needs. ELLs in self-contained classrooms particular in gym and afterschool activities alongside non SWD students. In ICT classrooms, the students with and without IEPs are combined, and the students regularly interact with each other. On each grade level, there is an ICT classroom. ELLs who have IEPs are generally placed in those classrooms.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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 per week (540 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/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<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.



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

Chart 5.3

**Home Language Usage and Supports**

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

## 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.  
Response: Targeted Academic Intervention Support for ELLs (AIS) is provided during the Expanded Learning Time (ELT). ELLs are offered academic intervention services in the identified areas of reading and writing, during the school day, ELT time, and Saturday Academy. PS/MS 123's AIS Program is designed to further support ENL development, content area instruction, and review.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Response: The current program is extremely effective. It meets the mandated minutes for all ELLs in the school during the regular school day. ELLs are serviced in small groups during freestanding ENL classes using instructional materials that foster both content and language development. During integrated teaching, ENL and homeroom/content area teachers collaborate closely to best support the ELLs in their classrooms for both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?  
Response: For the upcoming school year, they will not be any new programs for ELLs.
13. What programs/services for ELLs will be discontinued and why?  
Response: No programs for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Response: ELLs are given the opportunity to participate in all schoolwide programs such as school trips, afterschool programs, and ELT. The ENL teacher runs the chess program and he invites all of his students to participate. He also makes them aware of other afterschool program in which they might be interested. The school sends home flyers with all the students to inform them of activities to join in English and Spanish. The ELLs are represented in equal proportion to their numbers in all afterschool activities. The services offered include chess, basketball, drama, dance, and Saturday academic support.
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.  
Response: Audio, visual and computer based activities are used to differentiate and support instruction. All classrooms have computers and classroom libraries reflective of both English and native language libraries. Content support includes literature and dictionaries for math, science and social studies. Teacher prepared materials further support differentiated instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Response: Currently, the mode of instructions for ELLs is a Freestanding ENL Program. Home language support is provided via home language/bilingual dictionaries, glossaries, libraries, the support of native speaker para-professionals, peer to peer instruction, home language texts, literature, and computer instruction in the home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Response: The New York State Common Core Learning Standards are aligned by grade level to create differentiated instructional services and resources. Emphasis is placed on ensuring that the ENL instructional program is appropriate for the students' age levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Response: Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' home language to enhance involvement in schoolwide activities. ELLs have the support of all school staff members. The parent coordinator provides school tours and information to the parents of ELLs regarding the school's classes for parents. The guidance counselor provides information regarding middle school and high school requirements to enhance involvement in the articulation process. ELLs are matched with buddies who speak their native language to foster social and emotional support. The buddies provide support to the ELLs in getting to know the school's expectations and the community. ELLs are encouraged to participate in the school's programs and activities. ELLs participate in schoolwide such as chess, basketball, and dance classes. Emphasis is placed on the sharing of cultural traditions and foods to enable students to learn and respect different cultures.
19. What language electives are offered to ELLs?  
Response: ELLs are offered the same electives as their peers including a French language class.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Response: 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.)  
Response: PS/MS 123's ENL personnel including the parent coordinator, guidance counselor, and school secretaries are invited to participate in professional development activities scheduled by the NYC DOE Department of English Language Learners Support. Training is also offered by the Manhattan Borough Office and District 5 as well as certified ENL teachers in which teachers of ELLs participate. Training for all teachers is provided during grade, faculty, and professional development conferences. The professional development activities prepare teachers to effectively instruct ELLs. Emphasis is placed on the best ENL research based practices, ENL prototypes, data analysis, comprehensive needs assessments, parental involvement, compliance, and instructional issues, preparation for the NYSESLAT and program design. Demonstration lessons, planning sessions, grade and faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning for ELLs. The continuous review of the assessment data, instructional plans, classroom observations and students' products monitors student performance. Study groups are also used to strengthen the staff's understanding of ENL methodology. During the professional development sessions, teachers are trained to create and utilize rubrics to examine ELL students' work aligned with the ENL standards and performance indicators. Teachers also use portfolios as assessment tools to chart students' academic progress. Monthly ENL workshops are provided by the Manhattan Borough Office. The sessions are attended by the instructional staff. Teachers are afforded the opportunity to discuss current research, best practices, resource materials, NYS - ENL standards, instructional strategies and their alignment to the core curriculum and the application of core knowledge.

Calendar of professional development:

September 29 - Writing Benchmarks

October 19 - Analyzing School Data

November 16 - Myon Reader Training (Myon is an online program suitable for ELLs)

December 21 - Effective Class Discussions

January 25 - Math Data Patterns

February 29 - Text Based Evidence

March 22 - Small Group Instruction

April 18 - Literacy in Math

May 3 - Small Group Inquiry

June 13 - Curriculum Planning

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?  
Response: Our transitional team of teachers, counselors, parents and students creates a process to ensure a smooth transitional process for our ELLs. This transition protocol can be easily replicated and modified each school year according to identified needs regarding ELLs, transitional activities, and feedback based on annual surveys. Emphasis is placed on familiarizing ELLs and their families with the school's programs, procedures, policies and expectations. All incoming ELLs participate in an orientation program which introduces students to new experiences and to provide a strong sense of belonging. We also created a transitional process from elementary to middle to high school. The process involves elementary and middle school students including ELLs in creating a comprehensive portfolio reflective of their school experiences. The portfolio will guide ELLs in selecting an appropriate middle and high school to foster movement toward their chosen career.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Response: Since PS/MS 123 is a preK - 8 school, we provide support to staff to assist all students including ELLs as they transition from elementary to middle school. Specifically for ELLs, teachers of ELLs reach out to their students' families to make sure they understand the process of entering middle school and the needs of students once they make that transition. The guidance counselor receives professional development on helping ELLs adjust to school, how to work with students who had to leave their country due to some kind of trauma, and how to work with students who have a low proficiency level in English.
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.

Response: The school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a

minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language 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?

Response: During Tuesday parent engagement time, the ENL teachers satisfy the requirements of the annual individual meetings with the parents of all ELLs over the course of the school year. During these conferences, the teacher discusses the goals of ENL, language development progress, language proficiency assessment results and language development needs in all content areas. An interpreter/translator is provided as necessary based on parent need.

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.

Response: The ENL teacher maintains a binder that includes an attendance sheet and notes from the annual individual meetings with ELL parents. He reaches out to parents by phone calls and letters to let them know about the annual individual meetings. He maintains a log to keep track of all communication with ELL parents including phone calls, letters home and individual conferences.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Response: In promoting achievement across the elementary and middle school levels, the school community recognizes the parent as the child's first teacher, and that the parent's continued involvement is essential for the success of the learner. As part of the school's structure and daily practice, PS/MS 123 has implemented a schoolwide system that incorporates parent involvement in teachers/staff daily routines. When teachers make parent involvement part of their regular teaching practice, parents increase their interactions with their children at home, feel more positive about their abilities to help their children, and students improve their attitudes, attendance and achievement. The relationship between school, home, and the community is a critical factor essential for long term success and has a meaningful role in closing the achievement gap. The significant role of families, family-school relations, and parental involvement in education has become a crucial element in a child's advancement in career and college.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Response: PS/MS 123 partners with Graham Windham Agency which plans to provide a GED, ESL and Computer classes for parents of ELLs and Hip Hop for Life. The school also provides ELL Parent and Common Core Learning Standards workshops. Hip Hop for Life provides monthly workshops focusing on personal development, life skills training, and parent enrichment to assist parents in raising children that will possess the skill sets required to become successful members of society and extraordinary leaders. JDL Technologies provide an online platform training for Achieve 3000, MYON, and Accelerated Reader. Studio in a School has workshops for parents. NDI puts on student performances for parents. Learning Leaders trains parents to become school partner volunteers. The school provides monthly workshops for parents provided by teachers. Finally, the school has a 21<sup>st</sup> century grant that enables us to support our parent involvement with wellness classes and parent education.

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

Response: The parent survey is distributed mid-year. During Parent Association meetings, parents are encouraged to identify workshops of interest and need.

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

Response: Parent involvement activities are identified according to the information on the surveys and feedback during PA meetings.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

**School Name: PS/MS 123****School DBN: 05123**

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)
Ms. Tina Hernandez	Principal		10/30/15
Ms. Jennifer Johnson	Assistant Principal		10/30/15
Ms. Cadlett	Parent Coordinator		10/30/15
Mr. Fried	ENL/Bilingual Teacher		10/30/15
Ms. Scott	Parent		10/30/15
Ms. Mikolaj	Teacher/Subject Area		10/30/15
Ms. Rosen	Teacher/Subject Area		10/30/15
Ms. Jeffries	Coach		10/30/15
	Coach		1/1/01
Ms. Pendergast	School Counselor		10/30/15
Ms. Gale Reeves	Superintendent		10/30/15
Ms. Alice Cohen	Borough Field Support Center Staff Member _____		10/30/15
Ms. Roxan Marks	Other _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 05123**      **School Name: Mahalia Jackson Preparatory Academy**  
**Superintendent: Ms. Gale Reeves**

### 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.

In order to assess language preferences of the parent community for both written oral communication, we use Part 3 of the HLIS, ATS reports, Student Emergency Contact cards, and a language preference form which is distributed all newly entering students.

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.

Written communication - English, Spanish, French, Arabic.  
Oral communication - English, Spanish, French, Arabic. The West African parents chose English or French, but many of them are most comfortable speaking in their native tongue, which includes Wolof, Soninke, and Fulani.

## 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.)

The documents that the school distributes every year that require translation are the school handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, and letters from the school leadership.

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.

PS/MS 123 has four parent-teacher conferences a year as well as monthly parent workshops. The attendance teacher, guidance counselor and homeroom and cluster teachers reach out to parents as needed during the school year. Additionally, the ENL will have a one-on-one conference with the parents of all ELLs over the course of the school year.

## 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.

All written translations meet the translation expectations as required by the Department of Education. Based upon the school's language database, parent notices and oral interpretations are provided in the parents' language. The translations are provided by school based personnel and parent volunteers. If a language translation is not available at the school site, the Department of Education's Office of Language Interpretations and Translations will be contacted for assistance with the translation. Due to several West African languages, providing West African parents written communications in their native language is a challenging task.

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.

PS/MS 123 have staff members and parents fluent in Spanish and French. They will provide written and oral interpretations. The Department of Education's over-the-phone interpretation services will be used

for parents speaking languages other than French and Spanish including Arabic and West African languages.

#### **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.)

The school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services via e-mail and the Language ID Guide which will be available at the security desk and in the main office.

#### **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

PS/MS 123 will fulfill the parental notification requirements for translation and interpretation services as outlined in Section VII of the Chancellor's Regulations A-663. See DOE Home Page. Directory of Offices & Divisions. Translation & Interpretation Unit for details.

#### **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)

PS/MS 123 will distribute an annual survey to parents to gather feedback on the quality and availability of services. The school will use the results of the survey to improve the quality of services offered.