



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): **28Q008**

School Name: **J.H.S. 008 RICHARD S. GROSSLEY**

Principal: **ANGELA GREEN**

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Section 1: School Information Page

School Information

School Name: The Preparatory Middle School 8Q School Number (DBN): 28Q008
Grades Served: 6 – 8
School Address: 108-35 167th Street, Jamaica, NY 11433
Phone Number: 718-739-6883 Fax: 718-526-5419
School Contact Person: Angela Green, Principal Email Address: Agreen2@schools.nyc.gov
Principal: Angela Green
UFT Chapter Leader: Phillip Henry
Parents' Association President: Sabrina Alston
SLT Chairperson: Sharon Odwin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Vernitha Green
Student Representative(s): NA

CBO Representative: Ingris Coronado

District Information

District: 28 Superintendent: Mabel Sarduy
Superintendent's Office Address: 90-27 Sutphin Boulevard, Jamaica, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2622 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilkes
Director's Office Address: 8201 Rockaway Boulevard, Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: 718-281-3259

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Angela Green	*Principal or Designee	
X	Phillip Henry	*UFT Chapter Leader or Designee	
X	Sabrina Alston	*PA/PTA President or Designated Co-President	
X	Patricia Richards	DC 37 Representative (staff), if applicable	
X	Vernitha Green	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Ingris Coronado	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Sharon Odwin	CSA Designee	
	David Spraragen	UFT	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Pamela Fleming	Parent	
X	Sonia Hall	Parent	
X	Donald Campbell	Parent	
X			
X			
X			
X			
X			

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.

Contextual information

School Vision

Middle School 8 students will become critical thinkers and ambassadors of their own learning to meet the challenges of the 21st century.

School Mission

Our mission is for the students at Middle School 8 to learn and apply real life concepts through cooperative learning, use of technology and engaging activities to ensure college and career readiness.

Instructional Focus

Our instructional focus, developed collaboratively with all stakeholders expounds upon research based ideals and instructional best practices as follows:

"If all teachers model problem solving strategies and provide differentiated instructional tasks and activities in small groups within classrooms, to support varied learners, students will improve reading comprehension and develop critical thinking skills, thus:

All students at the New Preparatory Middle School 8 will improve reading comprehension and develop critical thinking skills through rigorous instructional tasks, measured by our unit post assessments. Teachers will model problem solving strategies and scaffold activities to support varied learners as measured by both formal and informal observations.

Additionally, Middle School 8 serves a diverse community of learners that vary developmentally and are unique in their educational needs.

Strategic Collaborations, Partnerships and Special Initiatives

Arts in Education. The "I Will Graduate" program, and Foreverloved Entertainment Inc., the Martial Arts program and C.A.R.E. (Children Achieving Results Effectively LLC) and our Dance instruction program, Ready To Rock, Inc., partner with our school and provide students the opportunity to express themselves artistically. Students have an opportunity to choose a particular art form they would like to study such as, Chorus, Karate, Dance, Band, Art, Journalism, Y-Rap or Drumline. Once a week, students engage 90-minute sessions filled with the excitement of the Arts. This initiative brought unprecedented excitement among students, helped improve student attendance and has amplified school pride. While students are participating in the Arts, teachers are provided with 90 minutes for instructional planning.

Integrated Algebra Regents. 30 - 8th grade students elect to accelerate their learning by taking 9th grade math. Each year, 99% of students who take advantage of this opportunity pass the course and the Regents exam.

Kaplan's Specialized High School Assessment Test (SHSAT) Course. Each year, students in grade 6 and 7 are invited to participate in the SHSAT for continuous preparation toward college and beyond. This 12 week program begins in the summer and extends to the fall. Students receive rigorous instruction in Math and English that will prepare them for specialized high school exams.

Practice Makes Perfect. Research reveals, two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities. Students lose between 2.5 to 3.5 months of academic learning each summer. Subsequently, our school partnered with Practice Makes Perfect, a comprehensive summer education program with a proven "near-peer" model to support students from kindergarten through college matriculation. This research based summer program was developed to help close the learning gap that negatively affects student learning during the summer months. As a remediation and enrichment program, students in grades 6 and 7 have an opportunity to work in an environment where the adult to student ratio is 1 to 4. This full day program will take place Monday - Friday from 9:00a.m. – 4:00a.m.

Common Core Beliefs

We believe that students learn best when there is respect for all, students participate in hands on activities, students use technology, instruction is engaging, interactive and students are involved in cooperative learning. In order to uphold these beliefs, teachers will receive ongoing professional learning opportunities to uphold these beliefs.

Student Population

Middle School 8, located in South Jamaica Queens is a Title I school with more than ninety percent of students entitled to free or reduced lunch. Students are from working class families who reside in the South Jamaica community, and South Ozone Park. The school's population consists of 372 students. 18% of our students are classified as Students with Disabilities (SWDs) and 12% of our students are categorized as, English as a New Language (ENLs).

Specific needs. According to our school's 2013-2014 New York State report card, we made a 2% gain in English Language Arts and a 1% gain in Math for students performing on or above grade level. This minimal increase reveals, the majority of our students are struggling readers writers and critical thinkers.

Consequently, students need the benefit of small class sizes with a ratio of 20:1 in general education classes. Remediation in math and reading skills scheduled during the regular school day is necessary. Additionally, the ELLs need the benefit of a computer lab for them to attend at least 90 minutes each day, so that the online programs best serve their needs.

Progress and Challenges

Rigorous Instruction. Instructional staff members engage in 90 minutes of common planning during the school day. They review and revise curriculum maps on Rubicon Atlas, analyze and develop common lesson plans, per grade, per subject. Various resources are used to enhance instruction such as, The Critical Thinking: higher-order thinking strategies guide, Webb's Depth of Knowledge Wheel, and the rigor meter, which guides teacher questioning. Additionally, we developed the "Four Question Quadrant" for teachers to post their classrooms for the purpose of guiding teachers to scaffold higher order questions for students. Instructional staff will engage in 50 minutes of professional learning through cycles of activities chosen by staff based on their needs assessment, feedback from administrators, and Advance data from individual teacher's, Measures of Teacher Practice (MOTP) report. Professional learning cycles will be facilitated by administrators, our UFT Teacher Center Consultant and teacher leaders.

Supportive Environment. Our school motto is "Journeying Toward Excellence" and, stakeholders have worked diligently to improve the school environment. The school was removed from the persistently dangerous list in 2014 due to combined efforts of staff members and the community at that implemented strategies that improved the culture of the school. For instance, student leadership initiatives such as, student government, clubs and teams provided students with opportunities to engage in various aspects of school life. Our Arts in Education (AIE) program provided students an opportunity to choose an "Art" such as music, dance, fine arts or martial arts. Daily attendance increases by 5% on days when students participate in AIE classes.

Collaborative Teachers. New Preparatory Middle School 8 is the only school in New York City with the highest number of educators (14) including, teachers and administrators, who are in the process of gaining "National Board Certification". This National Board Framework aligns with the Danielson Framework for Teaching and helps the teachers deepen their understanding of the components for implementing it in their practice. Referred to as the SEED Grant and aligned to Tenet Four by the State Education Department, this funding supports the teachers' professional learning and mentoring experiences in this area. The grant is administered through the United Federation of Teachers Teacher Center (UFTTC).

Family and Community Engagement

Historically, MS 8 struggled with membership on the Parent Teacher Association (PTA) as evidenced by the low level of parental participation on attendance sign-in sheets during monthly parent meetings and workshops. This negatively impacted the functioning of the School Leadership Team (SLT). However, recently, through rigorous strategies such as the implementation of weekly parent meetings and workshops family and community relations has increased

dramatically over the past year. This is evidenced by the number of parents who have taken an active role in our school community.

Parent Volunteers and Parents on Patrol at 8. Our Parents on Patrol at Middle School 8 developed into the acronym, POPs@ 8. Parents volunteer in our school by assisting with monitor morning entry and signing students in to school using the student ID CAASS (Comprehensive Attendance Administration Security System). Additionally, parents volunteer to assist with afternoon dismissal. Class parents volunteer to work alongside teachers in the classroom building an enriching partnership. The PTA in collaboration with the Parent Coordinator and the youth development team, consisting of the dean, guidance counselors, SAPIS counselor, school psychologist, community assistants, and family worker will schedule parent workshops including, but not limited to the following topics:

- NYS P-12 Common Core Learning Standards
- Higher-Order Thinking Skills
- Test-Taking Strategies
- Instruction for ELL and SWD Students
- Graduation Requirements
- Parent Workshops. Weekly parent workshops were created to strengthen the home-school connection and increase the level of communication between parents and school staff. Parents will be invited to the school once a week to attend relevant workshops lead by staff members and dialogue with teachers about student progress. Parent workshops led by our Parent Coordinator Mrs. Martinez will be held weekly and cover topics such as:
 - Health and Nutrition
 - Aerobics
 - Learning how to navigate Pupil Path
 - How to talk to your children about drugs
 - Cyber Safety and Cyber bullying
 - How to relieve stress

CBO Partnerships

For the past five (5) years, the BEACON program under the umbrella of the Southern Queens Park Association (SQPA) collaborated with Middle School 8, engaging in a cohesive partnership. At one time, the Sports and Arts Foundation also shared space in the building, thus, both community based organizations worked with the principal, school administrators and the school community and the team was entitled, “The Afterschool Collaborative”. This traditional collaboration continues as administrators and support staff from each organization meet monthly to plan activities for the benefit of all students in the community.

Extended Learning Time (ELT)

Our Extended Learning Time (ELT) program, in collaboration with the Beacon Program will include a shared vision to provide students with activities to support the Common Core and the social-emotional aspects of adolescents. Our ELT program will focus on increasing student academic achievement through instructional enrichment, as well as sports and

arts activities. The program's academic content will be aligned with CCLS and the Chancellor's City-wide Expectations. Instruction will be delivered by qualified staff who can facilitate high-quality academic content.

Success Academy Program. SQPA in conjunction with the school based BEACON program has developed a partnership with our school for many years. Our extended day collaborative program provides instructional services to students and families that go beyond the school day. Students have an opportunity to attend the program during the week and on Saturdays. Our Success Academy includes a component targeted specifically for the ENL students, providing them with small-group instruction to enhance learning. The proposed ELT program will increase the amount and quality of learning time, through the after-school, Saturday and summer programs, by providing an enriched and accelerated curriculum.

School Strengths

Student attendance. Our school has an aggressive attendance team, led by the shared attendance teacher. Member of the team also include the principal, assistant principal, guidance counselors, a school psychologist, an attendance teacher, a dean, a pupil accounting secretary, community assistant(s), a parent coordinator and a family worker. The team meets weekly to analyze attendance data. Our yearly attendance rate increases each year as follows:

2012; 88.7%

2013; 89%

2014; 92%

After careful review of school-wide attendance percentages, and an analysis of student attendance data, we will continue to use our strategic and comprehensive system of "soft mentoring". Students who have accumulated five (5) or more absences within the first marking period are considered "at risk" of poor attendance and in need of "soft mentoring". Staff members sign up to be soft mentors and are assigned one (1) or two (2) students to meet with briefly each day. Students at risk will be known by a designated adult to provide positive reinforcement for attending school. Additionally, our data shows that attendance spikes during the day of the week that our Arts in Education program takes place, consequently, students attend school when they have something to look forward to.

"The Leader in Me" is a leadership model that brings a new climate and culture into schools. It has been recognized for its ability to meet State Mandates, Common Core Standards, Strategic Plans, and Social/Emotional Mandates.

Staff Development. A Geography Study Group from The New York Geographic Alliance provided funding for teachers to engage in a six-week study cycle. The purpose of this study group was to create a unit of study for using primary source documents and support teacher leaders in facilitating workshops using the units they created. This unit of study focused on using primary source documents which assisted teaching and learning for our students in the area of social studies with a focus on writing using text based evidence.

Distributive Leadership. The principal and the administrative team understand the importance of making a good organization great by having the, “right people on the bus” (Collins, 2012). Subsequently, teacher leads were developed when a select group of teachers took the initiative and ownership of their professional learning. By participating in a four (4) day Network Team Institute (NTI) conference in Albany during the month of August to hone their practices as per New York State mandates for priority schools. These teacher leads have since taken ownership of their professional growth and that of colleagues by engaging in the following:

1. Facilitated professional learning workshops for colleagues.
2. Lead or co-lead common planning teams.
3. Lead or co-lead inquiry teams
4. Met with the principal weekly as part of the professional learning committee.
5. Share best practices and conduct classroom inter-visitations

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	P (QR)
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 (QR)
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 (QR)
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 (QR)
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to our school’s 2014-2015 Quality Review, our school received a proficient rating for engaging rigorous, and coherent curricula in all subjects (1.1). However, based on the 2013-2014 summative assessment data we realize that our school is far below proficiency on the State Report Card and data is revealed as follows:</p> <ul style="list-style-type: none"> 11% students met State standards on the State English Language Arts test; the average score at Middle School 8 was 2.2 out of 4.5 9% students met State standards on the State Math test; the average score at Middle School 8 was 2.1 out of 4.5 <p>The data reveals a significant gap in ELA and Math among students in our subgroups, i.e. self-contained and Integrated Co-Teaching (ICT) In triangulating data from the 2014 item skills analysis, baseline assessments and pre- and post- test data, we determined students in all subgroups perform poorly in the Common Core ELA Standard R4: <i>Determining the meaning of words and phrases as they are used in at text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</i> According to the most recent Renewal Schools Benchmark data, our progress target to be met by 2015-2016 school year is 62 for NYS ELA and 53 for NYS Math. This highlights a targeted 2% increase for ELA and a 5% targeted increase for Math is required to meet our state benchmark over the next 2 years (2016-2017).</p>		

At Middle School 8 school leaders support and monitor quality implementation of rigorous, coherent curricula of the CCLS to meet the needs of students. The sixth grade team meets on Wednesday during period one; the seventh grade team meets during period three; and the eighth grade team during period five. These curriculum maps are monitored weekly by both administrators and teacher team leaders. Starting at the end of school year 2014-2015, CCLS units and lesson plans will reflect academic management needs that will assist SWDs and ENLs.

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)

Curricula and Academic Programs

At Middle School 8 teachers will teach purposefully with high expectations using cognitive engaged lessons supported by Common Core aligned curricula such as, CMP3 Math, Scholastic- Code X in Literacy, the Social Studies Framework and Glencoe supported by the New Generation Science Standards. Explicit teaching methodologies such as teaching through explanation and demonstration that appeal to diverse learners and cultures will be embedded in that all students will be able to make meaning in multiple ways. Collaboration between teachers will ensure that all subjects will connect to the instructional shifts in literacy and mathematics creating multi-disciplinary curricular.

Rigorous Learning During Expanded Learning Time

During expanded learning time students will be engaged in cycles of academic and non-academic learning experiences. A variety of technology tools will be used and monitored such as Achieve 3000, Mathletics, Learn Zillion, and . Activities will involve students thinking logically, analytically and evaluative as they navigate through instructional enrichment and high quality, high interest content. Mentors and small group tutorials will be provided to help deepen their understanding to construct meaning as students interact with authentic content. Students will self-assess using standards based rubrics aligned to rigorous tasks. Students will be engaged in tiered questioning from the Depth of Knowledge wheel to promote critical thinking with prompts and cues that probe thinking.

Pedagogical Practice

Pedagogical practices will encompass teachers showing a sample of the end product at the beginning of a lesson along with the rubric as a road map using the Understanding By Design (UBD) model. Cooperative learning groups will be monitored and structured for the purpose of creating responsive positive interdependence among students. The model of instruction will take various forms as students interact with each other in groups, station and or rotational work areas and work with instructional software such as, Achieve 3000 and reading for ELA classrooms, Mathletics for math classrooms, and learnzillion.com which is interdisciplinary. Students will view videos, use differentiated graphic organizers, manipulatives and targeted guided group instruction.

Multiple Entry Points

Teachers follow Middle School 8's school mission in engaging students in the application of real life concepts through structured cooperative learning strategies, and the use of technology support programs to support their individual learning needs. Authentic content, discussion tools, graphic organizers and hands-on learning activities will enhance student success.

Consistency During ELT

The schools mission and vision will be discussed and evident school-wide. Consistency will be supported through weekly conversations with staff. Attendance and progress will be monitored with ongoing feedback about pedagogy, teaching practices and student data. Additionally, assessment data will dictate instructional strategies, skills focus and grouping of students during the longer learning day.

Rubicon Atlas (curriculum maps) includes pedagogical practices and instructional strategies easily accessible and available for teachers during extended learning time so that the school day instruction and ELT will be seamless. Administrators, lead teachers (Peer Collaborative and Model teachers), teacher leads and the UFT teacher center consultant, in an effort to promote consistency will provide professional learning opportunities for all stakeholders.

Assessment Data Collection and Pedagogy

Assessments will include pre and post assessments, unit assessments and weekly vocabulary and comprehension assessments. The data will be collected, scanned and presented in the form of a spreadsheet on a weekly basis. In teacher, teams teachers analyze the data. Teachers will conduct items and error analysis which indicate what students were able to do and what they were not able to do then use the data to plan future lessons which focuses on strengths and weaknesses. The administrators, members of the core leadership team and teacher team leaders will be responsible for offering next steps pedagogically. Administrators will use the Danielson Framework in providing constructive feedback that strengthen instructional practices while teacher leads revise and make adjustments to curricular via Rubicon Atlas. In addition, the UFT teacher center consultant, teacher leads and school administrators will provide professional leaning as per the professional Learning calendar.

ELA and Math Growth

According to the 2014-2015 CCSS exams, 70% of students met promotional criteria in ELA and Math. In year two we expect to show 15% growth in ELA and Math.

College Readiness in English and Math

By year 2 we expect that 60% of our students will be college and career ready in English and Math.

What graduation rate do you aspire to achieve by year two?

By year 2 we expect to achieve a 90% graduation rate .

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, our school will meet the NYS ELA progress target of 62 and the NYS Math target of 53 as indicated on the Renewal Benchmark menu, by focusing on improved comprehension skills, critical thinking skills and problem solving skills aligned to the Common Core Learning Standards in all subject areas.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Mathletics, MyOn and Achieve 3000 our online programs will be utilized as differentiated support in ELA and Math instruction. • Implement Lucy Calkin’s Writing Workshop. CMP3 Math, Springboard AP instructional resource and Scholastic –Code X. • MaxScholar - online program for ELLs • Four week cycles of professional learning on a rotating basis, Monthly inter-visitations will take place to strengthen pedagogical practices in specific areas based on feedback from the Danielson Framework and City Wide Expectations. • Our teachers meet weekly during grade-level common planning to collaborate in developing and making adjustments to the curriculum, and posting it on Rubicon Atlas (online curriculum map). <p>Principal and assistant principals will turnkey professional learning (PL) around Quality Review statements 1.2 - Pedagogy and 2.2 - assessment. Teachers will be the benefactors of this PL and will be held accountable through the 4 week observation cycles.</p>	<p>SWDs</p> <p>ENLs</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>SWDs, ENLs, and others with exceptional needs</p> <p>All students.</p>	<p>September 2015- June 2016</p> <p>Sept. 2015 – June 2016</p> <p>Sep 2015-- June 2016</p>	<p>All staff</p> <p>ESL teachers</p> <p>All teachers</p> <p>UFT TC consultant, teacher leads, school administrators</p> <p>Administrators</p> <p>All teachers, support staff.</p>

Incorporate Bambrick-Santoyo's (2012) template (referred to as Assessment is the Roadmap to Rigor) to model Understanding by Design or backward planning for creating both rigorous and coherent curriculum maps aligned to the CCLS.

- Teacher teams will revise the Math Curricular maps monthly to reflect structures of cooperative learning and the use of manipulatives.
- Mathletics, a technology based math program, which aligns to the CCLS and the instructional focus will be used daily during ELT to strengthen critical thinking skills.
- Teachers will integrate problem solving and critical thinking strategies daily in all lesson plans. Problem solving strategies include: Using a table or chart, working backwards, thinking logically, looking for a pattern, making a model and unpacking questions. Critical thinking strategies include: questioning, visualizing, mind mapping, making analogies and determining point of view
- Teacher team leaders and administrators will monitor and revise content area curriculum maps monthly to include the depth of knowledge (DOK)-leveled questions as a scaffold for instruction and to promote critical thinking. The Depth of Knowledge quadrant will be posted in each classroom.

CBO tutors for direct instruction in classrooms.

- Curriculum maps will be made more accessible through accommodations made on a weekly basis during common planning sessions by teachers.
- Appropriate strategies for ENLs and SWDs will be emphasized as needed. Designed modified materials will be used to meet the learning style and unique learning needs of each learner.

Adaptations will be made on units of study with a focus on integrating comprehension, critical and problem solving.

- Task specific graphic organizers (i.e. four square, flow charts, Frayer Model)
- Engineer the physical and social classroom environment
- Small guided group sessions
- Peer Assistant Learning (PAL)
- Activity –based lessons
- Group investigation
- Adjust pacing
- Use of technology
- Auditory strategies (Listen to text details on tape)
- Using concrete examples
- Adapt goals
- Use pictures to enhance learning
- Highlight text with specific color coding to model organization for writing essays: narratives, expository and arguments (i.e. red= thesis statement/claim; yellow=supporting evidence; blue= dialogue; green= summary).
- DOK four square questioning quadrant with varied questions (tiered levels 1-4)
- Cooperative learning structures to facilitate student-led discussions.
- Accountable talk stems
- Interactive vocabulary word wall
- Development of linguistic and non-linguistic vocabulary brochures
- Annotating the text

- Using highlighters, chunking of the text
- Use of varied graphic organizers
- Implement standardized school-wide academic vocabulary acquisition and development system (Marzano) to increase conceptual understandings in all content areas
- Teachers will use close reading strategies to promote understanding of complex text. These strategies include: annotations, using highlighters, student-centered discussion protocols, chunking of the text, and different types of graphic organizers
- Students participate in school during July and August, 5 days per week from 9a.m. - 4p.m.
- Students receive instruction in ELA and Math.
- Teacher, student teachers and high school mentors provide daily instruction and support.
- The yearly calendar, notices and newsletters are distributed during the school year to inform parents of ongoing school events, curriculum adjustments and, instructional activities/focus.
- The school parent room is set for parents to enter daily and use computers for fostering ongoing collaboration.
- Use web-based tools such as School Messenger and to make phones calls, and post messages to communicate with parents and caregivers.
- Improve the home-school connection with New York Schools Account, the DOE’s platform for viewing students’ records on an internet ready device such as mobile phones and tablets.
- Implementation of Parents on Patrol with a minimum of six parents(POPs) who assist in the auditorium for morning intake, patrol the perimeter during dismissal time, work as class parents and work collaboratively with staff members to build a positive school culture.

<ul style="list-style-type: none"> • Coordinate professional learning seminars on scheduled Wednesdays to increase parent engagement with a focus on the following: Rigorous instruction, CCLS and state and city-wide mandates, and the instructional focus on critical thinking, problem-solving skills, and reading comprehension. • Review School Learning Environment Survey to identify areas of improvement and make adjustments accordingly • Administer survey to all stakeholders at the start of the school year • Collaborate with all stakeholders (students, parents, teachers and administrators) monthly to develop shared goals on improving student outcomes for success in school and beyond. 			
<ul style="list-style-type: none"> • Collect perception data (Bernhardt, 2004) during workshop sessions to monitor progress throughout the school year and make adjustments as necessary. 		September 2015- June 2016	Classroom Teachers/Paraprofessionals Administrators UFT Teacher Center Consultant ELA Lead Teacher
d	d	d	
<p><i>The Arts in Education (AIE) program:</i></p> <p>ARTS program focusing on students’ talents in various arts.</p> <ul style="list-style-type: none"> • Students meet weekly for 90 minutes to engage in the arts. • Artists/teachers meet with students to teach the arts such as: Band, drumming, chorus, dance, visual arts, poetic lyrical development (YRap), journalism and martial arts. 	Students with chronic lateness and absenteeism	Sept. 2015- June 2016	Attendance Teacher and Pupil Personnel Secretary

Student Leadership Programs:

Throughout SY 2015-2016 school club coordinators will meet on a weekly basis with students' leaders and club members to plan and organize school events and various extracurricular activities. School clubs include, Young Men's Initiative (YMI), Girls, Empowered and Motivated for Success (GEMS), Student Government, Sustainability Committee, Junior Deans, Project Boost, Foreign Language Club, National Honors Society, National Junior Music Society and CHAMPS.

3 B's Approach Program: Bullied, the Bully and the Bystander

Overcoming Obstacles Life Skills Curriculum

All teachers and support staff will receive professional development the first week of September 2015 on the ***Overcoming Obstacles Life Skills curriculum***. The professional development will focus on how to align the monthly theme-based curriculum across all content areas specifically in Social Studies. Professional development will be ongoing to support teachers in aligning lessons to the outcomes of the Overcoming Obstacle Life Skills curriculum.

Restorative Justice

- Initial kick-off workshop to introduce the philosophy of Restorative Justice and the processes.
- Monthly professional learning sessions to address bullying, disruptive behaviors and conflicts.

Systems and Structures

PAWS (Practicing Respect, Accepting Responsibility, Working Together, Safety Matters) Behavior Management System

Our new initiative, The Leader In Me program will begin. This program will foster leadership skills for all constituents within our school community.

Teachers and support staff will reward students with a PAWS ticket using the criteria listed in the PAWS rubric. Students that are reward with a PAWS ticket will be entered into a weekly raffle. The winners of the raffle will receive a reward. Other rewards such as the "Greenbucks", teacher incentives, as well as awards and recognitions for positive behaviors, attendance, and achievements will be part of this behavior management system.

Pupil Personnel Team (PPT)

PPT will meet every Friday to identify students at risk and possible strategies using the PRIM book as one of our resources.

SWDs and ENLs

- Student Buddy System- Incoming English language learners will be matched with a student buddy that speaks their native language to help support the social

emotional experience of student life during the middle school experience.

- Multicultural Committee will meet weekly to research strategies to help support English language learners

IEP Committee of Special Education teachers will be programmed once a week to meet with the IEP teacher and the School Psychologist to review IEPs and discuss plans of actions to address the needs of students with disabilities

Engage Families

The Child Center of NY Mobile Response Team:

Once a week the Mobile Response Team will work with at-risk students and those who are struggling with emotional or behavioral problems succeed in school. The Mobile Response Team will focus on the areas of mental health screening, family counseling, play therapy and psychiatric evaluations. If there is a crisis, they will be available upon request.

Beacon Preventive: School officials will refer at-risk students with emotional and behavioral concerns. Beacon Preventive will collaborate with school staff to council with families of academic success, family counseling and conflict resolution.

Attendance Team: This team is comprised of the following members: one member of administration, attendance consultant, guidance counselors, family workers, school aide, attendance teacher, community assistant and the parent coordinator. They will meet weekly to ensure an attendance rate of above 92%.

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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.											
City-wide Instructional Expectations Chancellor’s Capacity Framework for Great Schools New York Schools Account Rubicon Atlas (Online curriculum map resource tool) EngageNY.org DOE Common Core Library Leveraging Leadership by Paul Bambrick-Santoyo Word Generation (Harvard Institute) Lead teacher funding Skedula.com Pupilpath.com Learning Environment Survey Citywide Academic and Personal Behaviors											
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	X	Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, 50% of students will show 7% growth in ELA and Math on post unit assessments.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to our school’s Quality Review for the 2014-2015 school year, we received a rating of proficient in the area of School Culture (3.4). Therefore the Capacity Framework element of Supportive Environment is an area of strength and celebration, although there is still room for improvement. In order to maintain proficiency and aim toward a Highly Effective rating in this area, our youth development team will continue to monitor the Online Occurrence Reporting System (OORS) data. Data reveals our principal’s suspension rates have decreased from <u>38</u> suspensions in 2014 to <u>29</u> suspensions in 2015. In order to continue on the trajectory of improvement and decrease suspensions, administrators, teachers, and support staff will collaborate on enhancing our positive behavior management system called PAWS (Practicing Respect, Accepting Responsibility, Working Together, Safety Matters). The PAWS system fosters a school community where students are critical thinkers and ambassadors of their own learning. This system is aligned to our schools vision by helping establish an environment that is safe and conducive to learning in order to support and sustain academic success, social and emotional developmental health and providing students with leadership opportunities. Building upon the work we have already done in this regard, teacher feedback during the observation cycle will prioritize the use of the PAWS protocols to further reinforce their use in the classroom.</p> <p>Although the data demonstrates a decrease in principal’s suspensions, our area of need is to implement research-based programs to continue supporting our students’ social and emotional developmental health. In SY 2015-2016 the Overcoming Obstacles curriculum and the Restorative Justice initiative will be implemented weekly where the entire school community administrators, teachers, guidance counselors and parents will collaborate to work together in order</p>		

to address the concerns of our children. Additionally our partnership with the Franklin Covey Institute will provide us with concepts to build leadership capabilities among the entire school community, including staff, parents and students, through The Leader In Me Program. This program follows the ideals from the 7 Habits of Highly Effective People and move our school toward shared leadership practices. These research-based programs will address creating coherence of school policies across all classrooms, developing student leadership programs, monitor attendance and collaborating with Southern Queens Parks Association Beacon Program (CBO).

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?

Summative Vision

Our vision for a supportive environment is to provide students with activities and supports that address the whole-child academic, social, and emotional.

All stakeholders of New Preparatory Middle School (MS8) will facilitate activities to promote a safe and supportive environment, where everyone works collaboratively to ensure the success of all learners. Teachers, administrators, parents, and support staff will work in unison, to encourage and challenge students to become critical thinkers and work at their highest potential.

CBO/ Student Social Emotional Growth

Our Extended Learning Time (has the following community partner: Southern Queens Park Association (and the Beacon Program . We have a shared vision to provide students with activities to support the common core and the social-emotional aspect of their lives. Our program will be based on research from the National Center for Research on Evaluation Standards and student testing (CRESST) report reflecting on two decades of evaluations on out-of-school-time programs. The following research-based instructional strategies and activities, characteristic of successful after-school programming, will be developed collaboratively between school administrators and our CBO representatives as follows:

- Clearly defined program goals and funding that aligns to them.
- Strong, experienced leadership at the ELT program to effectively communicate and manage staff.
- Staff members who motivate students.
- A program that is well-aligned to the school day, but provides new, different, and engaging learning opportunities for participants.
- Continual evaluation and assessment of the program by a staff member to ensure goals are being met.

Our ELT program will focus on increasing student academic achievement through instructional enrichment as well as, sports and arts activities.

Our ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations.

Our ELT program will be delivered by Middle School 8 staff who are committed to members and community school staff.

Student Leadership

Students will have the opportunity to develop their social-emotional and leadership skills by participating in activities through a variety of programs such as Student Government, GEMS, YMI, NJHS, Music Honor Society, Project Boost, Junior Deans, Peer Tutoring, and Peer Counseling.

Social-Emotional Learning Framework

To support students' individual social and emotional needs, our framework includes a variety of rewards and incentives as part of our positive behavior management program, including the implementation of PAWS (Practicing Respect, Accepting Responsibility, Working Together and Safety Matters), , teacher incentives, as well as awards and recognitions for positive behaviors, attendance, and achievements. Our CBO will provide additional support through on-going counseling and intervention services to our students and their families.

Social and Emotional Skills .

School-wide implementation of the Overcoming Obstacles curriculum and The Leader In Me curriculum will take place over the course of the year to ensure continued social-emotional support of all learners. Parental involvement will also be encouraged through direct communication from teachers, parent coordinator, counselors, club and activity advisors, and school administrators. Counseling of students will occur individually or, in small groups through referrals from teachers and submitted to the Pupil Personnel Team (PPT), CBO, Mobile Response Team, and guidance counselors. BEACON, in partnership with the SLT, will set up protocols for ongoing communication, continue to build broad parent and community engagement, identify mental health service enhancements and, ELT opportunities, as well as, finalizing the initial Community School Plan. Community School Director and the SLT:

- will identify an assistant to School Community Director that can assist in outreaching tutors and additional school support to enhance academics, assist in tracking student assessments and progress, assist in data collection and research of new resources.
- will be responsible for building a strong Community School Team (CST) as a subcommittee of the SLT.
- will organize monthly meetings and quarterly meetings to review the status of implementation, address current issues, and identify next steps for improvement.

BEACON, along with the Principal and SLT, will inventory organizations with available services that can render or be co-located at the school for the benefit of students.

The Community School Program will be implemented by the Community School Director and the Community School Team. The team will include the principal, assistant principals, selected members of the SLT, selected teachers PTA president or designee, Parent Coordinator, student representatives, community leaders and other partners of SQPA Advisory, and SQPA current supervisory team to work together to achieve the goals of the community school approach.

Student trust, safety and character building

Substance Abuse Prevention and Intervention Specialist (SAPIS counselor) will present weekly classes for 10 weeks in all of the science classes about drug prevention using the evidence-based curriculum, " Too Good For Drugs". Students will learn refusal and character-building skills to make better decisions. Community Affairs from the NYPD will be scheduled to facilitate workshops for parents and students.

- Small Groups of 8-10 Students will be seen one time per week for 14 weeks and will be learning using a curriculum called Life Skills . The SAPIS counselor will facilitate the sessions. Life Skills is based on scientific evidence of what causes substance abuse and uses a comprehensive approach to learning.
- SAPIS counselor will introduce the 3 B’s approach which speaks to the Bullied, the Bully and the Bystander. Action plans will be in place for all three. Educating the school body as a whole is essential to the safety and well-being of our school.

Data and Students’ Social and Emotional Needs

Review of Individualized Educational Plan (IEP) data, student observation data and staff referral data will provide information to address the social and emotional needs of students. The social-emotional development of students will be measured through attendance, Online Occurrence Reporting System (OORS), and in academic performance data. These data will be reviewed periodically to evaluate progress and identify areas of need.

Student Attendance

Student attendance is monitored closely through the CAASS ID system. Students enter the building and their attendance is immediately recorded. The attendance team comprised of the principal, assistant principal, attendance teacher, pupil accounting secretary, guidance counselor, family worker, community assistant and the parent coordinator meet weekly to closely monitor student attendance. This team develops systems and strategies to improve the present attendance rate of 92%. The rate of students with chronic absenteeism will improve with the implementation of our “soft mentoring” program” where one adult meets with an identified student to encourage improved attendance. Additionally, the development of students’ interests and engagement in school activities will approve student attendance.

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, there will be a 5% decrease in the number of incidents, as reported on the Online Occurrence Reporting System (OORS).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><i>The Arts in Education (AIE) program:</i></p> <p>ARTS program focusing on students’ talents in various arts.</p> <ul style="list-style-type: none"> • Students meet weekly for 90 minutes to engage in the arts. • Artists/teachers meet with students to teach the arts such as: Band, drumming, chorus, dance, visual arts, poetic lyrical development (YRap), journalism and martial arts. <p><i>Student Leadership Programs:</i></p> <p>Throughout SY 2015-2016 school club coordinators will meet on a weekly basis with students’ leaders and club members to plan and organize school events and various extracurricular activities. School clubs include, Young Men’s Initiative (YMI), Girls, Empowered and Motivated for Success (GEMS), Student Government, Sustainability Committee, Junior Deans, Project Boost, Foreign Language Club, National Honors Society, National Junior Music Society and CHAMPS.</p> <p><i>3 B’s Approach Program: Bullied, the Bully and the Bystander</i></p>	<p>Students with chronic lateness and absenteeism</p>	<p>Sept. 2015-June 2016</p>	<p>Attendance Teacher and Pupil Personnel Secretary</p>

Substance Abuse Prevention and Intervention Specialist (SAPIS counselor) will present weekly classes for 10 weeks in all of the science classes about drug prevention using the evidence-based curriculum *Too Good For Drugs*. Students will learn refusal and character-building skills to make better decisions. *Community Affairs* from the NYPD will be scheduled to do special workshops for parents and students.

Professional development

Overcoming Obstacles Life Skills Curriculum

All teachers and support staff will receive professional development the first week of September 2015 on the ***Overcoming Obstacles Life Skills curriculum***. The professional development will focus on how to align the monthly theme-based curriculum across all content areas specifically in Social Studies. Professional development will be ongoing to support teachers in aligning lessons to the outcomes of the Overcoming Obstacle Life Skills curriculum.

Restorative Justice

- Initial kick-off workshop to introduce the philosophy of Restorative Justice and the processes.
- Monthly professional learning sessions to address bullying, disruptive behaviors and conflicts.

3 B's Approach Program: Bullied, the Bully and the Bystander

In September SAPIS Counselor will conduct professional development for teachers and support staff on the 3 B's approach which speaks to the Bullied, the Bully and the Bystander. Sessions will educate the school community on the importance of the safety and well-being of our

school. A refresher workshop will be provided for staff members in December.

Systems and Structures

PAWS (Practicing Respect, Accepting Responsibility, Working Together, Safety Matters) Behavior Management System

Our new initiative, The Leader In Me program will begin. This program will foster leadership skills for all constituents within our school community.

Teachers and support staff will reward students with a PAWS ticket using the criteria listed in the PAWS rubric. Students that are reward with a PAWS ticket will be entered into a weekly raffle. The winners of the raffle will receive a reward. Other rewards such as the "Greenbucks", teacher incentives, as well as awards and recognitions for positive behaviors, attendance, and achievements will be part of this behavior management system.

Pupil Personnel Team (PPT)

PPT will meet every Friday to identify students at risk and possible strategies using the PRIM book as one of our resources.

SWDs and ENLs

- Student Buddy System- Incoming English language learners will be matched with a student buddy that speaks their native language to help support the social emotional experience of student life during the middle school experience.
- Multicultural Committee will meet weekly to research strategies to help support English language learners

<p>IEP Committee of Special Education teachers will be programmed once a week to meet with the IEP teacher and the School Psychologist to review IEPs and discuss plans of actions to address the needs of students with disabilities</p> <p>Engage Families</p> <p>The Child Center of NY Mobile Response Team: Once a week the Mobile Response Team will work with at-risk students and those who are struggling with emotional or behavioral problems succeed in school. The Mobile Response Team will focus on the areas of mental health screening, family counseling, play therapy and psychiatric evaluations. If there is a crisis, they will be available upon request.</p> <p>Beacon Preventive: School officials will refer at-risk students with emotional and behavioral concerns. Beacon Preventive will collaborate with school staff to council with families of academic success, family counseling and conflict resolution.</p> <p>Attendance Team: This team is comprised of the following members: one member of administration, attendance consultant, guidance counselors, family workers, school aide, attendance teacher, community assistant and the parent coordinator. They will meet weekly to ensure an attendance rate of above 92%.</p>			
<p>Research-based instructional programs</p> <p>Overcoming Obstacles Life Skills Program :</p> <ul style="list-style-type: none"> • Preliminary lessons on “team work”, administered during the first four weeks of school. Thereafter, institute monthly theme-based lessons. • The youth development team will facilitate monthly theme-based life skills topics during weekly assemblies. 	<p>All students</p> <p>All teachers</p> <p>All Students</p> <p>All staff</p> <p>Identified Students on Individual Youth</p>	<p>Oct. 2015- June 2016</p> <p>Weekly</p> <p>Sept. 2015 – June 2016</p> <p>June 2015- June 2016</p>	<p>Dean</p> <p>Guidance Counselors</p> <p>Teachers and youth development team</p> <p>Administrators</p> <p>Arts Personnel</p> <p>“I Will Graduate”</p>

<ul style="list-style-type: none"> • Social Studies teachers will dedicate one period a week to facilitate lessons. • The curriculum mapping plan from Overcoming Obstacles will be created on Rubicon Atlas by the dean and the guidance counselors. It will be monitored weekly to make adjustments to lessons when needed. <p>95% of students will receive instruction in the Overcoming Obstacles curriculum, which will be embedded in social studies lessons and, during monthly assemblies, so that students will obtain social and emotional support and be successful in school.</p> <p>Restorative Justice :</p> <p>This initiative will address bullying, disruptive behaviors and conflicts to ensure a safe and orderly school community.</p> <ul style="list-style-type: none"> • The team of support staff led by the guidance counselor will meet weekly. • Homeroom teachers will hold “Restorative Circle” groups daily during homeroom to discuss classroom values, feelings, culture experiences and all aspects of student life in middle school. • Restorative Circles (Lunch Bunch) -Students meet with their guidance counselor during lunch periods for Restorative Circle groups to process the social emotional experience of student life during the middle school experience. • High risk students according to OORS data will be chosen to participate in targeted Restorative Circle groups once a week to discuss positive behaviors and life skills. • Blue Light Safe Space Helpers- Students helping students. Students on this team assist others when they observe troubled behaviors. Blue Light Helpers escort fellow school mates to support staff for guidance and help. • Student Trials and Student Juries- While in the S.A.V.E. room students will address their behaviors and engage 	<p>Leadership Programs Criteria</p> <p>All staff</p>	<p>Oct. 2015- June 2016</p> <p>Oct. 2015- June 2016</p>	<p>Youth development team</p> <p>Youth Leadership Program Coordinators</p> <p>LIM consultants and</p> <p>School building youth leadership program coordinators</p>
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<p>in a trial and jury process that led to the infraction and consequence in the S.A.V.E. Room.</p> <p>The Leader In Me (LIM) - 7 Habits of Highly Effective People.</p> <p>This initiative will provide students with leadership skills by learning the 7 habits and living by them.</p> <ul style="list-style-type: none"> • Students will gain leadership skills through the empowerment program, the “Leader In Me”. All teachers will receive training in “The 7 Habits of Highly Effective People” to teach students study skills, coping skills and self-esteem building to develop leaders. 			
<p>Bullied, the Bully and the Bystander by the SAPIS worker- Action plans will be in place for all three. Educating the school body as a whole is essential to the safety and well-being of our school.</p> <p>. Weekly meetings are scheduled to identify “at risk” students. Stakeholders brainstorm strategies using the PRIM book as one of our resources.</p>	<p>All at-risk students</p> <p>All Students</p>	<p>Sept. 2015-June 2016</p> <p>Sept. 2015- June 2016</p>	<p>Pupil Personnel Team (PPT), Administrators, Teachers, Guidance Counselors</p> <p>Dean, School Psychologist, Guidance Counselor</p>
	NA	NA	NA

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Programming the building for a ninety minute block on Wednesdays for AIE to work with students by grade level. This time becomes available to the teachers to engage in common planning by grade level as their students attend classes given by AIE instructors. Period three on a Friday is also built into the school’s master program as a time for the PPT team---guidance counselors, administrators, mobile response team, dean, family worker, and school psychologist---to meet and discuss students on a case by case basis and develop actionable strategies to assist targeted students.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, there will be a 2% decrease in the number of incidents as reported in OORS as compared to January 2015 to January 2016 data.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to our 2014-2015 School Quality Review, we were rated “developing” in the area of aligning assessments, using ongoing grading practices and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Thus, the need for a more rigorous and robust system of assessment is identified.</p> <p>This conclusion is supported by the classroom observations where we have seen a lack of effective assessment practices.</p>		

Part 2 – Summative Vision for Collaborative Teachers

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

Our vision is derived from the New York State Professional Development Standards, “professional development is most effective when it takes place in professional learning communities. . . when there is collaborative leadership and shared responsibility for teaching and learning. . . and when it is directly relevant to classroom practice, provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice...”p.3.

Organization of school to promote teacher collaboration

To promote teacher collaboration, the school is organized into horizontal common planning and vertical inquiry teams that meet weekly; additionally, professional learning is conducted in four week rotational cycles with groups of teachers organized around the study of a topic of their choice, related to feedback from an administrator’s observation, or the school’s instructional focus. This learning is facilitated by the UFT TC Consultant and teacher leaders and monitored through surveys, reflections, and teacher feedback collected and reviewed by the facilitators on a weekly basis.

Teaching and learning

Teaching and learning are informed by data—both qualitative and quantitative; teachers discuss student learning and progress in teacher teams on a weekly basis that is monitored through detailed minutes and observed with corresponding feedback through ongoing observations by administration.

Students track their progress and create goals using data walls in classrooms

Teachers analyze student work with protocols

Underlying principles in creating units and lesson plans

Understanding by Design (UBD) or backward s planning is one underlying principle that would continue to influence the creation of units and lesson plans. Another would be Webb’s Depth of Knowledge (DOK) for higher-order questioning and critical thinking. A third principle is cooperative learning to promote cooperation and student interaction.

Teachers work on units and lessons in teams

Common planning sessions are held weekly and grade level teams collaborate to implement the CCLS and instructional shifts with the instructional focus in their planning . They will continue to review and revise curriculum maps on Rubicon Atlas, analyze lesson plans, and develop common lesson plans, per grade and per subject area on a weekly basis.

Learning for higher-achieving students

A choice of enrichment activities from Learning Centers that are set up in every classroom

An opportunity to peruse their goals folders and work on activities that address a specific goal from a data source or classroom data wall

Engaging in an activity framed around DOK question level 3 or 4 as it relates to Danielson 3b

Ensuring every child is safe in the classrooms

Teachers continue to monitor and revise all students’ progress using scholarship and attendance data. Students are closely monitored through daily attendance, section sheets, along with a full-time dean and two full-time guidance counselors that support targeted interventions to assist students at risk. In addition, there is a school-wide “Three Strike Rule” which outlines policies for lateness, detention, suspensions, and student anectodals as well as “Student Management Plans” for students who need careful monitoring of their attendance. MS 8 also has a full time SAPIS worker who targets students most at-risk for substance abuse and bullying issues who attends weekly PPT meetings with the school psychologist, guidance counselors, administrator, dean, family worker, Beacon (CBO) family worker, IEP teacher and general education teachers to ensure that students in danger of not progressing receive targeted interventions.

Teachers review data regularly to ensure they plan for individual student needs

Teachers analyze students’ data on common grade-wide assessments, item-level analysis, and standards-level analysis (Bambrick-Santoyo, 2012) for a root cause analysis to understand the underlying cause/s of deficit areas (Preuss, 2003). Skills analysis chart is used to group students based on their performance on assessments. Based on the results, the curriculum is adjusted to re-teach specific deficit skills to the lower performing and intermediate groups during small-group instruction; teachers also provide enrichment activities for the higher-performing students.

Reviewing student work collaboratively in teams

Teachers meet in common planning teams to discuss results from the data and determine next-steps including, how to make adjustments to the curriculum and re-teach using a different approach to meet the needs of individual and small groups of students . In the process of analyzing and identifying deficit skills, teachers collaborate to create weekly and vocabulary quizzes across each discipline. Weekly and vocabulary quizzes are aligned to the topics in the curriculum.

Quizzes are administered, students are evaluated, the results from the data are analyzed, and students' performance and progress are tracked and monitored to identify next steps.

Leveraging resources from community educators/partners for a collaborative teaching approach

- Our CBO Partnership with BEACON program provides extended day instructional services to students after school hours.
- AIE students choose from and engage in a weekly 90-minute session of: Chorus, Karate, Dance, Band, Art, Journalism, Y-Rap, Drumline.
- Utilize the Mobile Response Team (MRT) to assist and refer families to specific agencies to meet their needs.
- Include the Overcoming Obstacles curriculum into our instructional maps on Rubicon Atlas.

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, all core subject area teachers will collaborate during weekly common planning sessions to develop curriculum maps using backward design planning (UBD); measured by visual maps being posted in all core subject classrooms.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher led weekly professional learning cycles will take place as follows: Sep-Dec; Jan-March; and April-June. Each semester, four-week cycles of professional learning will engage teachers in a workshop of their choice. These sessions will take place each Monday and be focused around the school's instructional focus on reading comprehension, critical thinking, and problem solving, as well as choices based on the</p>	<p>All teachers, paraprofessionals, and administrators</p> <p>Students</p> <p>SWDs</p>	<p>Sep. 2015 to June 2016</p> <p>Sep.2015-June 2016</p> <p>All teachers</p>	<p>Professional Development Committee consisting of the</p> <p>Principal, school administrators,</p>

<p>developmental needs of teachers and observation data and recommendations from administrators.</p> <p>On Monday and Tuesday afternoons from 2:20-3:10 p.m., teachers will participate in meaningful professional learning sessions on:</p> <ul style="list-style-type: none"> • Vocabulary Instruction • The Danielson Framework for Teaching • Inquiry protocols for analyzing student work • NYS P-12 Common Core Learning Standards • MS8’s instructional focus on critical thinking and reading comprehension • Strategies for students with disabilities and English-language learners <p>Research-based instructional programs:</p> <ul style="list-style-type: none"> • Vocabulary acquisition (Marzano) Interactive word walls (<u>updated monthly</u>) in each classroom for students to review daily. Students will have opportunities to move words, create meaningful definitions to enhance vocabulary recognition. • s Depth of Knowledge Chart with corresponding leveled questions. • Paraprofessionals will implement <u>daily</u> Word Generation strategies for targeted content vocabulary to support students with vocabulary acquisition. • reading program with <u>daily implementation</u> to provide ENL students with “just right” text according to their abilities • Achieve 3000 (<u>used within daily instruction and ELT time</u>), a web-based learning intervention that aligns Social Studies and Science content provides differentiation of different instructional levels. This program is aligned with the CCLS standards. • Wilson Reading Program, an Orton-Gillingham approach program that assists students with minimal to low Phonemic Awareness and Phonics 	<p>A multi-year National Board Professional Learning Community/Cohort of two administrators and eleven teachers</p> <p>All classroom teachers and students.</p>	<p>Sep. 2014- June-2017</p> <p>Sep. 2015- June 2016</p>	<p>UFT TC Consultant, Lead Teacher (Model and Collaborative),</p> <p>UFT Chapter Leader, Teacher Leaders, Director of Renewal School, and our CBO Director</p> <p>Paraprofessionals</p> <p>Dept.</p> <p>Additional on-site support will be available in house by the National Board Certified Teacher in our UFT Teacher Center</p> <p>All teachers and administrators</p>
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instruction. Used for targeted Level 1 students for daily ELT intervention).

- Reading and Writing Project by Lucy Calkins-CCLS aligned (daily implementation)

Professional Development:

- Teachers will implement peer collaboration, modeling, professional development demonstration lessons, and inter-visitations so that the general education, special education, and ESL teachers can observe the best practices of their colleagues.

- Programming the schedules of the National Board Candidates around a weekly designated common meeting period for both administrators and teachers to collaborate on planning, discussing assessing, and reflecting on their video tapings of small -group instruction as required by NBPTS.

- Group mentoring of 13 individuals once per week for a period of two hours after school by a National Board Certified Teachers from the UFT TC National Board Mentoring Program . Additional mentoring for our 13 candidates will be provided by our CBO partner for individualized cases and extended to include a district-wide PLC with MS8 serving as the UFT TC district site for all National Board professional learning activities.

DOE’s Handbook for Professional Learning:

- Research, Resources, and Strategies for Implementation
- Additionally, the New York State Professional Development Standards, the New York State Mentoring Standards, and the New York State Teaching Standards will guide and provide additional support for our collaborative teachers and the professional learning culture
- Danielson Framework for Teaching
- Webb’s Depth of Knowledge (DOK Wheel)
- Professional Development Calendar aligned and revised weekly to school’s instructional focus of critical thinking and problem solving.

<p>Systems and structures to impact change:</p> <ul style="list-style-type: none"> • Teachers will meet weekly to collaborate on implementing the CCLS and instructional shifts aligned with the instructional focus of critical thinking in their planning . They will review and revise curriculum maps on Rubicon Atlas, analyze lesson plans, and develop common lesson plans, per grade and per subject using curriculum resources such as, Code X, CMP3, Achieve 3000, , questioning techniques flipbook and Webb’s Depth of Knowledge wheel for higher order thinking. In addition, teacher teams will create rubrics that will reflect ongoing strategy implementation and development through specific cycles of inquiry. • Teachers will review weekly academic management needs of Students with Disabilities (SWD’s) biweekly to ensure that appropriate scaffolds will address not only SWD’s but ENL’s as well. • Utilizing Understanding by Design (UBD) or backward planning and Differentiated Instruction (DI) for multiple entry points/to enable teachers to plan lessons with the end in mind. Teachers will map the curriculum by starting off with the summative assessment question and continue weekly revisions of content • Teachers will create rubrics on a monthly basis aligned to strategies to support critical thinking and problem solving that will used to assess student work and teacher pedagogy 	<p>All teachers</p>	<p>Sep. 2015- June 2016</p>	<p>All teachers and administrators</p>
<p>SWDs and ENLs</p> <ul style="list-style-type: none"> • Ongoing development and monthly revision of student-created academic goals with related strategies to assist student’s achievement. • Response to Intervention (RTI) - weekly monitoring in class and during ELT for Tier I and Tier II interventions. • Weekly updated curriculum maps showing units of study, modifications for ELLs, SWDs and a focus on integrating instructional focus using multiple entry points 	<p>All teachers and paraprofessionals</p> <p>All teachers, administrators, paraprofessionals, and parents</p>	<p>Sep. 2015- June 2016</p> <p>Sep. 2015- June 2016</p>	<p>Professional Development Committee consisting of the</p> <p>Principal, school administrators,</p> <p>UFT TC Consultant, Lead Teacher,</p> <p>UFT Chapter Leader, Teacher Leaders (Model and Collaborative), Director of Renewal School, and our CBO Director</p>

<ul style="list-style-type: none"> • Accountable talk stems, thought bubbles, and sentence starters to scaffold students’ thinking processes presented and utilized in all classrooms on a daily basis • Learning Centers in every classroom to support all students at their different skill levels • Teachers will create rubrics and checklists aligned to various student levels on a monthly basis aligned to strategies to support critical thinking and problem solving that will used to assess student work and teacher pedagogy • Teachers will review weekly academic management needs of Students with Disabilities (SWD’s) bi-weekly to ensure that appropriate scaffolds will address not only SWD’s but ENL’s as well. <p>Improved Student Achievement:</p> <ul style="list-style-type: none"> • Review Parent Involvement Policy (PIP) monthly • Parents on Patrol at 8 (POPs@8) who assist daily in the auditorium for morning intake - patrol the perimeter during dismissal • Parent workshops that are aligned to CCSS and school’s instructional focus each Wednesday • Invite parents to work on PTA and SLT • Use school messenger to invite parents daily to events • Improve parent involvement by making phone calls, sending notices to homes, sending monthly updated calendars and using email on a daily and weekly basis. • Parent Coordinator will track and monitor data (i.e. weekly attendance data during parent meetings and workshops • “Student Management Plans” updated bi weekly for all at-risk students to encourage parental involvement • SAPIS Counselor will introduce the 3 B’s approach on a weekly basis which speaks to the Bullied, the Bully and the Bystander. Action plans 		<p>Professional Development</p> <p>Committee consisting of the</p> <p>Principal, school administrators,</p> <p>UFT TC Consultant, Lead Teacher,</p> <p>UFT Chapter Leader, Teacher Leaders (Model and Collaborative), Director of Renewal School, and our CBO Director</p>
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will be in place for all three. Educating the school body as a whole is essential to the safety and well-being of our school.

- Lessons from The Leader In Me curriculum will be implemented.

Technology Coaches

To improve reading comprehension and critical reading and thinking skills:

- TWBAT utilize the Achieve3000 program to provide levelled reading passages for students to practice skills, and access data reports to see whether students have mastered skills.
- TWBAT utilize the Myon program to provide engaging eBooks for students to read independently.

Model problem-solving strategies, and empower students to explain and justify their thinking:

- TWBAT utilize a variety of technologies such as SMART Notebook, Nearpod, and video platforms such as EduCanon or Edpuzzle to model think-alouds.
- SWBAT utilize a variety of technologies such as Nearpod and Educreations to explain their thinking.

Measure skills through formative and

- TWBAT utilize technologies such as Nearpod, Plickers, TodayMeet, Mathletics, or Google Apps to formatively assess students during a lesson and gather data on student understanding.
- TWBAT utilize technologies such as Google Forms to deliver assessments and analyze results.
- TWBAT plan reteaching lessons where students use technologies such as LearnZillion to reteach through.

Develop system for giving students continual feedback on the work they produce.

<ul style="list-style-type: none"> • TWBAT utilize portfolio systems, digital or paper-based, to collect student work and give continual feedback efficiently using tools such as Google Drive and Nureva. 			

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>We will continue to support of the school (Fullan & Hargreaves, 2014) to strengthen the work of teacher teams and collaboration by:</p> <ul style="list-style-type: none"> • Funding to schedule the school program and provide students with the ARTS in Education programs, while teacher teams simultaneously engage in 90-minute weekly grade level horizontal common planning sessions, embedded in their schedules. • Purchase scantron answer sheets for administration of formative assessments. • Using the Albert Shanker Grant from NYSED to offset the cost (\$1900.00) of National Board Certification for each candidate. • Title I funding for Peer Collaborative and Model Teachers • Instructional and human resources from NBCNY, NYSED, and NYSUT SEED Grant administered through UFT TC National Board Mentoring Program 											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, 50% all core subject area teachers will collaborate during weekly common planning sessions to develop curriculum maps using backward design planning (UBD); measured by visual maps being posted in all core subject classrooms.</p>										
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>										

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D (QR)
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D (QR)
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 (QR)
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 (QR)
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to our 2014-2015 Quality Review, we received a score of <i>developing</i> in the areas of developing teacher pedagogy informed by the instructional shifts and the use of on-going assessments to analyze student learning outcomes. Moreover, the English Language Arts (ELA) and Mathematics track student progress; however, the results are inconsistently used to adjust curricula and instruction. Monitoring student progress is evident however, through data analysis as well as during instruction there is inconsistency across many classrooms with the lack of use of ongoing checks for understanding and student self – assessment so teachers inconsistently make effective adjustments to meet learning needs. Consequently, the school leader's vision must be strengthened in the following areas:</p> <p><i>Tenet 2: School Leader Practices and Decisions.</i> In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 2 the school will:</p> <p>2.2 Implement professional learning (PL) cycles focused on the development of student goals and their alignment to school-wide goals and our instructional focus which highlights reading comprehension, critical thinking and problem solving.</p> <p><i>Tenet 3: Curriculum Development and Support.</i> In order for the school's strategy and practices to fully align with the concepts in the "Effective" column of Tenet 3 the school will:</p>		

3.2 Provide on-going PL and support for teachers to learn to plan and implement rigorous and coherent curricula consistently across all grade levels and subject areas with a specific focus on strategies to improve critical thinking.

Tenet 4: Teacher Practices and Decisions. In order for the school's strategy and practices to fully align with the concepts in the "Effective" column of Tenet 4 the school will:

4.5 Provide teachers with PL, regarding effective data analysis and use, to plan for instruction. Additionally, use data to measure the specific progress of subgroups. Teachers of such students will receive on-going PL to assist them in planning for instruction and to support their continuous progress.

Part 2 – Summative Vision for Effective School Leadership

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

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

Summative Vision

Shared Vision

After careful review of the 2014-2015 Quality Review, the 2014-2015 Learning Environment Survey and the school's State Report Card, we identified areas in need of improvement. These needs will develop into goals for the school. During monthly SLT meetings, weekly core curriculum meetings, teacher team meetings and parent workshops, all stakeholders will work together to formulate and discuss the goals of the school and develop a vision and action plan that will move the instruction forward. Monthly newsletters will be distributed to the community at large to share the vision for improvement and increase stakeholder involvement.

The fundamentals of distributive leadership will require teacher leaders to impart the vision by facilitating professional learning experiences for staff and parents as well as CBO participants.

Strong CBO Partnership

Collaborative planning and goal setting is key, toward the vision to improve the instructional core of the school. The CBO director is a working participant of the School Leadership Team (SLT), and contributes to decision making which fosters, "buy-in". A strong partnership will be evident through the implementation of the Community School's collaborative work plan. Weekly meetings, setting time-lines and completing tasks will continue to strengthen the partnership.

CBO Collaboration

Based on the work plan and constant and continued professional learning, the CBO and staff will work in consort during common planning sessions. Together, teams will use student data from formative assessments to develop SMART goals, geared toward enriched teacher pedagogy which will yield improved instructional outcomes for students.

Evidence Based Systems

Systems based on data are necessary for improvement. Consequently, a well-developed professional learning plan based on data from teacher evaluations will guide this work. Online tools and resources from Teachboost, the online evaluation program will provide on-demand support for teachers. The school leader will meet with teacher consistently to have data conversations around student work products. With support from assistant principals, the director of renewal schools and the CBO director, individual low inference teacher data meetings will provide evidence where student outcomes will be discussed.

Student and Staff Programs

Teacher programs will be designed to increase time on task. This means that the usual 45 minute instructional periods will increase. Using the school's budget creatively, 90 minute instructional blocks will allow more time for students to engage in rigorous learning and for teachers to implement pedagogical initiatives.

Observations and Feedback

A calendar of observations will be developed at the inception of the school year. Struggling teachers will be a priority on the calendar, therefore, will be observed first. Immediate post observation discussions (same day) will include and actionable feedback, no more than 5 days after the observation will improve instructional practices.

Shared Accountability

The principal and the CBO director will review of the work plan and the professional learning plan to assist with the improvement of teacher pedagogy. The CBO will be responsible for providing supplemental support for teachers and stakeholder, through 3rd party providers when necessary.

Student Behaviors

The youth development team, consisting of guidance counselors, SAPIS counselor, deans and teachers, in collaboration with CBO partners will provide bi-monthly professional learning sessions and parent-teacher workshops on restorative justice practices and positive behavior management systems. Implementation and timelines will ensure that completion of specified goals are met. Revisions for improvement will be ongoing.

Delegation of Responsibilities

Through monthly meetings and collaborations with assistant principals and the community school director, joint responsibilities of monitoring student attendance, academic progress and intervention strategies will be assigned. Notices will be disseminated with clear expectations and timelines for activity completion.

Part 3 – Annual Goal

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

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school leader and supervisory staff, will provide feedback aligned to the professional development goals to build teacher capacity so that 80% of the teachers scoring a Developing rating during the 2014-2015 school year will receive a score of developing or effective on the HEDI scale for at least 1 element within Domain 3 (Instruction) of the Danielson Framework, as measured on Advance.

DTSDE alignment-2.3, 2.4, 2.5, 4.3

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Research-based instructional programs</p> <ul style="list-style-type: none"> • Implementation of the Citywide Instructional Expectations (CIE) and the Chancellor’s Capacity Framework • Achieve 3000, and Reading and Writing Project by Lucy Calkins • Opportunities for differentiated professional development for staff members on critical thinking, comprehension and supportive strategies that align with Framework for teaching 3b, 3c, and 3d. • Identification and development of Instructional Lead staff members to help build capacity and encourage shared leadership. These teams are: ELA, Math and Inquiry Teams, Core Leadership Team, Curriculum Planning Team, Instructional Leads (Model and Peer Collaborative) , and the School Leadership Team 	<p>School-wide-all students</p> <p>School-wide</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Administrators, teachers, Lead teachers (Model and Peer Collaborative)</p> <p>and UFT TC Consultant</p> <p>All teachers</p>

<ul style="list-style-type: none"> • Professional Learning Communities model implementation used to analyze and identify problems, devise solutions, and develop improvements in practice. • Implementation of Instructional Rounds (one per marking period) to foster ongoing teacher inter-visitations based on need and professional growth. • Staff members will be empowered to research best practices and share with colleagues through formal workshops, inter-visitation and, modeling. We will build capacity and encourage shared leadership. • <p>SWDs and ENLs</p> <ul style="list-style-type: none"> • Address all academic management needs as listed in students' IEPs • Marzano on using both linguistic and non-linguistic representations of vocabulary words • Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum. • Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, and materials). • Differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups that are specified within unit and lesson plans. • Provide professional learning for teachers to receive training in creating multiple entry points in lessons, creating higher order questions, critical thinking tasks, and text complexity work. 			
<p>The principal will continue to weekly to meet formally and informally with all instructional staff to plan together, revise, and refine instructional practices and examine data.</p>	Leaders	Sept. 2015- June 2016	School and CBO Staff
<ul style="list-style-type: none"> • Communicate with parents during weekly meetings in all matters involving instruction that pertains to the academic progress of their children. • Disseminate the yearly assessment calendars, notices and, newsletters to inform parents about curriculum adjustments, parent workshops and instructional activities/focus. 	Parents	September 2015 – June 2016	School staff

<ul style="list-style-type: none"> Parents are invited to the parent room, designed for families to use computers and access Datacation, our student data management system, strengthening the home-school connection. <p>Coordinate professional learning seminars to increase parent engagement with a focus on the following:</p> <ol style="list-style-type: none"> Teacher-led workshops CCLS and State and city mandates Home-School connection using the web-based communication tool School Messenger, and to invite parent involvement by making phones calls, and posting messages. 			
NA	NA	NA	NA

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Funding to schedule the school program and teacher teams to meet simultaneously and engage in 90-minute weekly grade level horizontal common planning sessions, embedded in their schedules. Purchase Teachboost for observations. Funding for Model teachers (required by renewal school mandates) Funding for Peer collaborative teachers (required by renewal school mandates) Funding for UFT TC consultant. Per session funding for additional professional learning opportunities. 											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, 80% of teachers rated, “developing” (TIP teachers) during the 2014-2015 school year will receive a developing or effective rating on the HEDI scale for at least 1 element within Domain 3 of the Danielson Framework, as measured on Advance.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the 2014-2015 Quality Review, our school received a rating of proficient in the area of establishing high expectations to staff, students and families, as per , our school's electronic program and tracking system. Based on the data, only 5% of our parents are taking advantage of reviewing student's academic grades on . Parents need additional training on the data system to review student progress and achievement. Additionally, they need to dialogue electronically, through emails and anecdotes with staff.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> 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? How does the school provide support to families so that they understand and can take an active role in what their child is learning? 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? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

Summative Vision

Our vision for building strong family and community ties is to provide a welcoming environment, keep parents informed and actively involved in planning and decision-making, to support rigorous instructional outcomes for our adolescents.

Welcoming Environment/Dedicated Space for Families

The school creates a welcoming environment for families and community stakeholders and school representatives meet visitors at the entrance and escort them to the parent room. Our parent room, facilitated by our parent coordinator is a comfortable environment for parents to sit, read, engage in conversations, have meetings, use the computers and observe educational videos on a large screen television.

Parent involvement and engagement

The Parent Coordinator, in collaboration with the Parent Teacher Association (PTA) executive board members schedule activities to meet the needs of our diverse community. The youth development team, consisting of the dean, guidance counselors, SAPIS counselor, school psychologist, community assistants, a family worker as well as teachers, will schedule and execute parent workshops and information sessions weekly, including, but not limited to:

- Information about the NYS P-12 Common Core Learning Standards.
- ELA and Math workshops to help students with higher-order thinking skills.
- Workshops to improve test-taking strategies.
- Workshops that include instruction and strategies for ELLs and SWDs.
- Technology workshops - using Skedula, Achieve 3000, MyOn.
- Information sessions about the high school application and graduation requirements.

School Safety Officers and Staff

School Safety Agents (SSAs) and our Youth Development Team (YDT) will attend monthly building campus safety meetings to collaborate best practices and ensure the safety of all stakeholders. Additionally, SSAs and staff will periodically attend school-based workshops that address the social and emotional needs of our students. SSAs will be given a platform to speak to parents at evening conferences. In conjunction with the (YDT) and BEACON's Preventive Service (our CBO), safety agents will be invited to attend and also facilitate workshops on:

- De-escalation Strategy
- How to deal with special needs students
- Conflict Resolution, and
- Peer Mediation

All will feel welcome when they enter the doors of our school. During our parent orientation in August, the introduction of our SSAs will be part of the agenda. Our Level III – Sergeant will introduce the SSAs and begin developing a welcoming environment. Additionally, various aspects of the school environment that welcome students and parents are:

- Student artwork that adorns the school;
- Our Keep it Clean campaign and Sustainability Committee encourages students to maintain a clean school environment.
- Students, staff, parents and guests are greeted with smiles and friendly greetings when entering the building.

Families as active learning participants

Our Tuesday afternoon weekly parent engagement sessions, will strengthen the home-school connection and increase the level of communication between parents and school staff. Parents will be invited to the school to attend relevant workshops lead by staff members. Additionally, parents will dialogue with teachers about student progress. Class parents will assist teachers in the classroom and serve as role models for students. Parent workshops led by our Parent Coordinator Mrs. Martinez will be held weekly and cover topics such as:

- Health and Nutrition
- Aerobics
- Learning how to navigate Pupil Path
- How to talk to your children about drugs
- Cyber Safety and Cyber bullying
- How to relieve stress

Community and Family Engagement

Engaging the community and families is a collaborative effort. We engage families through face to face conferences, mailing notices and letters to homes. Individual telephone calls are made consistently and logged onto our telephone

logs. Most importantly, phone calls are made from School Messenger , our automated telephone system on a daily basis to notify families about student attendance, punctuality and school events.

Teacher and Family Collaboration

Parent conferences are memorialized by logs submitted by staff members and used to maintain records of family communication. Students and families will be engaged in yearly community events, such as

- College tours
- Career Day
- Multicultural Day
- Arts in Education:
- Health Fair
- Community Giving (Food Drive) (Clothing Drive), and
- NY Cares Day
- Winter and Spring Concerts
- Prom Dress Giveaway showcasing Middle School 8's Fashion Boutique

Teachers will encourage parents to take an active role in student's academic progress. Teachers will give parents tips on how they can help their child grasp the lessons that are taught in school. They will also engage in strategies for helping with conduct problems in the classroom. Both parents and teachers will work together for the benefit of students.

CBO Partnership Servicing Our Community

The Southern Queens Park Association (SQPA) sponsors the BEACON program which is housed in the Middle School 8 campus. Our CBO offers after school and summer program services to families within the community, which include homework help, as well as music, dance, and art. Events and activities are programmed to engage community members of all ages. For instance, classes and workshops teaching English as a second language, computer & technology, General Education Degree (GED), resume writing, job search, job interview readiness, Common Core Learning Standards, anti-bullying, child and adult healthcare, and time management are offered to all community stakeholders.

Student data and progress

Families can access student data and progress through , an online system that provides information on student progress. Students' grades can be accessed along with anecdotes on behavior and email communication between staff and families. Workshops will be held during specified times to train parents on using the system. There is also the DOE's new, in place of ARIS for parents to view critical information about their students, including grades, attendance records, and contact information on file at the school. Parents will be able to view state test scores as well as use mobile devices such as, cell phones and tablets to access the system.

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, 5% of our parent population will be engaged in school activities such as attending weekly and monthly workshops, measured by sign in sheets and logs.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based Programs</p> <p>All teachers will offer and provide training to parents for our school's electronic application tools including: Skedula, Pupil Path, NYC Schools Accounts, Remind, and Edmodo (please see links)</p> <p>- https://appsto.re/us/LiBkF.i</p> <p>https://appsto.re/us/SktJw.i https://appsto.re/us/SktJw.i</p> <p>- https://appsto.re/us/zBs82.i https://appsto.re/us/zBs82.i</p> <p>- Pupil Path by https://appsto.re/us/43gfQ.i https://appsto.re/us/43gfQ.i</p> <ul style="list-style-type: none"> • Conference logs and telephone logs will be completed after each communication with parents. • Administrators meet and greet parents as they drop off students in the morning. 	<p>Parents and Caregivers</p>	<p>September, 2015</p> <p>June, 2016</p>	<p>Parent Coordinator, Community Assistants, Guidance Counselors, Parent Coordinator, and Teachers</p>
<p>Communication</p> <ul style="list-style-type: none"> • Notices and school newsletter distributed in different languages <p>Specifically for ENLs</p> <ul style="list-style-type: none"> • Translators provided for each non-speaking parent during parent workshops 	<p>Parents and Caregivers</p> <p>Parents and Caregivers</p>	<p>September, 2015</p> <p>June, 2016</p> <p>September, 2015</p> <p>June, 2016</p>	<p>Administration, teachers</p> <p>SAPIS worker, teachers</p>

	At risk students		
<p>-"Life Skills", based on scientific evidence that details the causes of substance abuse.</p> <p>Students will participate in weekly sessions for 10 weeks on drug prevention in all science classes. This will increase awareness of trust, safety, and character building. Our substance abuse specialist will present the workshops based on the curriculum Too Good for Drugs.</p> <ul style="list-style-type: none"> • Additionally, small groups of selected students and their parents will be invited to attend after school workshops to learn about the ills of drug abuse through a curriculum called, "Life Skills", based on scientific evidence that details the causes of substance abuse. • Guidance counselors will facilitate assemblies for students once a month on the 3 B's approach (bullied, the bully, and the bystander). Parents will be invited to participate in this workshop twice per semester during the monthly PTA meetings. • Increased performing opportunities for the students using the Arts to encourage community outreach and parent engagement. An example is our AIE program which meets every Wednesday. Students choose to participate in, chorus, drumline, Y-RAP, band, art, dance or journalism, and meet during a ninety minute block. 	<p>Students</p> <p>At risk students and parents/ caregivers</p> <p>At risk students and parents/ caregivers</p>	<p>September, 2015</p> <p>June, 2016</p> <p>September, 2015</p> <p>June, 2016</p> <p>September, 2015</p> <p>June, 2016</p> <p>September, 2015</p> <p>June, 2016</p>	<p>SAPIS counselor</p> <p>Parent coordinator</p> <p>Guidance counselors, SAPIS counselor</p> <p>Guidance counselors, SAPIS counselor</p> <p>Teachers and Arts consultants</p>
<p>Parents will receive training in electronic application tools during P.T.A meetings, back to school night, and parent orientation , including but not limited to:</p> <ul style="list-style-type: none"> • EngageNY • Achieve 3000 • MyOn • Pupilpath • Learnzillion.com • Edmodo <p>Parents will engage in weekly workshop developed to strengthen the home-school connection. The calendar of events developed for parents are as follows:</p>	<p>All parents</p> <p>All students, parents</p>	<p>September, 2015</p> <p>June, 2016</p>	<p>Teachers, administrators and parent coordinator</p> <p>Parent coordinator</p>

<ul style="list-style-type: none"> • Family Night • Oldies but Goodies dinner dance • myOn Reading contest • Culture of the Month announcements • Raffles and incentives for attending workshops - Practicing Respect, Accepting Responsibility, Safety Matters - PAWS for parents • Open School Week 	September 2015	Parent coordinator
	November, 2015	All staff

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.											
Fund the parent coordinator, community assistants and guidance counselors.											
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 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase in parent engagement and school activities, as measured by sign in sheets and 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.
By June 2016, our school will meet the NYS ELA Renewal School progress target of 62 and the NYS Math Renewal School target of 53 as indicated on the Renewal Benchmark Menu by focusing on Achieve 3000, an interdisciplinary reading program as well as Mathletics, with a focus on problem solving skills.

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.				
Our ELT program is compulsory. All students will participate.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?

Academic Enrichment and Skill Development

We will address the needs of each student according to their individual deficits. Achieve 3000 will be used to engage students in college and career readiness. Students will discover the electronic version of reading passages to access their lexile levels. Students who are performing at or above grade have not achieved proficiency (levels 1 and 2) on the 2015 NYS ELA assessment.

Learnzillion, the online tutorial interdisciplinary program will address students who do not meet proficiency (levels 1 and 2) on the 2015 NYS math assessment.

Students who meet proficiency level in ELA will participate in the EngageNY curriculum entitled: Forensic Anthropology in grades 6-8. Students who meet proficiency level in Math will participate in Science, Technology, Engineering, Arts and Math (STEAM) activities.

The ELT program will continue to increase the amount and quality of learning time, through before and after-school, Saturday and summer programs, and other opportunities by providing an enriched and accelerated curriculum.

Our extended learning program has the following community partner: *Southern Queens Park Association and the Beacon Program*. We have a shared vision to provide students with activities to support the common core and the social-emotional aspect of their lives.

Our program will be based on research from the National Center for Research on Evaluation Standards and Student Testing (CRESST) report reflecting on two decades of evaluations on out-of-school-time programs. The following research-based instructional strategies and activities are characteristic of successful after-school programming:

- Clearly defined program goals and funding that aligns to them.
- Strong, experienced leadership at the ELT program to effectively communicate and manage staff.
- Staff members who motivate students.
- A program that is well-aligned to the school day, but provides new, different, and engaging learning opportunities for participants.
- Continual evaluation and assessment of the program and a staff that ensures goals are being met.

Our ELT program will focus on increasing student academic achievement through instructional enrichment, as well as sports and arts activities.

Our ELT program's academic content aligns with CCLS and the Chancellor's Citywide Expectations.

Our ELT program will be delivered by staff qualified to deliver high-quality academic content.

Parents will be notified of our ELT program during the following meetings and communication efforts:

Introductory letter backpacked home.

Back to School/Pot Luck Curriculum Night.

Monthly PTA and SLT Meetings.

Parent Teacher Conferences.

Monthly telephone calls using Schoolmessenger system of communication.

Parent Grade Meetings.

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.

Key Personnel includes: School Principal, Assistant Principal, Teachers, ELT Planning Committee, CBO Director, School Leadership Team, Attendance Team, and Lead Teachers (Model teachers, Peer collaborative teachers).

The scope of involvement will include CBO providing instructional support in small group interactions utilizing tutors, mentors and teacher assistants. The ELT program will work on a rotational cycle of four to six weeks targeting ENLs,

and Students with Disabilities (SWDs). Evaluation of the program will be implemented through baseline and benchmark assessments and further reflected in NYS Math and ELA increases .

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

August 2015: Review of data and identification of target population(s) to receive targeted Tier 2 interventions.
 September 2015: Outreach to parents for inclusion in the ELT program
 September 2015-June 2016: Delivery of the program(s) with ongoing progress monitoring
 January 2016: Mid-year assessment of student progress through ELA and Math baseline-benchmark data.
 June 2016: Review of student progress of 2016 NYS ELA and Math assessments. September 2015-June 2016: Delivery of the program(s) with ongoing progress monitoring

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.

The schedule will be designed to target student deficits for low performing student and enrichment for those who are grade level and above. Individualized instruction will be focused to improve learning outcomes. Instructional resources include: A Read 180, M , M athletics Wilson Program, and Learn Zillion. An enrichment program, Inspire Mind Media will help to increase student attendance and participation, in addition to connecting with students on a multi-media level.

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

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

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	C4E
X	Title I 1003(a)	X	Title III	X	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.

By February 2016, our school will meet the NYS ELA Renewal School progress target of 62 and the NYS Math Renewal School target of 53 by a 2% increase as indicated on the State report card by focusing on Achieve 3000, an interdisciplinary reading program as well as Mathletics, with a focus on problem solving skills.

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.

By June 2016, there will be an increase of 3% in student attendance as measured by ATS attendance reports.

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 target population by which this goal will be measured is 5% of the school population with the lowest attendance. These students will be identified by A.T.S. attendance reports and the data sorter tool, from new visions. The attendance team will monitor progress. Individual students will be identified based on the weekly attendance reports for the first four weeks of the school year.

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.

School leadership in conjunction with our C.B.O., Southern Queens, Parks Association, will oversee the Ameri-Corp personnel who will mentor and conference with students who are chronically absent/late on a weekly basis. During weekly attendance meetings held with pupil personnel secretary, guidance counselor, assistant principal, Ameri-Corp counselor, and the C.B.O. Director, the effectiveness of the teams efforts will be discussed and adjusted as needed.

Southern Queens, Parks Association, will provide services set forth in the E.L.T. section below. In addition, the C.B.O. , and the Community School Director are on site daily in order to monitor program effectiveness and provide individual student and family support when needed. All ELT) participants will have attendance taken and tracked to ensure that they are participating in the program consistently. Parental outreach will be implemented daily to monitor attendance.

Understanding that the community school approach is not 'one size fits all' and that schools are dynamic and fluid spaces, our vision takes into account the need to be engaged in an initial planning process as well as to also build into our practice opportunities for on-going assessment wherein parents, teachers, school leaders, and community stakeholders have the opportunity to:

- Meet and greet once a year to identify school/community strengths and needs.
- Agree on strategies to assess those needs and measure progress
- Solve problems and/or challenges
- Create a welcoming, positive environment where youth and their families can enjoy learning together.

SQPA in partnership with the SLT, will set up protocols for ongoing communication, continue to build broad parent and community engagement, identifying mental health services enhancements and ELT opportunities, as well as finalizing the initial Community School Plan.

SQPA Community School Director with SLT:

- will identify an assistant to School Community Director that can assist in outreaching tutors and additional school support to enhance academics, assist in tracking student assessments and progress, assists in data collection and research of new resources.
- will be responsible for building a strong Community School Team (CST) as a subcommittee of the SLT.
- will organize monthly meetings and quarterly meetings to review the status of implementation, address current issues, and identify next steps for improvement.

SQPA, along with the Principal of MS 8 and SLT, will inventory organizations with available services that can be rendered or co-located at the school; identify ways to work with diverse groups for the benefit of students.

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.

Attendance Committee will meet once a week on Thursdays to discuss 407 Reports, students with 5 or more absences, Cumulative Absence Report and Perfect Attendance Incentive Program (PAWS).

The Community School program will be implemented by the SQPA Beacon/Community School Director and the Community School Team. The team will include the Principal and Assistant Principals of MS 8, selected members of SLT, selected teachers or a master teacher, PTA president or designee, parent coordinator, student representation, community leaders and other partners of SQPA Advisory, and SQPA current supervisory team to work together to achieve the goals of the community school approach.

Overseeing the program

With the support of MS 8 Principal and the SLT, the SQPA Community School Director will oversee the Community School Program, and its goals and implementation plans.

Key personnel responsible including school-based staff and any community partners.

We have identified the following entities to help with the implementation and overseeing of the Community School program and as we continue planning, others will be added:

- Community School Director (CSD) will oversee program, implementation and logistics, including additional ELT programming, additional Adult educational programming, staff development resources for school and ELT staff.
- Deputy or assistant to CSD will assist in overseeing and coordinating college tutors in all ELT and Math classes, assistance in lunch period, possible additional personal as deans/ guidance counselors or safe room classroom teacher, Americorp members etc. This person can or may also act as an additional dean.
- Principal or Designee will be responsible for academic curriculum.

- Deputy Director, Beacon, (current) will oversee the day to day operations of after school program and adult programming during the evening and Saturday. Also in conjunction with the AP will oversee the implementation of existing and new ELT programming.
- Parent coordinator will assist with parental involvement and engagement.
- Recreational Coordinator (current) will coordinate and assist in implementation of all recreational activities during afternoon, lunch, evening and weekend.
- Performance Arts Coordinator (current) will be coordinating and assist in implementation of arts program and outreach for other resources.
- Beacon Preventive Director in conjunction with assigned school personal will assist in overseeing the Mental Health department.

Joint implementation of ELT program with the CBO

We will continue partnering with MS 8 Success Academy in providing academic support and test prep during afterschool program as part of the ELT programming. Plus, we will be expanding the ELT programs to include, but not limited, the following activities:

- STEM (science, technology, environmental/engineering and math) and STEAM (science, technology, engineering, art, and math)
- Robotics
- Art courses
- Martial Arts
- Academic and recreational support during lunch hours
- Instructional support in ELA and Math,
- Academic and Vocational Curriculum
- Adult programming and continuing educational as well as workshops.

Evaluation of program to assess its impact on student achievement

We will be evaluating programming and progress on a regular basis through several mechanisms such as:

- Weekly observations
- Homework monitoring form that assesses the number of students who completed homework versus uncompleted homework
- Pre and Post Assessments in ELA and Math conducted by a contracted consultant or external evaluator.
- Keeping track of school attendance, ELT classes, adult-programming, and programming offered by subcontractors.

Review of milestones defined in the RSCEP will be the evaluation tool as well as the components of the capacity framework will be the guide for evaluation, as identified in the needs assessment.

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

The community school program will need various type of resources such as, but not limited to:

- Instructional resources such as student supplies, curriculums for ELT and adult programming, professional development resources, test prep, technology software and other.
- Human resources such as hiring additional school and ELT staff such as tutors, assistant program coordinator, instructors, deans or guidance counselors, evaluator.
- Incentives for students and parental involvement.
- ELT programming such as Arts programming, Martial arts, Robotics and STEAM or STEM material

Schedule adjustments in ELT implementation and Extended time alignment

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

September 2015 - June 2016

Monthly generated ATS report to indicate the percentage of attendance.

May and June

- Planning Sessions with School Leadership Team (SLT), Principal and CBO Community School Director (CSD)
- Conducting Surveys to assess and determine needs of the school with teachers, students and parents
- Contracts and budget development

July and August

- Strategic Planning Sessions and Staffing Planning
- Outreach and building the subcommittee, Community School Team (CST)
- Staff development school staff and CBO staff

September

- Staff development school staff and CBO Staff
- Meet and Greet all stakeholders, partners among school community, CST and CBO
- Introduction of all ELT programming to student community and adult
- Assemblies with school staff and CBO staff, students and parents
- Pre assessments introduced day class, ELT and Adult programming.

October- April

- Conduct parental outreach and events
- Implementation of ELT classes
- Check and set benchmarks indicators
- Monitor all components monthly
 - Analysis of first quarter and highlight any indicators.
 - Check and set next benchmark

May- June

- Review progress
- Post exams distribution
- Analyze data
- Review goals and outcomes of current year
- Set goals and outcomes for 2nd year of Community 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring at mid-level 2.5 or below proficiency on ELA state exams.	Repeated readings, "read alouds", "on demand" writing assignments, reading leveled text and answering teacher made standards based assessment questions, completing leveled reading assignments using Achieve 3000, reading lexiled leveled texts using the online reading program, myOn, completing activities from MaxScholar, the online phonics program for ENL's and SWD's., Success will be measured by results on ELA skill based assessments.	Small group and one-one direct instruction with students grouped according to instructional data.	During the school day, after school, and Saturday
Mathematics	Students scoring at mid-level 2.5 or below proficiency on Math state exams	Mental math activities, remediation tasks using math manipulatives, complete remediation and enrichment activities using Mathletics, and Khanacademy.org; online resources. Success will be measured by results	Small group and one-one direct instruction with students grouped according to instructional data.	During the school day, after school, and Saturday

		on Math skills based assessments.		
Science	Students scoring below grade level on ELA and/or Math state exams. Lexile Levels below that which is recommended for student in grades 6-8. Students scoring below 65% on Science Unit Tests.	Cooperative learning strategies, mini labs and investigations, and reading in the content area will be used. Success will be measured by results on the Science skills based assessments.	Small group and one-one direct instruction with students grouped according to instructional data.	After school and Saturday
Social Studies	Students scoring below grade level on ELA and/or Math state exams. Students with Lexile Levels below that which is recommended for student in grades 6-8. Students scoring below 65% on Social Studies Unit Tests.	Reading in the content area, teacher models the RAFT strategy (Re-state-Answer the question For example - Tie it up) for writing. Teachers implement the "I do", "You do", We do" strategy. Success will be measured by results on the Social Studies skills based assessments.	Small group and one-one direct instruction with students grouped according to instructional data.	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Careful review of student state assessment data targeting students who are performing below standards, specifically students scoring between performance levels 2.5 and 2.9. Referrals will be made from teachers and/or parents. .	General counseling, goal setting, mediation, time management, anger management, conflict resolution, work study, teacher mentors, and peer mentoring. This will be measured by improvement on student conduct sheets and mastery of skills on student goals sheets.	Small group and one-one direct instruction with students grouped according to IEP data and or individual student goals.	During the school day and after school

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment:</p> <ul style="list-style-type: none"> • Prospective candidates applying to become part of the staff are required to give demonstration lessons as part of their interview process. Additionally, they have a face-to-face interview to share their experiences and philosophies on student learning. They must also submit all documentation as required by the Department of Education and our district human relations liaison. • MS 8 will continue to collaborate with York College Teacher Education Program to facilitate their requests for student teaching experiences and as a possible source of recruiting teachers for our school. <p>Strategies for Retention and Support:</p> <ul style="list-style-type: none"> • Growing and developing in our professional learning communities is one of our strategies for retaining and supporting teachers. It is evident from our four (4) vertical collaborative inquiry teams that meet during period nine on Tuesdays to analyze student work or examine data to inform instruction for both our general education students and our sub groups. Another one is our horizontal common planning teams by both grade and content areas where teachers collaborate in designing coherent instruction and displaying these unit maps in every classroom and online through Rubicon Atlas. Unit plans are mapped out by teacher teams, adjusted, and scaffolded in a format that sequences the flow of the lesson in a coherent manner. • Teachers, administrators, and coaches will continue with peer collaboration, modeling, demonstration lessons, and inter-visitations so that the general education, special education, and ESL teachers can observe the instructional practices of their colleagues. • Deepening the understanding of the instructional focus on reading comprehension, problem solving, and critical thinking. Teachers will be supported in their learning through our three semesters of professional learning cycles (Sep-Dec, Jan-March, April-June). Each semester will have four-week rotational cycles, and within each cycle on Mondays, teachers will choose a topic and attend that session in cycles of four sessions to deepen their understanding of that particular topic. Teachers have been attending the sessions on a rotational basis since September 15th, 2014 including: Strategies for Supporting English Language Learners, Questioning and Discussion Techniques, and Close Reading Strategies. They will continue to reflect on their practices and the expectations of the to identify the gaps and make improvements. • Differentiated professional learning for mentoring targeted staff members with Individual Improvement Plans to address their specific needs; intervisitations for some; external professional learning for others; and the videotaping, self-assessment, and self-reflection of the professional practice of 13 individuals using the Five Core Propositions of National Board for Professional Teaching Standards (NBPTS): <ol style="list-style-type: none"> 1) Teachers are committed to students and their learning. 2) Teachers know the subjects they teach and how to teach those subjects to students.

- 3) Teachers are responsible for managing and monitoring student learning.
- 4) Teachers think systematically about their practice and learn from experience.
- 5) Teachers are members of learning communities

A report (2008) by the National Research Council (NRC) stated that NBPTS has had a positive impact on student achievement, teacher retention, and professional development.

- As a way of retaining teachers and continuing to support them, MS 8 encourages teacher leaders to facilitate professional learning cycles with an emphasis on implementing school-wide initiatives and the instructional focus on reading comprehension, critical thinking and problem solving. These leaders have taken ownership of the following areas:
 - a) Facilitated professional learning workshops for staff members
 - b) Lead or co-lead common planning teams
 - c) Lead or co-lead inquiry teams
- For school year 2014-2015, Leaders are Learners will be introduced as a part of the school's infrastructure to support the growth and sustainability of teacher leadership. This weekly professional study group for all teachers and administrators facilitating professional learning will meet once per week after school to provide teachers leaders with ongoing support to lead the learning in their respective professional learning communities. Resources will include journal articles, research-based strategies, protocols, video tapes, and student work. Leaders are Learners will be facilitated by the UFT TC Consultant.

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).

The expectation of the *Common Core Learning Standards* is that students will demonstrate mastery of their learning in multiple ways. One instructional approach that will be used to enable all students to meet the CCLS is the introduction of the UDL Framework to support the UBD curriculum mapping template for addressing students with exceptional needs (e.g. ENLs, SWDs and other high-need student subgroups). Together both—UBD and the UDL frameworks—will be an integral part of our professional development to support teacher pedagogy in allowing students multiple ways of accessing information and demonstrating evidence of their understanding of a unit or assignment to differentiate learning. Using this framework, teachers will be able to give students choices in expressing themselves through multiple ways: poems, cartoons, photographs, journal entries etc...

· We will use the following resources as a guide for high quality professional learning to enable all students to meet the CCLS : and *New York State Teaching Standards* .

· Align the instructional focus on critical thinking with the continued emphasis on *3b* (questioning techniques) of the Danielson Framework, questions from Webb's Depth of Knowledge (DOK) wheel the Questioning Quadrant, and Socratic question stems to develop lessons and activities.

· Use of protocols and rubrics for examining student work and cross referencing against the expectations of the CCLS.

· Formal and informal cycles of observations will be conducted by school leaders using logs to monitor and track feedback and progress made from September to June

· Instructional walkthroughs from our network support group and external consultants to document progress and offer feedback

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	231,677	X	25, 34, 40, 42, 44, 50, 51, 58, 60, 62, 68, 69
Title I School Improvement 1003(a)	Federal	————		
Title I Priority and Focus School Improvement Funds	Federal	102,351	X	23, 37, 42, 44, 46, 50, 51, 61, 68, 69
Title II, Part A	Federal	————		
Title III, Part A	Federal	11,200	X	62, 68
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,572,550	X	25, 34, 44, 51, 58, 62, 68

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

New Preparatory Middle School 8 - Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Middle School 8, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between school and families. The school's policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Middle School 8 will support parents and families of Title I students by:

- providing materials and training twice per month to help parents work with their children to improve their achievement levels in literacy and 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; early in the school year parents/guardians will be asked to indicate the related skills or topics they would like to learn more about; Parent Coordinator or CBO/Beacon Program generated parent workshops will be offered on these topics.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- a specific Parent Coordinator generated parent workshop will be offered to 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; this and all school/classroom information will be disseminated via SKEDULA;
- providing professional development opportunities for school staff---with the assistance of parents--- to improve outreach, communication skills, (specifically on SKEDULA) and cultural competency 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 a semi-annual (2x/year) 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. Effectiveness of the school-wide parent/guardian outreach will also be gauged by interviewing students about the extent of their parents' at-home input and support of school initiatives. This data will be maintained and analyzed by all school "stakeholders."

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 October 1st of each school year to advise parents 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;
- all critical school documents will be translated into parents' native languages; interpretation/translations will be provided during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event and conference where all parents are invited to attend formal presentations and workshops that survey and address their student academic skill needs. Suggestions will be made as to what parents can do to help; this Parent Fair will be divided into two parts, the initial event will be included in the Meet and Greet meeting held at the beginning of the school year.

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; themes/skills will be curriculum based and will also include technological orientation as well as practice using SKEDULA
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or a variety of Family Outreach events in partnership with the CBO/Beacon Program; monthly family academically oriented outreach events are being planned by the Beacon Program and will be coordinated to complement corresponding MS-08 generated events for parents and guardians.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written quarterly progress reports, mailed to keep parents and weekly telephone calls to inform parents of their children's progress;
- updating, revising and distributing our school calendar and school newsletter; revising our school website to keep parents informed about school activities and student progress;
- providing school mailings, and our schoolmessenger telephone for regular written communication between teachers and the home in a format, and to an extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Middle School 8, 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 and the entire school staff and students will share responsibility for improved academic achievement. It also shows the means by which a school-parent partnership will be developed to ensure that all children achieve proficiency on state assessments.

School Responsibilities:

Provide high-quality curriculum and instruction for participating children consistent with state standards and assessments by:

- using academic learning time efficiently;
- respecting cultural, racial , ethnic differences;
- implementing a curriculum aligned to the New York State P-12 Common Core State Learning Standards;
- offering high-quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of Limited English-Proficient families to receive translated documents and interpretation services to ensure participation in the child's education;
- providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format--- and to an 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 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;

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 extra-curricular 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 to be 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 on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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 OTSPS.

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>New Prep Middle School 8Q</u>	DBN: <u>28Q008</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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>1</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: _____ This ELL supplemental program is offered to every ELL student at Middle School 8Q in grades 6 through 8 . _____ The program is designed to assist ELLs by _____ developing proficiency in the English language as well as improving competencies in other academic content areas. The development of universal skill sets provides parallel comprehension across the entire core curriculum.

State Language proficiency standard _____ s _____ and the CCLS, materials and lessons _____ will be used during the afterschool and Saturday sessions. They _____ will be adjusted to accommodate each student _____ as per their _____ English proficiency (beginner, intermediate, advanced and proficient). The strategies and activities outlined in the lesson plans are in accordance with the general education grade level appropriate CCLS and language proficiency standards.

Lessons are developed in English through collaborative efforts of the E _____ L _____ L administrator and E _____ L _____ L content teachers. For eighth graders, there will be a science module to prepare them for the State exam. Reflection of teaching and examination of student work is included in planning and PD sessions.

Supplemental instructional materials include MyOn, Starfall, LearnZillion, and Achieve 3000. The available technology includes listening centers, Science Lab, computer lab, iPads, Printers and Smartboards. To further differentiate instruction teachers will use Vantage Math, CARS, STARS, NY Content reading trade books and informational texts.

Progress will be monitored through student portfolios teacher designed summative and formative assessment, the use of reading, speaking, listening and writing instruments and student learning style inventory.

The program _____ will take place after school and on beginning on _____ December _____ 2 _____ , 2014 through May 2 _____ 0 _____ , 201 5; _____ Tuesday _____ s _____ and Wednesday _____ s from _____ 3: _____ 1 _____ 5pm – _____ 5:15 _____ pm _____ and Saturday _____ s from _____ 9:00am - 12:00pm _____ (3 hours minutes).

Topics taught as follows:

December 3, 2014 - December 17, 2014 - Vocabulary development and reinforcement.

January 6, 2015 - January 28, 2015 - English Grammar and Context clues.

February 3, 2015 - March 4, 2015 - Finding the main idea.

March 10, 2015 - April 1, 2015 - Learning to infer using inferencing skills.

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April 7, 2015 - April 29, 2015 - Comprehension in the content areas.

May 5, 2015 - May 27, 2015 - Reading Closely - using "close" reading strategies.

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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

Part C: Professional Development

- name of provider

Begin description here: _____ The support network CEI-PEA and NYCDOE consultants will provide targeted professional learning (P L) for the MS 8Q E L L s _____ team as well as the general education teachers. _____ The content and E L L s _____ administrators will support the teachers with curriculum development, improved strategies, data collection and interpretation.

The E L L s _____ team along with the supervisor will turnkey supplemental PL sessions f o r _____ the staff throughout the year. Staff collaborations will result in inclusive differentiated planning based upon research based materials. Our E L L s _____ teacher and selected core subject teachers of ELLs will attend OELL sponsored P L _____ to enhance data driven instruction and best practices for ELL s as follows:

Three (3) general education teachers will participate in 3 sessions of professional learning sponsored by OELL - 3 full day (6 hour) sessions. _____

Our E L L s _____ teacher leader _____ is a certified ELL/ESL teacher who _____ began the roll out of E L L s P L _____ for staff in September as part of the school's PL plan. Professional learning schedule:

September 15, 2014 - December 22, 2014: Each Monday during 50 minute sessions 2:20p.m. - 3:10p.m. in 4 week cycles:

Topics

September 15, 2014 - September 29, 2014: Working with Word Banks.

October 6, 2014 - October 27, 2014: Speaking and Listening.

November 3, 2014 - Non-linguistic representation - Using charts and graphs.

November 10, 2014: Vocabulary Brochres - reinforcing vocabulary.

- November 17, 2014: Deepening Text Analysis Through Student Talk and CCLS.

November 24, 2014: ELLs classroom strategies: "I Do, You Do, We Do".

December 1, 2014: Reviewing NYSESLAT data to inform instruction.

December 8, 2014: Analyzing Test Questions.

December 15, 2014: Using pictures to support learning.

December 22, 2014: Labeling objects in ELLs classrooms.

November 4, 2014: Election Day full day (6 hours) - ELLs Learning Strategies

Eight (8) teachers attended.

Anticipated topics January 2014 - May 2015.

January: _____ Vocabulary Development-Tier 2 Vocabulary through Word

Generation _____ and _____ Accessing Background Knowledge to make Connections, Turn and Talk

February: _____ Scaffolding (Zone of Proximal Development) and Contextualization

March: _____ Text Cards and Semantic Web

April: _____ Jump start students' schema: KW L _____ and Word Sorts

May _____ - Picture observation charts and Cloze

May-Take a Field Trip to develop key concepts and vocabulary

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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: Parent involvement in the ELL program is key to student success. To support students, parents will be invited to participate in workshops and activities to encourage English language acquisition. Outreach to families will be accomplished using the School Messenger mass telephone service, individual telephone calls by staff members, distribution of the school calendar, notices mailed home and backpacked to homes, PTA meetings, SLT meetings, Parent Coordinator outreach and, messages using Skedula and our School website.

When parents visit the school, they will be greeted in the parent room by the parent coordinator, who can interpret for our Spanish speaking parents. She will contact translation services for parents who speak languages other than English or Spanish.

Parent workshops will focus on how parents can provide support at home. They will be exposed to the format of the NYSELAT exam, state exams and the new ELL's initiatives. Workshops will be conducted on site by a licensed and certified ELLs teacher and/or consultant.

Parent Workshop Schedule:

November 18, 2014 - 4:30 p.m.:

Introduction to Skedula

November 18, 2014 - 9:00a.m.

Workshop on English Language speaking - website Starfall.com.

January 6, 2015 - 9:30 a.m. and 5:00p.m.:

Promotional Requirements and Overview of ESL Success Academy Program.

February 24, 2015 - 4:30p.m.

NYSELAT SKILLS and the CCLS

March 17, 2015 - 4:30p.m.

Introduction to the new ELA and MATH State Exams

April 21, 2015 - 4:30 p.m.

The Grade 8 Science Test: Written and Performance

May 19, 2015 - 6:30p.m.

New York City High School Application Process

We will continue to encourage our ELL students to borrow books to share with their families as well as the translated feature of MyOn.

Midway through the sessions, we will host multicultural evenings/afternoons (TBD) to share ethnic food, enjoy the music and dancing of the many cultures represented at our school and to showcase and recognize improved speaking, writing and reading skills.

To encourage excellent program attendance and expose our students, especially our newcomers, to a hands on history experience of different boroughs, we will sponsor 3 trips. Parents are invited and encouraged to attend:

*The New York Historical Museum (West side of Manhattan) - The Effect of the Erie Canal on N.Y. City

*The Museum of the City of New York (East side of Manhattan) - The History of Manhattan through Artifacts

and our fifth annual culminating trip:

*The Brooklyn Historical Society Museum at the Brooklyn Navy Yard - Exciting views of Manhattan plus

These are the People of Your Navy Yard

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,720.00 + \$1,120.00</u>	<u>Supervisor</u> - 72 hours @ \$5 <u>2.84 per hr. = \$ 3,804.48</u> <u>Teacher</u> - 72 hours @ \$ <u>51.51 per hr.=</u> <u>\$ 3,708.72</u> <u>\$ 7,513.20</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>2,240.00</u>	<u>Continental Press:</u> <u>Content Reading: Mathematics- 10</u> <u>each level F, G, H \$7.70 ea = \$231</u> <u>T.E. \$3.85 = \$11.55</u> <u>NY Content Reading for CCSS- 12 each</u> <u>6,7,8 @ \$9.63 = \$346.68</u> <u>T.E. \$4.68 = \$14.04</u> <u>Exercises in Basic English 10 each 6,7,8</u> <u>at \$6.50 ea = \$195</u> <u>T.E. \$3.75ea = \$11.25</u> <u>Curriculum Associates:</u> <u>New York STARS CCLS - 15 ea levels</u> <u>f,g,h @10.90 ea = \$490.50</u> <u>T.E. \$10.90 ea = \$32.70</u> <u>New York CARS- 15 ea level</u> <u>f,g,h @ \$4.35 ea = 195.75</u> <u>T.E. \$ 5.65 ea = 16.95</u> <u>ESL Wonder Workbook #1 15 @ \$11 ea</u> <u>= \$165.00</u> <u>ESL Wonder Workbook#2 15 @ \$11 ea</u> <u>= \$165.00</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$400.00</u>	<u>\$250- 2 tours- N.Y. Historical Society</u> <u>\$ 150- 2 tours - Museum of the City of</u> <u>N.Y</u> <u>\$ 0- FREE- Brooklyn Historical Museum</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>at the Brooklyn Navy Yard</u> ` -
Other	<u>\$620.00</u>	<u>Parent Workshops</u>
TOTAL	\$ 11,200.00	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

B. Language Allocation Policy Team Composition

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part IV: ELL Identification Process

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

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

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

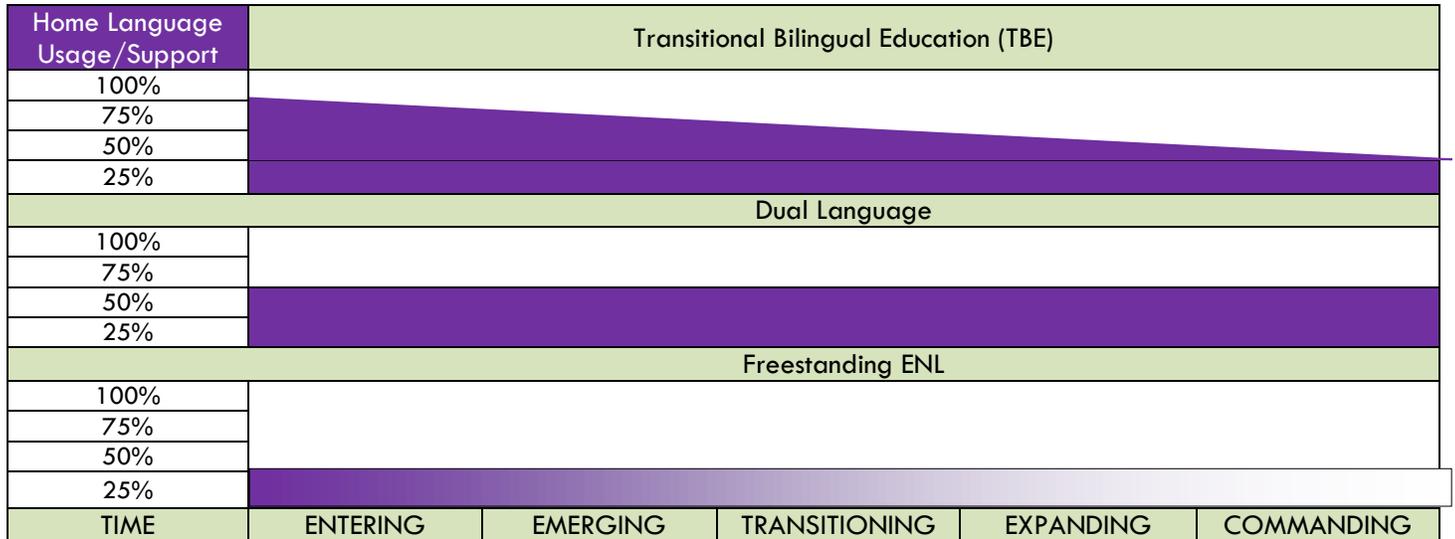


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

B. Professional Development and Support for School Staff

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

C. Parental Involvement

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

D. Additional Information

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

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q008

School Name: The New Preparatory Middle School

Superintendent: Mabel Sarduy

Before you begin, please check the following:

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

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

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

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

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

Upon arrival into our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language spoken. Also each year parents complete the Emergency Contact Card which is on file in main office along with previous year's card. The LAC and LAP team review these documents as well as the ATS RAPL report on an ongoing basis to identify the preferred written and oral language of our parents.

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.

Major Findings: Roughly 11.8% of parents speak Spanish as their first language, and prefer notices sent home in both English and Spanish. Furthermore, 1.9 % of parents speak Bengali and prefer notices to be sent home in both English and Bengali. Less than 3% of parents require translation into Punjabi (.82%), Hatian-Creole (.54%), Falani, French , or Dutch (each at .27%). These findings are reported and updated to the school community at PTA meetings throughout the year..

Part B: Creating a Communications Calendar

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

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, translations in other languages are provided to classroom teachers, to distribute to students. For letters that are not translated on the DOE website, the language translation and interpretation unit has proven to be very useful. Furthermore, translation of documents are occasionally done by in-house school staff. However, for notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with “This notice is very important. It will affect the education of your child. Please have it translated”, written in our schools languages is attached to the letter upon distribution.

Student Handbook- August Parent Orientation, September Open School, upon admission of new admit, available throughout the year in PTA office.

School Calendar with NTY State testing dates-, August Parent Orientation, September Open School, upon admission of new admit, available in PTA office and updated throughout the year.

Newsletters- monthly and available in PTA office

Parent -Teacher Conference Announcements-prior to each conference and available in PTA office

After School Program Information - Prior to beginning of each session and available in main office

General Overview of Curriculum - September Open School

Notification Letters- as needed throughout the school year

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

Parent Orientation- August 27, 2015

Family Night - September 16, 2015

Meet and Greet - October 1, 2015

Parent -Teacher Conferences- November 16, 2015 and November 17, 2015

Open School Week- November 16, 2015 - November 20, 2015

IEP meetings-scheduled throughout school year

Parent Engagement workshops/conferences-Tuesdays throughout the school year

Attendance Teacher -Parent phone calls and conferences

Guidance Counselor-Parent phone calls and conferences

Dean-Parent phone calls and conferences

PTA meetings - 3rd Tuesday each month

SLT meetings - 3rd Tuesday each month

Face to face parent conferences and phone calls to parents

Part C: Providing Language Assistance Services

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

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS and RAPL, translations in other languages are provided to classroom teachers to distribute to students. For letters that are not translated on the DOE website, the language translation and interpretation unit has proven to be very useful. Furthermore, translation of documents are occasionally done by in-house school staff. However, for notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with "This notice is very important. It will affect the education of your child. Please have it translated", written in our school's languages is attached to the letter upon distribution.

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.

Oral translation into Spanish and Bengali are provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translations are handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Bengali, French and Hatian-Creole. Additionally, at the beginning of each school year, a list of dependable 6th, 7th and 8th grade student volunteers who are selected by their teachers, is compiled. This list is then distributed to the main office, guidance counselors, and administration to be used if a parent speaks a language for which there is no obtainable means of translation among the staff. A student who has been identified from this list will then be asked to assist in translation. The DOE Office of Translation and Interpretation can also be enlisted for telephone translations.

Part D: Training Staff on Policies and Procedures

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

During the fall professional development meetings, teachers and staff are made aware of the translation requirements of our parents as well as the translation services and over the phone interpretation service available to all schools. The T&I Brochure, Language ID Guide and the Language Palm Card are distributed to teachers via email. Our LAC also provides teachers with hard copies of the Language ID Guide and the Language Palm Card from the Translation and Interpretation Tool Kit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

MS8Q will fulfill Section VII of the Chancellor's Regulation A-663 concerning parental notification requirements for translation and interpretation services by providing parents with information about their right to translation services. The Welcome poster and notice of the translation policy will also be posted, in all nine major languages for which interpretation is provided by the DOE, in the main lobby. A copy of the Language ID Guide and the Language Palm Card will be at both the security desk and main office. Parents in need of translation services will be sent to the main office, where a final language determination will be made. All parents in need of translation and/or interpretation services will be given a copy of the Parents' Bill of Rights and the Parents' Guide to Language Access in their preferred language. These documents will be available at all school conferences and meetings as well as in the Parent Coordinator's office. Important signage will be posted in English and Spanish and throughout the school as well.

Part F: Monitoring and Quality Control

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

The LAC, Parent Coordinator and LAP team are responsible for creating parent surveys to gather feedback from parents on the quality and availability of translation services. Parents will be asked to complete these surveys at various times throughout the year: Parent-Teacher Conferences, PTA

meetings, admission, IEP meetings, SLT meetings, Multicultural Night, High School Night and other meetings. This information will be reviewed and used by school leadership to update our future procedures .