



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	27Q042
School Name:	P.S./M.S 042 R. VERNAM
Principal:	PATRICIA FINN

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

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

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Robert Vernam School Number (DBN): 27Q042
Pre-K to 8
Grades Served:
School Address: 488 Beach 66th Street Arverne, NY 11692
Phone Number: 718-634-7914 Fax: 718-474-7591
School Contact Person: Patricia Finn Email Address: PFinn3@schools.nyc.gov
Principal: Patricia Finn
UFT Chapter Leader: John Krattinger
Parents' Association President: Kevin Morgan
SLT Chairperson: Diane Hewitt and Kevin Morgan
Title I Parent Representative (or Parent Advisory Council Chairperson): Alicea Flynn
Student Representative(s):
CBO Representative: Diala Morgan

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard Ozone Park, NY 11416
Superintendent's Email Address: Mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard. Ozone Park, NY

MWilks@schools.nyc.gov

Director's Email Address:

718-281-3259

718-642-5705

Phone Number:

Fax:

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	Patricia Finn	*Principal or Designee	
X	John Krattinger	*UFT Chapter Leader or Designee	
X	Kevin Morgan	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Alicea Flynn	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Diala Morgan	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>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Yael Bloom	UFT	
X	Diane Hewitt	UFT	
X	Rhonda Williams	Parent	
X	Tiffany Fayall	Parent	
X	Sherrie Monroe	Parent	
	Milissa Lenihan	Parent	
	Ngozi Oloruntoba	UFT	
	Vacancy	UFT	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

The mission of P.S. 42 is to increase academic excellence for all children by providing programs which will nurture and support their strengths and needs. Our goal is to meet the expectation of the New York Common Core Learning Standards for Education and create a learning environment that will boost all of our students to grade level and above. Our purpose is to build and improve morale and connection to school by instilling in our students, staff and parents a sense of respect for ourselves along with an appreciation for the diversity of the multicultural society in which we live, work and learn. At PS/MS 42, we believe that student performance will increase through thoughtfully planned student centered learning tasks that are differentiated for students' learning styles, preferences, interests, and abilities. A strategic implementation of rigorous curricula that supports differentiated instruction and allows for student choice will result in increased student engagement and commitment to learning. And an increased use of data, will help us to identify students in need of more targeted supports, and ensure that these students receive the supports and interventions they need.

Our Community Partnership with Family Health International (FHI 360) began last year with an extensive needs assessment, data analysis, and community outreach. Highlights from last year include a spring Community Forum, an end-of year community school field day, and a launch of a school-wide focus on social emotional learning and positive youth development. As a Community School we have the benefit of having a full time Community School Director. FHI 360 partners with the staff and parents to strengthen social emotional learning in all classrooms and school environments. This has included a focus on what schools and families can do to build students' developmental assets, and ways students can develop strong character traits through the use of the Character Counts character education program. FHI 360 also supports us in the implementation of: tier one supports (such as Achieve 3000, STEM programs, and enrichment electives); tier two targeted interventions (such as clubs/activities, group counseling, attendance check-ins, etc.), and tier three intensive interventions (such as one-on-one counseling, tutoring, attendance supports, etc.). This partnership continues to provide increased opportunities for school and family involvement, student achievement and community building.

Our school had the privilege of being a part of the Learning Partners Program during the 2014-2015 school year. This collaboration with MS216, our Host school, along with MS484, our Partner school, allowed us to really delve into looking at our school analytically and implementing systems and structures where we were able to collect important data to identify trends and patterns in our school. We are thrilled that we were chosen to continue to be a part of Learning Partners this school year. The work we have put into place has made an impact on our school and we feel positive that continuing this work will help our school move forward.

In the Spring of 2015 we had onsite support from a Pearson consultant to help implement the Independent

reading Component of the Renewal School initiative. We set up five classroom Lab Sites that served as demonstration models of what rich, independent reading in the classroom looks like. Teachers conducted inter-visitations and fishbowl

Professional Developments on setting classroom libraries, conferencing, and building stamina. In the short time we had, progress was made. Growth was demonstrated in students' independent reading levels. We have purchased 10 days of support with Pearson for this school year to continue the work in this area.

Our school is a member of the Chancellor's Art Matter program. Similar to last year, in the first semester we will provide Dance classes to grades 5 through 8. For the second semester students will take a Visual Arts class. Our school believes that all children should partake in Arts enrichment courses. These initiatives support our believe that children learn through different modalities. Our students in grades K through 8 showcased their learning in a performance and a display of artwork that they created through the year in a Winter Art Show. This event had the largest attendance from community members that our school had ever before experienced; it was standing room only. We look forward to continuing to expand our school's Arts Enrichment courses this year through the the Chancellor's Arts Matter Program.

The school's special student populations include English Language Learners (ELLs) and Students with Disabilities (SWDs). Our ELL population represents over 3% of our student population and our SWD population represents over 25% of our student population and continues to increase, contributing to the diversity of our school. The needs of the special student population are met through small group instruction, differentiated instruction, as well as Academic Intervention Services (AIS). Student interest and learning styles surveys are also utilized to incorporate students' individual needs.

The overarching goal in the renewal school process is to improve student achievement in both the ELA and Math state assessments evidenced by a significant increase of students performing at levels 3 and 4. Overall, it is expected that there will be a significant decrease in student performance at level 1 with an increase in students performing at level 2, 3, or 4. Each of the annual goals aligned to the Framework for Great Schools are guiding components that will impact the attainment of the overarching goal to improve student achievement in ELA and Math at levels 3 and 4.

The element of the Framework our school has made the most progress with was Collaborative Teachers. In our February 2015 Quality Review, our area of celebration was Collaborative Teachers with a rating of Proficiency. Much of this was due to the work of our Learning Partners Team, which is made up of three classroom teachers, the Literacy Coach and Principal. We also have two Model Teachers that worked with Teacher Teams on Unit Planning, adapting curriculum and formative assessments. Teachers also have collaboratively planned and provided Monday Professional development sessions. The element of the Framework for Great Schools that our school still faces challenges with is Rigorous Instruction. We are designing an integrated approach to our staff PD that will address the issue of rigorous instruction, and allow teacher teams to plan together, and review student work from common assessments to identify the level of mastery and rigor.

In 2015-2016 we are implementing Extended Learning Time (ELT) as defined by the Renewal School Initiative. For the implementation of ELT, four days a week will include rigorous, differentiated instruction in ELA and math, and a fifth day will offer students a choice of rotating enrichment electives. During the ELA ELT time, students will be immersed in rich literature and non-fiction reading across content areas (differentiated to meet their independent reading level), and engage in academic discussions with a focus on building vocabulary. During the math ELT time, students will be participating in interactive, hands-on project based math/STEM activities. The Friday enrichment electives will be offered in five-week rotations, and are designed to spark students interests, build their skills, foster their engagement and connection to school, and open them up to lifelong pursuits.

27Q042 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	689	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				3
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	11	# Dance	11	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.0%	% Attendance Rate		87.3%
% Free Lunch	91.8%	% Reduced Lunch		4.0%
% Limited English Proficient	2.9%	% Students with Disabilities		23.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		74.0%
% Hispanic or Latino	19.7%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	2.6%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		5.4%
Science Performance at levels 3 & 4 (4th Grade)	62.3%	Science Performance at levels 3 & 4 (8th Grade)		32.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		34.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>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.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>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>Data gathered from the 2014 New York State ELA and Math exams showed that 65% of students scored at a level 1 on the English Language Arts exam and 72% scored at level 1 on the Math exam. A review of the Items Skills analysis report for the NYS ELA exam revealed that students in grades 3-8 struggled with citing textual evidence in the multiple choice questions, but demonstrated an understanding of citing text evidence on the written responses. A review of the Items Skills analysis report for the NYS math exam revealed that students performed poorly in the area of Operations & Algebraic Thinking. The Math Baseline through Periodic Assessments supported our findings in the items skill analysis.</p> <p>Our school’s 2014-2015 Quality Review report stated that we currently have scripted Common Core Learning Standards aligned curricula in order to establish curricular coherence (through our use of ReadyGen, GoMath, CMP3, and Scholastic CodeX). This year, teachers will continue to use these curricula, but need to plan out rigorous tasks that address the standards students are struggling with, provide enrichment for those that are proficient within that standard, and provide targeted interventions for students who need additional supports. Teachers need to incorporate the shifts into their planning and delivery of instruction.</p>		

The data indicate that our priority needs is to build students' stamina, so that they can maintain focus for longer, and be able to stick to textual analysis when the tasks become increasingly difficult.

Part 2 – Summative Vision for Rigorous Instruction

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

Consider the following questions:

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

Our vision for rigorous instruction includes a shared expectation that 80% of students will show measurable growth in ELA and Math by year two. To accomplish this, we are dedicated to the provision of an engaging learning environment for our students that incorporates the following. In Grades Kindergarten through five, ReadyGen, Teacher's College Writing Units of Study and Go Math will continue be implemented. For our Middle School, Scholastic CodeX, Writing Matters and Pearson CMP3 Mathematics will continue as well. All grades use EngageNY to supplement curricula and meet the instructional shifts of the Common Core. Additionally, Achieve 3000, MyOn, i-Ready and Mathletics will be used as both ongoing diagnostic tools and differentiated independent reading for all students, especially our ELL's, SWD's and for Enrichment for those students that are at or above Proficient level. Our CBO, FHI 360 will support us in both the Achieve 3000 and the MyON assessment and implementation.

ELT will mirror regular instruction, providing scaffolded support for all students, including our ELL and SWD population, by targeting content and instructional strategies for different learner needs. Pedagogical practice will consist of differentiated instruction to address student learning styles, interests, and abilities; this will be delivered through small group instruction, including but not limited to Academic Intervention Services (AIS), with a focus on remediation and enrichment; Collaborative Team Teaching; and Inquiry Focus groups providing support to students requiring additional support. The instructional focus will be on thoughtfully planned student learning focused on higher order thinking, rigor and multiple entry points. Using a triangulation of data that consists of assessment data, learning styles survey data and daily observational data, teachers will ensure lessons are designed to include the learning style of every child and provide opportunities for multiple entry points to ensure student progress and success. Consistency in a longer learning day will be specifically established through the ELT program which will be scheduled for the entire school to meet the needs of all students. Our ELT will include ELA and math targeted instruction, and one day a week we will offer five week cycles of enrichment electives that students can choose from to explore interests and develop new knowledge and skills.

Common Core aligned Interim Assessments will be administered on a cyclical basis as well as curriculum-based benchmark exams. Data will be analyzed in weekly Grade Teacher Teams and through various Professional Development Data sessions. FHI 360, or CBO will help us to track, research, collect, organize, and analyze student data using a variety of data systems (including the New Visions Data Tracker and a school-based online Google Assessment Tracker). Data will be analyzed by all school leaders, teacher leaders (Model Teachers), Literacy Coach, and teachers on a consistent basis. Such analyzing of data and dialogue will take place during weekly teacher team meetings, professional development and Inquiry Focus Team meetings. Curriculum Action planning and revisions with regards to

data review will be a collaborative effort between teachers, Model Teachers, Literacy Coach and Administration to ensure success.

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 integrating Independent Reading and Writer’s Workshop into our daily practice, 100% of students will evidence an increase in maintaining reading focus (stamina) resulting in 2 levels of higher reading level proficiency as measured by Teachers College Reading Writing Project (TCRWP) running records, and an increase in maintaining writing focus (stamina) resulting in a progressive increase in the volume of writing in the unit’s published pieces from September 2015 to June 2016.

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>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p><u>Running Records:</u> All students will be assessed with the TCRWP running records to determine their initial independent reading levels and instructional reading levels. They will then be assessed no less than 3 additional times throughout the year to measure their progress.</p> <p><u>Writing Workshop:</u> In grades K-5, teachers will follow the TC Writer’s Workshop model, and in grades 6-8 teachers will follow the Writing Matters Writer’s Workshop model to support student writing. This includes a common pacing</p>	<p>LPP Team, All Teachers including clusters</p>	<p>2015-2016 School year</p>	<p>School Administration and LPP Team, Community School Director and CBO team</p>

<p>calendar for each grade level. Student writing will be documented in the students' writing notebook and/or writing folders.</p> <p><u>Reading Instruction:</u> Teachers will continue to use NYC sanctioned curriculum including ReadyGen (Elementary), Scholastic CodeX (Middle School), and Pearson CMP3 Middle School Program. Curriculum will be supplemented with lesson plans, course materials, standards pacing guides, and student resources through Engageny.com.</p> <p><u>Independent Reading:</u> To support students' independent reading, classes will have resources such as classroom libraries, MyOn, and Achieve 3000. Independent Reading will be incorporated into the Flow of the Day and Extended Learning Time (ELT). Students will document their Independent Reading through their Reading Logs. Stamina charts will document students' progress as a class. Elementary students will have book baggies based on their individual reading levels and interests.</p> <p><u>Professional Development:</u> Designated teachers will attend offsite professional development for TC Writer's Workshop and turnkey the learning to their colleagues. All teachers will receive onsite training and support in the implementation of Achieve 3000 and MyOn. 42 will continue its role as a Learning Partner (LPP) School. The LPP team, which consists of the Principal, Literacy Coach and teachers, will share the highly effective literacy strategies they see being implemented in other schools, and guide the staff through a process of continually improving and refining our reading and writing strategies across the curriculum.</p>			
<p>Strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups</p> <p><u>Differentiation:</u> Teachers will continue to utilize learning style and interest surveys to differentiate curriculum, content, and strategies. All independent reading is done at student's own independent reading level. More LRE will be provided for special needs students in ELA and math.</p> <p><u>Adaptable, computer-based resources:</u> MyOn and Achieve 3000 are both adaptable, computer-based systems, that provide comprehension questions based on the student's reading level.</p> <p><u>Professional development:</u> Teachers will be trained in best practices for working with SWDs and ELLS in their classrooms.</p>	All Teachers	2015-2016 School Year	School staff

<p><u>Additional student supports:</u> To ensure that each student receives the supports he/she needs, we will be continuing to offer our afterschool and Saturday Academy Programs.</p>			
<p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> <p><u>Publishing parties:</u> Parents and families are invited to end of unit publishing parties.</p> <p><u>Parent access:</u> Achieve 3000 and MyOn provides parent access. We are also engaging parents in students' progress through a school-wide implementation of One Green Apple, which encourages families to keep track of students' academic performance on classroom assignments, and easily communicate with teachers as needed.</p> <p><u>Parent Teacher Conferences:</u> Parents are invited to support their child's reading and writing development through parent teacher meetings. Teachers will share evidence of students' progression in reading and writing stamina.</p> <p><u>Parents as partners:</u> Through school-based family workshop and communications, staff will collaborate with parents to create a vision for what reading and writing stamina looks like for their child. Parents will be encouraged to provide space and opportunities for their child to read and write at home.</p>	<p>Parents, Teachers, Coaches, Model Teachers</p>	<p>2015-2016 School Year</p>	<p>IEP Teacher, Special Education Supervisor, PPT Team, Community School Director and CBO team</p>

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>TCRWP running records</p> <p>i-Ready online diagnostic and instruction in ELA and math for Grades K-8</p> <p>New York Ready Instruction and Practice in ELA and Math for grades 2- 8.</p> <p>Writing Matters for grades 5-8</p> <p>Teaching Matters Data Tracker</p> <p>Classroom Leveled Libraries</p> <p>Teacher's College Writing Units</p> <p>Model Teacher/Math Coach</p>

Online resources such as Achieve 3000 and MyON

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

	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		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 integrating Independent Reading and Writer’s Workshop into our daily practice, 100% of students will evidence an increase in maintaining reading focus (stamina) resulting in 1 level of higher reading level proficiency as measured by TCRWP running records, and an increase in maintaining writing focus (stamina) resulting in a progressive increase in the volume of writing in the unit’s published pieces from September 2015 to February 2016.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Framework for Great Schools Report 2015 revealed that an area of strength for the school is the social-emotional measure for safety and order. This reflects the school leaders capacity to establish overarching systems to support and sustain student social and emotional health. This report further revealed that students' personal attention and support had a metric value of 95 in the category of Supportive Environment. A strength of the school is the effort of stakeholders working together to foster a supportive environment for our students as evidenced by the Framework for Great Schools Report 2015 metric value of 93 in teacher outreach to parents, 94 in parent-teacher trust, and 94 in parent-principal trust.</p>		
<p>The 2013-2014 K-8 School Quality Snapshot revealed that only 50% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria (City Average: 81%; District Average: 82%). The Quality Snapshot 2014-2014 revealed that only 35% of students say that most students at the school treat each other with respect (City Average: 59%; District Average: 57%). According to the OORS Occurrence Shapshot 2014-2015, more than half of all reported incidents during the 2014-2015 school year were related to student to student physical interactions. The priority need will be to nurture</p>		

students' social and emotional competencies and encourage the growth of their noncognitive skills so that they can self-regulate and actively engage in learning.

We recognize that in order to foster our children's social emotional learning, we must simultaneously infuse it into classroom instruction. The 2013-2014 Measure of Teacher Practice (MOTP), evidence showed that instructional time is not being maximized due to pacing and planning of lessons. The Framework for Great Schools Report 2015 revealed that the overall effort to press toward academic achievement was rated as a metric value of 92. With a concerted effort to target the pacing and planning of lessons, coupled with a commitment to building students' social emotional competencies, the outcome will be to increase students time on task in a more supportive environment.

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?

Our collaborative partnership with FHI360, LPP, Pearson, New York Junior Tennis League (NYJTL), and Sports and Arts in Schools Foundation (SASF) help us to assess and identify the academic, social-emotional and physical health needs of the student population and provide services such as, individual and group mentoring, ELT enrichment and remediation supports, parent workshops and continuous Community Forums. This partnership thrives with a focus and intent to establish a long term mental health service including an on-site mental health clinic.

Student voice and leadership will be supported throughout the school through Student Council, Restorative Circles, and Community Forums.

We are using a positive youth development framework for social emotional learning. To implement this framework, we are using the Character Counts Character Education Program, ENACT, and PBIS as tier one supports.

In addition to our universal tier one supports, the school will focus on targeted interventions to address specific student needs as determined by needs assessment, and partnership between parents, teacher and support staff. For tier two and three counseling needs, students will be referred to our mental health partners that include Sheltering Arms / Safe Space and Counseling in Schools, as well as our school-based mental health staff.

Through the implementation of two metrics: 1) a developmental assets profile (DAP) assessment, and 2) a universal mental health screening tool, we will be able to continuously analyze and measure the social-emotional development of the student population. Teachers, Community partners and school leaders will consistently use these data to implement proactive measures and determine counseling, mentoring, and mental health needs of the student population.

We will use data tools to continually identify students with attendance and punctuality concerns. Once identified, the team will work to determine root causes and appropriate interventions. We will communicate that attendance matters and improved attendance is recognized through monthly ceremonies and awards. In addition, our Community School CBO will support us in fostering the home-school connection, and clearly communicating our community expectations around 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, 100% of teachers will integrate Character Counts in daily classroom practice that will result in 1) an increase of time on task as measured by a 50% reduction in the number of A24/B24 infractions, 2) an increase in students’ developmental assets as measured by the Developmental Asset Profile Survey (DAP); and 3) an increase in teacher’s capacity to create an environment of respect and rapport (2B) as measured by MOTP.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p><u>Character Counts:</u> Through the “Today Counts” curriculum and other Character Counts resources (including lesson plans, readings, daily planners, and games), teachers will align their character education on eight pillars (traits) of character. Each month a focus will be on one of the eight traits. The monthly focus will include daily morning meeting activities that help build strengths and inspire good behavior.</p> <p><u>PBIS:</u> The PBIS Bucket Bucks program is used school-wide, which consists of weekly celebrations with certificate and incentive awards, monthly assemblies celebrating bucket fillers, students who exemplify the program’s motto and mission. And a bucket filler store in which students may purchase gifts and prizes using bucket bucks they accrue from model behavior. The Classroom Dojo is a related strategy teachers may incorporate.</p> <p><u>Professional development to support PYD and character education:</u> FHI 360, our community School CBO, will provide</p>	<p>All Staff</p>	<p>2015-2016 School Year</p>	<p>FHI 360 staff, PBIS Committee</p>

<p>PD and support around taking a positive youth development approach to working with students. This includes supporting the Character Counts program, PBIS, and what schools and families can do to build Developmental Assets. We will also rely on Counseling in Schools (CIS) and Sheltering Arms / Safe space to provide additional social emotional supports and strategies to be incorporated into the classroom instruction and throughout the school day.</p> <p><u>Student surveys:</u> FHI 360 will support the implementation of the Developmental Asset Profile (DAP) to track students progress in positive strengths and asset building.</p> <p><u>Flow of the day / schedule:</u> The student schedule has been redesigned to be developmentally responsive and to plan for success.</p>			
<p>Strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups</p> <p><u>Supporting a variety of learners and learning styles:</u> We will incorporate visual and kinesthetic activities into daily Character Counts time.</p> <p><u>Positive reinforcements and feedback:</u> The bucket fillers approach to PBIS operates on a positive reinforcement concept, that provides immediate feedback for students.</p>	Teachers and Students	2015-2016 School Year	FHI 360 staff, PBIS Committee
<p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> <p><u>NYC DOE City-Wide Discipline Code of Conduct for Behavioral Expectations:</u> The school will clarify these expectations for students and families. Students and parents sign the contract to express their understanding of the expectations and shared commitment.</p> <p><u>Grade Level Assemblies:</u> Parents are invited to monthly grade level assemblies. Students are given awards for academics, improved attendance, perfect attendance, and good character. “Parents” of the award winners are also given awards for being “their child’s first teacher” and a positive role model in their child’s life. The school sends a letter home expressing our gratitude in their contribution and hoping they can come to accept their award.</p> <p><u>Family Workshops:</u> A range of workshops for parents and families on how families can: help build students' developmental assets, support students' healthy development, and nurture the social and emotional well-being of children and families.</p>	All Staff	2015-2016 School Year	Learning Partners SLT Members), FHI 360 staff, PBIS Committee

<p><u>Family Newsletter</u>: Each month, FHI 360 will help us to create a newsletter to update and engage families on the school focus areas that month. The character trait of the month will be featured in that Newsletter, with things families can do at home to develop and practice that trait.</p>			

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>Bucket Filler supplies; Restorative Circle materials; Emotionally Responsive Practice- Teddy Bear Session; Partnership With Children.</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		Title I TA	X	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 February 2016, 100% of teachers will integrate Character Counts in daily classroom practice that will result in 1) an increase of time on task as measured by a 25% reduction in the number of A24/B24 infractions, 2) an increase in students’ developmental assets as measured by the Developmental Asset Profile Survey (DAP); and 3) an increase in teacher’s capacity to create an environment of respect and rapport (2B) as measured by MOTP.</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.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
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).	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 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>An area of strength is that teachers have opportunities for reflective dialogue as revealed in the Framework for Great Schools Report 2015 for the indicator Collaborative Teachers, in the measure of Reflective Dialogue (metric of 100). The practice of teachers and students working together is an area of concern as evidenced by the Framework for Great Schools Report 2015 metric rating of 70 for the measure of collective responsibility. The American Institute for Research (AIR) Supports and Structures Report 2015 revealed that there is a concern with teachers having the opportunity to optimize the use of time provided to collaborate. According to the Teach Boost 50% of teachers were rated Developing in 3D Using Assessment to Drive Instruction during the 2014-15. Presently 13 teachers have Teacher Improvement Plans (TIPS) that were created based on the template provided in Advance. Therefore the priority need is to improve teacher's capacity to use assessment to inform instruction.</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?

5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

School Leaders have established a schedule that promotes weekly Grade Team meetings as well as Vertical planning time. Common planning time takes place on Tuesday, which was strategically planned so that that teams could meet during their PREPs the day after Monday afternoon Professional Development. This was done so that teachers can reflect and plan out practices that were presented.

Instruction is Common Core aligned and differentiated to address all learning styles. Lessons and tasks include Multiple Entry Points to help scaffold learning. We are moving to an interdisciplinary approach so that content specific information and academic vocabulary will connect through out other content subjects.

Each classroom will utilize the Character Counts and PBIS programs to promote safety and mutual respect in their classrooms.

Teachers work in Inquiry groups where they meet to discuss identified groups of students and analyze data across curricula. They use data over time to track student progress, adapting instruction to meet student needs. Our school also has two Model Teachers as well as a Literacy Coach.

Professional learning communities that encourage teachers to learn together, plan together, and reflect on their craft are provided by the LPP and other CBO partnerships.

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 May 2016, 75% of pedagogical staff will demonstrate movement in the overall HEDI rating using Assessment to Drive Instruction (3D).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p><u>Professional Learning Communities:</u> Teachers will continue to work collaboratively on vertical planning and increasing the rigor in classroom instruction. Grade level teams will work together to create curriculum maps, unit plans, lessons, and unit assessments, and will regularly analyze assessment outcomes to inform their planning. Teachers will develop checklists and rubrics for standard based tasks to ensure students are working on or above grade level. Conferencing will be another form of data utilized by teachers in order to drive instruction.</p> <p><u>Professional Practice:</u> We will identify a few target professional readings to generate dialogue, improve practice, and create a common language and vision for such things as highly effective planning and instruction, classroom management, formative and summative assessment strategies, and student support strategies.</p> <p><u>Teacher PD / Ongoing Support:</u> Teachers will take part in professional development opportunities during weekly mandated PD, in order to foster growth in competency 3d. When available, designated teachers will attend outside PD and turn key information to staff by grade bands. All PD learning will be monitored for proper implementation through snap shots, walkthroughs, informal and formal observations in order to ensure target growth. Meaningful feedback will be given no later than three days after classroom visit, and will be followed up within one week by the observing supervisor. Teach boost will be again purchased and utilized as the observational tool for the 2015-2016 school year. This program provides administrators with the ability to record low inference notes that are time-stamped, are connected to the Danielson</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders, PD Facilitators</p>

<p>Framework and aligned rubric, record meetings by both the administrators and staff and also communicates feedback in a timely manner, which will help teachers to continually improve their practice. Facilitators from Pearson will provide PD on effective protocols for looking at student work; analyzing data; student engagement and increased rigor connected to questioning and assessment.</p>			
<p>Strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups</p> <p><u>Supporting Student Needs:</u> While teachers will be trained in best practices for working with SWDs and ELLs in their classrooms, teachers will be encouraged to make this part of their own professional study.</p> <p><u>Supporting IEPs-</u> Teachers will assess student IEP goals every marking period and update short term goals to coincide with student growth. Assessments should be differentiated to align with students learning style and/or interest in order to achieve optimal results.</p>	All Teachers	2015-2016 School Year	School Leaders, PD Providers
<p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> <p><u>Parental Engagement-</u> Parents will have knowledge of their child’s academic goals through conversations with the teachers, updates after summative and formative assessments. Students will lead Parent Teacher Conferences by sharing their goals, work products and discussing their strengths and weaknesses.</p> <p><u>Engaging Families in the Understanding Assessment Data:</u> Through parent teacher conferences, and collaborative tools like One Green Apple, parents will be welcomed to be a true partner in understanding what assessment is telling us about their child's strengths and areas for growth.</p>	All parents	2015-2016 School Year	School Leaders, PD Providers, Staff

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>TeachBoost; Pearson Consultant; Advance Library of Resources; After-School PD in addition to contractual PD for staff; Learning Partner Triad</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		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 February, 2016 30% of pedagogical staff will demonstrate movement in the overall HEDI rating Using assessment to drive instruction (3D)</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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Framework for Great Schools Report 2015 indicates that the measure of "Inclusive Principal Leadership" has a metric value of 90. The measure of "Program Coherence" had a metric value of 75.</p> <p>In the NYC School Survey 2014-2015 Report, in the Effective School Leadership section, 57% of teachers indicated that school leadership "knows what is going on in the classroom" (57% say they strongly agree or agree) and 49% of teachers indicated that school leadership "participates in instructional planning with teams of teachers" (49% say they strongly agree or agree). In addition, only 52% of teachers felt that "curriculum, instruction, and learning materials are well coordinated across the different grade levels at the school" (52% say they strongly agree or agree). The priority need of the school is to improve teacher pedagogy and student achievement through observations and timely feedback.</p>		

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:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

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

The school leadership will articulate a shared vision and mission to the entire school community by continuing a dialogue with school staff, students, families and the community through Meet the Teacher Night, Breakfast with the Principal, Community Forums, Monthly Assemblies, Parent Teacher Conferences, and workshops. Leadership will ensure that the CBO partnerships remains strong by continuing to build upon the work established by the CBO in conjunction with the community school committee. The CBO partners will continue to collaborate with school staff to ensure students' academic and social-emotional needs are met through the implementation of a needs asset assessment, consistent analysis of data and the implementation of mentoring, counseling, and mental health services for the entire student population.

The school leadership will utilize Teachboost and Advance to monitor progress and create professional development opportunities to address areas of focus on a continual basis. The school leader will work with school based Professional Learning Committees to formulate plans and conduct teacher training and support. Collaborations will be made with the CBOs, LPP, SLT and the newly formed Community School Committee.

Student and teacher programs will be organized so that student needs are met by strategically utilizing budget sources to fund needed resources, to enrich the academic, social-emotional, behavioral and overall well-being of each student.

The school leadership will continue to utilize Teachboost; an online low inference observational tool with teacher and administrative feedback. The tool allows for timely and frequent feedback. An observation schedule will be developed to ensure that all teachers receive regular and timely feedback on their observations. The schedule will include an opportunity for teachers to reflect on the lesson observed and discuss with the observer.

Shared accountability of student success will be supported by involving partners. Partners will be invited into the school throughout the year so that the school leader can inform them of school initiatives to improve school structures and to create plans to address current and upcoming needs in a collaborative manner. Meetings will be scheduled periodically and methodically throughout the school year.

Assistant Principals will at times chair meetings and may be designated as a point person for certain initiatives. The Community School Director will be given similar duties and will play a central role in establishing and maintaining community partnerships.

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 May 2016, school leaders will increase the amount of time in classrooms observing, modeling, and supporting teacher practice by 50% as evidenced by an equal number of snapshots and informal observations providing meaningful feedback within three days in TeachBoost.

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, professional development, and/or systems and structures needed to impact change.</p> <p><u>Creating a Culture of Professional Learning:</u> School administrators and coaches will monitor the implementation of learning from the school-based PD, and support teachers in making the leap from theory to practice. Administrators and coaches will also provide instructional modeling and create informal lesson studies.</p> <p><u>Observations:</u> An observation schedule will be aligned with teacher option selections.</p> <p><u>Professional Learning Communities:</u> The administrative team will meet with TDEC to refine the observation process of norming and feedback to the teachers. The administrative team will meet with the instructional teams (ELA and Math Coach, Grade Team Leaders, and Master Teachers) on a monthly basis to discuss common trends and best practices. The administrative team will conduct instructional rounds once a week with a pre-determined lens (e.g., lesson plans, implementation of PD, use of best practices). The additional</p>	<p>All Staff</p>	<p>Sept. 2015- June 2016</p>	<p>School Leaders</p>

time spent in the classrooms will be interwoven into each teacher's observation cycle.			
<p>Strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups</p> <p><u>Professional Development:</u> Administrators will attend PD regarding SWDs and ELLs initiatives, as well as to keep up on district policies and procedures. They will turnkey the information to all relevant faculty and staff.</p> <p><u>Special Needs Observation Lens:</u> Teacher's ability to incorporate SWD and ELLs strategies and policies into their classroom instruction will be assessed through classroom observations and snapshot.</p>	Identified Staff	September 2015-June 2016	LPP, Coaches, Model and Master Teachers
<p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> <p><u>Celebrations:</u> As we improve teacher pedagogy and student achievement, parents encouraged to share in our celebration of student success.</p>	All Staff, all families	September 2015-June 2016	Title 1, PA President, Community School Coordinator, Parent Coordinator, teachers, administrators.

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.											
TeachBoost, Pearson Consultant, Parent Workshops											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 29, 2016 School Leaders will have conducted at least 10% more informal observations than what was conducted during the September 2014-February 2015 school year.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	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.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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>The Framework for Great Schools Report 2015 revealed that in the indicator, "Parent Involvement," in the measure of "Teacher Outreach to Parents," the metric value was 93. According to the New York City Survey 2014-2015, in the area of "Strong Family Community Ties," 95% of parents reported that "teachers regularly communicate with them."</p> <p>While those areas are strong, the Framework for Great Schools Report 2015 revealed that in the indicator, "Parent Involvement," in the measure of "Parent Involvement in the School," the metric value was 74. Thus, our priority focus is to increase parent involvement in the school.</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?

4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

The school provides support to families by partnering with parent organizations, and facilitating parent workshops that teach parents the expectations of Common Core Standards and expected student outcomes. Teachers will keep a detailed log of all interactions with families. Teachers will effectively utilize time allocated to engage families in discussion about their children, their needs etc..., so that teachers can assess how each child learns best. This information will also be gathered from learning style surveys and interest surveys. The school is currently working on plans for space for families so that there may be more constant collaboration. Parents will be partners in elevating student progress through class visitations, planning and attending academic celebrations, and being members of school committees designed to improve school structures. The school will partner with organizations to provide parent learning opportunities such as a GED program, asset-building workshops, communicating with your children, and understanding the common core curricula. Families will be able to access and understand data and progress through communication with teachers, progress reports, online communication and trainings.

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, parent attendance at school sponsored workshops and events will increase by 20% as measured by attendance sheets.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Research-based instructional programs, professional development, and/or systems and structures needed to impact change.	School Community	September 2015- June 2016	Administrators, Parent Coordinator, Community School Director and FHI 360

<p><u>GED Program</u>: PS/MS 42 will be offering a GED program at the school for parents and members of the community who are interested in completing a GED degree.</p> <p><u>Workshops for Parents</u>: There will be a range of workshops and workshop series for families that will be facilitated by school staff, FHI 360, and other partner organizations. These include workshops on how to build children’s confidence, how to communicate effectively with children, build children’s developmental assets, the importance of attendance, etc. Faculty and staff will also workshops to support parents in understanding the Common Core Curriculum and supporting students’ academic success. These workshops will also increase awareness of academic expectations, school academic targets and promotional requirements. Workshops focused on CCLS in response to the curriculum being used and the disconnect experienced by many around the math being taught.</p> <p><u>Family Events</u>: As a community school, PS/MS 42 will be engaging families and the community through a range of large community events including Character Counts family events, A Fall Festival (Community School Forum), A Thanksgiving Meal (Giving Thanks), A Winter Holiday Wonderland, A Spring Celebration, and more. Parents will play an active volunteer role in planning and running these events.</p> <p><u>Parent Teacher Conferences</u>: We will continue to develop parent teacher conferences to make them more collaborative, including student-led conferences.</p>			<p>Staff, school administration, Mental Health CBOs, Parents Association, Title I.</p>
<p>Strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups</p> <p><u>Wrap-Around Services</u>: We are expanding our range of services to ensure students are receiving the services and supports they need. This includes attention to students’ physical health, mental health, and food and nutrition needs. We are adding new partners to round out our mental health supports, and we will be providing families with access to community mental health clinic, where students can receive services. Social workers and other staff will also be committed to providing families with a range of referrals to other available city services.</p> <p><u>Accessibility</u>: Communication to parents will be translated into families native language. Million Father</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administrators, Coaches and teachers, Parent Coordinator, Community School Director and CBO Staff, school administration, Mental Health CBOs, Parents Association, Title I.</p>

<p>March; bring your father to school day facilitated by Parent Coordinator and Community associates.</p>			
<p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> <p><u>Integrated Set of Parent Groups:</u> The Community School Coordinator, the Parent Coordinator, the PA President, and the Title 1 Coordinator will align their supports and services to have a collaborative outreach plan that is inclusive and effective in engaging all families. Thus parents will have multiple opportunities to participate in meaningful and active ways (by serving on the SLT, the Community School Committee, the Parent Association, or Title 1).</p> <p><u>Building Strong School/Family Relationships:</u> We have a multi-pronged strategy this year for regular school-parent communication and relationship building. Staff and family engagement partners will work together to meet and greet parents at dismissal and drop-off. There will be regular check-ins (calls home) to family members to discuss the student, to ensure that calls are being made to recognize hard work and strengths, as well as areas of challenge. Families will have multiple opportunities to participate on committees and help plan and implement community school events.</p> <p><u>Ongoing and Regular Family Communication:</u> Each month, FHI 360 will help us to create a newsletter to update and engage families on the key work that month. Parent workshops, events, and opportunities will be clearly communicated and advertised. We are also rolling out One Green Apple, a family engagement website that let's families know how their child is doing in school and provides opportunities for parents and teachers to communicate through text message. We are also exploring launching a community school website to act as an information hub for families and the community.</p>	<p>Families of PS/MS42 school Community</p>	<p>September 2015- June2015</p>	<p>Parent Coordinator, Community School Director and CBO Staff, school administration, Mental Health CBOs, Parents Association, Title I.</p>

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>One Green Apple; Literacy and Math Coach; Parent Coordinator</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 6 – Progress Monitoring

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

February 2016 parent attendance at school sponsored events will increase by 10%.

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.

ELT is scheduled for all students in grades K-8, from 2:00 - 3:00, providing targeted instruction in both ELA and Math, yielding an increase in measurable growth for 80% of students in ELA and 75% of the students in Math.

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.				
Not Applicable				

Part 3 – ELT Program Description

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

Monday through Thursday the ELT, "Renewal Hour," will be focused on ELA and Math instruction. During this time, teachers will have access to resources such as Achieve 3000, MyOn, and iReady to support measurable student growth. On Friday, ELT will consist of a range of enrichment electives that students can choose from based on their unique interests and learning styles, for example, cooking; photography; Zumba; Chess; Sewing and Theater. Participation in the "Renewal Hour" portion of ELT is compulsory.

The computer-based ELA supports (e.g., Achieve 3000 and MyOn) will provide differentiated instruction based on students' reading levels, so students can experience a common article at their own instructional level. This will increase student engagement and confidence as a reader. The targeted math ELT activities include dynamic, hands-on STEM programs that encourage students to engage in real math/science exploration. These programs include the Billion Oyster Project, Design Squad Global, Urban Advantage and others. All core subjects offered during the Renewal Hour will be taught by licensed teachers.

In addition to the Renewal Hour part of ELT, the school is increasing the after-school, extra-curricular activities students can participate in. In addition to the existing programs provided by NYJTL (for elementary students), and SASF (for middle school students), the school will work with FHI 360, the Community School CBO, to include a range of additional opportunities for students in the areas of the arts, sports, leadership, and community service. There will also be a few additional academic supports, including homework help and tutoring. The PA and Title I are collaborating on some of these opportunities. These activities will serve to increase students' connection to the school, capture their interest, and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.

Community educators often receive professional development from the CBO provider. However, in this year we will offer a few targeted PD workshops for Community Educators to become familiar with our Character Counts program and Positive Youth Development framework, so that students can experience consistent messaging throughout the entire day -- from the academic day to afterschool.

The FHI 360 Community School Director will be the primary point person for family outreach and communicating the opportunities that are being made available to students.

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.

School Leader will work closely with the Community School CBO FHI360, and the Community School Director, to implement and oversee the ELT program.

The Renewal Hour is staffed by licensed classroom teachers. The UFT completed their SBO vote of how the ELT schedule will be determined. Community educators will be the primary staff for the after-school, extra-curricular activities, though school staff are encouraged and invited to participate. The PA and Title I are taking an active role in collaborating on some extra-curricular after-school supports.

We will track of student participation in the Renewal Hour and afterschool activities to determine how these supports and interventions are impacting student achievement.

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

School Year 2015-2016

Part 5 – ELT Budget and Resource Alignment

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

ELT, Achieve3000, MyOn, i-Ready, STEM programs, enrichment electives funded by FHI360.

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

Part 6 – ELT Progress Monitoring

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

February 2016 it is expected that 40% of the students will demonstrate progress in ELA with 35% demonstrating progress in Math as evidenced by the data gleaned from Achieve 3000 and IReady Diagnostic assessments.

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 a 5% increase in whole school attendance rate as measured by daily scantron attendance records.

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 is all key stakeholders: including students, teachers, school staff, parents and other community services.

The scope of services focus on all key needs of the school and community population including but not limited to social emotional health, Physical health, Academic needs and the focus on attendance,

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.

This year our Renewal Community School paired with FHI 360, a community based organization (CBO) for the Community School Process. In partnership with FHI 360, the SLT hired a Community School Director. We will continue to build upon the work our Community School Director has begun during this current 2014-2015 school year in spearheading the implementation of a multi-faceted needs assessment as well as continuing coordinating activities such as the community Forum, Parent Workshop, and the work of the Community School Committee. Our Director has begun an initial assessment of student attendance, behavior, academics, and mental health to ensure that we have a clear plan of programs and services to address the range of needs within the school and surrounding community. We will be analyzing data on a continuous basis to identify the needs of students.

In order to address the needs of all students, we will continue to analyze the data gathered in our needs and assets assessments. The Community School Director has taken the lead in identifying programs and services to address the specific needs of our school population including social, emotional and physical health and academic needs, based on what the data indicate. In addition, the Director is analyzing student attendance data with a focus on chronic absences, with a focus on lateness as a secondary lens. Tiered supports and interventions for student attendance issues are one of our primary focus areas. The work will be implemented through tiered supports such as the implementation of: tier one supports (Achieve 3000, STEM programs, and enrichment electives); tier two targeted interventions (clubs/activities, group counseling, attendance check-ins, etc.), and tier three intensive interventions (one-on-one counseling, tutoring, attendance supports, etc.).

Focus is also being placed on long-term mental health services and support. We have selected Sheltering Arms / Safe Space as our Mental Health Provider because in addition to being able to provide a mental health therapist in the school, they are also giving our families access to an out-patient mental health clinic in the community to address psychiatric needs the therapist may not be qualified to handle. FHI 360 will ensure that Sheltering Arms / Safe Space collaborates closely with Counseling in Schools (another mental health CBO partner) and school staff to coordinate services and provide seamless and unified mental health supports. This collaborative solution will provide universal, targeted, and specific services to students. This includes push-in classroom support, de-escalation strategies, small group student workshop, teacher and parent workshops, one-on-one student counseling, and referrals to additional services. These mental health supports will be part of the overall behavior strategy; individual students exhibiting chronic behavioral issues will be provided with one on one mentoring and other support services. The effectiveness of these programs and services will be continually assessed and measured by the Community Schools Director through observation of program implementation and its' impact on students within the program and the classroom.

Our Community School focus is dedicated to including parents and families as true partners in student success. We are working to create a team of parent leaders who are helping us to ensure the school is a place families feel welcome and where their voice is heard. The Community School Director is coordinating these conversations through the Community School Committee, and through her participation and on ongoing dialogue with the various parent constituent groups.

The CBO Community School Director will take the lead in organizing and presenting student data for different leadership groups to identify need and assess progress. This includes student success attendance meeting, the school wellness committee meetings, the community school committee, and grade level meetings. The Principal and APs will work closely with the Community School Director to ensure that these meetings occur on a regular basis and key personnel are present. Weekly data meetings will be an opportunity for staff and CBO partners to analyze data to inform the flexible grouping and provision of tiered services to our 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.

The Community School Committee serves as a representation of all the stakeholders in the school including teachers, administration, parents, and CBOs. Next steps will be to include students on the committee as well so they can have a voice in determining the direction of the Renewal School Committee. The focus of the community school partnership will be to meet the goal to increase attendance by 10% as measured by daily scantron attendance records.

There will be a purposeful effort to coordinate, implement, and revise continuously, quality services to our children and their families. It is our belief that this will influence the attendance rate of our students. The Community School Director will also help to manage the after-school portion of the ELT, and will oversee an after-school coordinator who will ensure that programs are being advertised, providers/community educators are obtaining the proper clearances and are following the school-wide policies and procedures, attendance requirements are being met, programs are being run according to plan, and that data is being collected and analyzed.

The Community School Director and the After-School Coordinator will distribute student and teacher surveys to collect data and evaluate the programs. They will also analyze student achievement data and correlate it with specific program supports to determine which programs are having the most impact.

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

Health Clinic, Restorative Circle, Counseling services. Community School Director, FHI360

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

September 2015 to June 2016

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	New York State ELA State Exam, New York City Periodic Assessment, student portfolios	i-Ready Diagnostic and Instruction online support Middle School Administrative Period ELT Wilson Reading Plus After- School Tutorial Program Saturday Academy	Small group, independent, tutoring Small group or one-to-one Small group Small group Small group, independent, tutoring Small group Small group tutoring	During school Day During school day During the school day During school day. After School 2 days a week Saturday mornings
Mathematics	New York State ELA State Exam, New York City Periodic Assessment, student portfolios	i-Ready Diagnostic and Instruction online support Middle School Administrative Period ELT After- School Tutorial Program Saturday Academy	Small group, independent, tutoring Small group or one-to-one Small group Small group, independent, tutoring Small group Small group tutoring	During school Day During school day . After School 2 days a week Saturday mornings
Science	New York State Math, ELA and	Middle School Administrative Period	Small group or one-to-one	During school Day

	Science Exams, Science portfolios	ELT After- School Tutorial Program Saturday Academy	Small group, independent, tutoring Small group Small group tutoring	.After School 2 days a week Saturday mornings
Social Studies	New York State ELA Exams	Middle School Administrative Period ELT Special Education Teacher Support Services- STARS After- School Tutorial Program Saturday Academy	Small group or one-to-one Small group, independent, tutoring Small group	During school Day After School 2 days a week Saturday mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Educational Plan, Teacher Referrals, Formative and Summative Assessment Data	Counseling in Schools Partnership With Children Guidance Counselor School Psychologist	Small group Whole Class, small group and one to one one One-to-one and small group One-to-one	During the school day. During the school day 3 days a week During school day During school day

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.
2 Model Teachers have been hired. Consultants from Pearson will be providing PD sessions (in house) throughout the year to support the introduction and implementation of Independent Reading and supporting the interdisciplinary curriculum with a focus on the new Social Studies Framework Presently all teachers are teaching in their licensed area.

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).
Model Teacher Classrooms will serve as a lab site for inter-visitations so teachers can observe best practices. Classrooms across grades have been set up as model classrooms for the Independent Reading initiative and the Teacher's College Writing Workshop. Teachers that attend Summer Institute training will turn key and provide support to colleagues on the implementation of the new program. Consultants from Pearson will be onsite to provide Professional development to classroom teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our school has a functioning School Leadership Team that involves the teachers appointed to participate in the selection of Professional Development as well as assessment measures. Teachers report back to their colleagues to share the decisions and selections that were made by the Team .

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.

Through a collaborative process, the Administration and PLC analyze , discuss and identify appropriate assessment tools and professional development needed to facilitate improved instruction. Teachers meet to discuss data from various assessments to identify patterns and trends, plan next steps and make the necessary instructional adjustments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	553,500.00	x	
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	166,988	x	x
Title II, Part A	Federal	143,916.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,884,434.00	x	x
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¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 42Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 42Q** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS/MS 42Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 042
School Name Robert Vernam School		

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 Patricia Finn	Assistant Principal Nancy O'Dwyer
Coach Heather Faciano	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Susan Kind
Teacher/Subject Area Laurrise Rodriguez	Parent Kevin Morgan
Teacher/Subject Area type here	Parent Coordinator Jackie Toney
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	691	Total number of ELLs	32	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	26		2	3		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	4	4	3	2	1	2	5					0
Chinese														0
Russian														0
Bengali					1			1						0
Urdu														0
Arabic		1												0
Haitian				1										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	1	0	1	0	0	0	0	3					0
Emerging (Low Intermediate)	0	0	2	1	1	2	1	0	1					0
Transitioning (High Intermediate)	0	0	1	1	1	0	0	2	0					0
Expanding (Advanced)	2	2	1	2	2	0	0	1	2					0
Commanding (Proficient)	0	0	1	0	0	0	1	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The classroom teachers assess each student's reading level. The ENL teacher uses the NYSTELL to assess students' early literacy skills in English and the Wilson Reading program to build ELLs phonemic awareness in English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across proficiency levels and grades in prior years reveal that, on average, ELLs develop English language proficiency in speaking and listening before they develop that proficiency in reading and writing. These patterns are based on data from the NYSITELL and the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school has not received Title III funding recently, so there has been no AMAO information.
- 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?
 - Since the school does not have a bilingual or dual language program, ELLs have not been tested in their native language.
 - The school has not administered the ELL Periodic Assessments.
 - The school has not administered the ELL Periodic Assessments. Native language supports in ENL include bilingual dictionaries and content area glossaries ; google translation program and bilingual websites ; bilingual textbooks, and bilingual teachers, paraprofessionals and classmates.
- 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](#).]

Classroom teachers consult with the ENL teacher for classroom enhancements based on data they have collected regarding an ELL. Such enhancements include differentiated instruction, providing multiple entry points into lessons for students, grouping students for instruction. The school began instituting the RTI framework for differentiated instruction in October, 2013. PS/MS42's RTI plan is based upon the template distributed by the NYC Dept. of Education. Following the review of a student's assessment data, (formal and informal), the RTI Plan is completed by the classroom teacher, for any student who shows signs of struggling academically. The RTI team meets every two weeks and discusses struggling students, and it is then determined who will receive what services. A notification letter is sent to the parent informing them of the type of intervention service their child will be receiving. The parent must sign consent in order for the child to receive services. Along with the permission slip, a letter explaining the three different types of intervention is sent home. Tier 1 receives rigorous instruction that occurs in the classroom and delivered by the gen. ed. teacher. Tier 2 refers to small group instruction for those students making adequate progress. Tier 3 provides individualized and customized interventions to students. Tiers 2 and 3 use instruction focused on specific learning targets

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers scaffold lessons by grouping ELL students with English proficient classmates who also speak the ELLs' native language ; students are provided bilingual materials and dictionaries ; access is provided to online translation programs ; visual, auditory and kinesthetic materials are available whenever possible.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
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.
 - A. The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish:

When every student, new to the NYCDOE, registers at PS/MS 42Q, the parent is given a registration packet to complete, which includes, among other forms, the Home Language Information Survey (HLIS). (1) If the parent or guardian demonstrates that they speak a language other than English, the certified ENL teacher is called to the main office to assist in completing the HLIS and to conduct an informal interview. In addition, if a translator is needed, a bilingual teacher or paraprofessional is called to the main office or the Translation and Interpretation Office is contacted to conduct translation over the phone. (2) Based on all of the information (the HLIS responses, the informal interview with the parent, and an informal assessment conducted with the child), the ENL teacher determines if the student is eligible to take the NYSITELL. (3) Within 10 days of registration, the ENL teacher administers the NYSITELL to the student. (4) If the results indicate that the student is not proficient in English and speaks Spanish, the ENL teacher and a pedagogue who is fluent in Spanish and trained to give the Spanish LAB administer that test to the student within 10 days of registration.

B. If a student is enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years), the school will obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school.

C. Students who are enrolling as a former New York City or New York State public school student, reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL Identification Process, as outlined in subsection A. above, beginning with the determination of the home language.

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).
Students with Interrupted/Inconsistent Formal Education (SIFE) are identified via an initial determination, within 30 days of enrollment, through the use of the detailed, 9-page NYCDOE SIFE questionnaire followed by administration of the LENS (Literacy Evaluation for Newcomer SIFE) which is a multilingual suite of diagnostics that informs teachers of the student's literacy and mathematical skills. Also referenced are interim assessments when available, student work, observations by the classroom teacher and the ENL teacher, and conversations with the parents/guardian.
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).
NYSITELL eligibility for newly enrolled students with IEPs is determined by the Language Proficiency Team (LPT). The Team includes Nancy O'Dwyer, Assistant Principal and Director of Special Education ; Barbara Levy, ENL Teacher ; the student's parent or guardian, and an interpreter.
The LPT reviews evidence of the student's English language development and makes a recommendation on NYSITELL eligibility. If the LPT recommends the student not take the NYSITELL, their recommendation is sent to the Principal for review. After review, the Principal makes a determination. If she determines that the student not take the NYSITELL, her determination is sent to the Superintendent or designee for review, and the parent is notified within 3 days. If the Superintendent determines the student should not take the NYSITELL, the parent is notified and the ELL identification process is terminated. If, at any step of the above process, the determination is made that the student is eligible to take the NYSITELL, the testing process continues as with students without IEPs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school ensures entitlement and non-entitlement letters are distributed by mailing such to the parent or guardian within 5 days after the NYSITELL is scanned and scored. The ENL teacher securely files those forms in the ENL classroom.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The entitlement and non-entitled letters, referred to in the preceding response, inform the parent or guardian of their right to appeal the ELL status within 45 days of enrollment and are mailed by the ENL teacher.
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.
On the day of registration, after the ENL teacher and translator, if needed, conduct the informal interview with the parent and the child, and they then present the ELL parent orientation. Based on prior years' experience, proceeding in this manner guarantees that the parent receives the necessary information to enable them to understand and make their parental choice. This timing also ensures that the orientation occurs within 10 days of registration. The parent watches the orientation video in their native language which describes the available programs for English Language Learners, and is also given a parent brochure printed in English and their native language. Material in English and Spanish, regarding the Common Core and vocabulary, are also distributed. The parent is provided with a translator when necessary. The information is designed to enrich the parents' understanding of the available three programs (Transitional Bilingual, Dual Language, Freestanding ESL) and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child. Having reviewed the information and discussed any questions about the different programs with the ENL teacher and the translator, the parent completes the Parent Survey and Program Selection forms. If the parent chooses the Traditional Bilingual program, they understand their right to transfer to another school where the preferred program is available. They understand that their preference will be kept in a secure file, and, when there are 15 students, with the same home language and registered within two contiguous grades, whose parents have chosen TBE as their program preference, the parent will be informed that a bilingual class is available. Within ten days of the student's registration, the NYSITELL is administered by the ENL teacher to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency based on the NYSITELL results, the parent is mailed an entitlement letter (in English and in the identified native language). If, in addition, the student's first language is Spanish, a Spanish bilingual pedagogue assists the ENL teacher in administering the Spanish LAB to the student. Contact with the parent continues with phone calls, email and printed notes home, in the native language when necessary.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The school ensures that the Parent Survey and Program Selection forms are returned by conducting the orientation and having the forms completed on the day of registration as described in the preceding response.. The ENL teacher then securely files those forms in the ENL classroom.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Should an alternative process, from that described in #5 above, be required, the parent is contacted by phone and/or mail to make arrangements to complete and return the forms.

9. Describe how your school ensures that placement parent notification letters are distributed.
The school ensures placement parent notification letters are distributed by mailing such to the parent or guardian.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher securely files all ELL documentation in the ENL classroom and in the student's cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teacher first prints the RLER report from ATS to ensure that all eligible ELLs are tested. She then creates a schedule for administering each of the four sections to each of the grade levels and distributes that schedule to the classroom teachers. At the scheduled time, the ENL teacher picks up the designated students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The school ensures continued entitlement and transitional support parent notification letters are distributed by mailing such to the parent or guardian.
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).
The percentage of new families making ENL their primary choice of program has increased over the past few years. If parents choose TBE, the ENL teacher with the translator explain the parents' right to transfer to another school where a preferred program is available. If they decide to remain at PS/MS42, they understand that their child will be placed in the existing free-standing ENL program. They also understand that their preference will be kept in a secure file, and, when there are 15 students registered, with the same home language and within two contiguous grades, whose parents have also chosen TBE as their program preference, the parent will be contacted that a bilingual class is available. All parents have indicated their understanding and approval of this procedure.

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.
Elementary general education classes are self-contained. Instruction is delivered utilizing Collaborative Team Teaching, Self-Contained 12:1:1, and SETTS. General education classes in the middle school are departmentalized. Integrated ENL instruction is delivered in heterogeneous groups within the students' classroom setting within one grade, while the standalone ENL instruction is delivered through pull-out with ungraded, heterogeneous groups.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Explicit ENL instructional minutes are delivered by the certified ENL teacher, who picks students up to ensure the service is rendered as directed by CR Part 154: [Instructional minutes are measured in units with 1 unit equal to 180 minutes.]
 - Entering students receive 2 units per week, 1 unit in Stand-Alone ENL and 1 unit in Integrated ENL.
 - Emerging students receive 2 units per week, 1 unit in Stand-Alone ENL and 1 unit in Integrated ENL.
 - Transitioning students receive 1 unit per week, 0.5 unit in Stand-Alone ENL and 0.5 in Integrated ENL.
 - Expanding students receive 1 unit per week in Integrated ENL in ELA or other content area.

• Commanding students receive 0.5 unit per week in Integrated ENL in ELA or other content area

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

Content area instruction is primarily provided by the classroom teacher; the curriculum meets the demands of the Common Core Learning Standards as the entire school has adopted texts approved by the NYCDOE to be aligned with the Common Core Standards. This includes ReadyGen and Go Math for Kindergarten to 5th grade and Code X and CMP3 (Math) for grades 6th to 8th. Teaching practices focus on the Literacy, Math, Science and Social Studies Prototypes. English is the predominant language of instruction, supplemented by those teachers and paraprofessionals who are bilingual in students' home languages.

Scaffolding and differentiated instructional techniques are widely implemented, and there is a strong focus on vocabulary across the grades. Tasks are consistently modeled and students' prior knowledge is accessed and incorporated. When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and bilingual picture dictionaries, native language books and articles. The ENL teacher builds students' dictionary and reference skills. Students are grouped with peers who can provide native language support and/or academic support. Pairing and small group interaction are critical to raising the proficiency of English learners who are mainstreamed into an English-only, general academic environment. English and bilingual posters, videos, visual and manipulative aids, and realia are used whenever possible to support and facilitate comprehension. In Math building mathematics problem solving skills relies heavily on reading comprehension. ELLs will focus on literacy to assess the type of computational skills needed to solve a problem out of what they have studied. Writing tasks will provide a guided answer format that will simulate that of the New York State Exams. Familiarity with the structure of the exam will lessen the anxiety that such testing situations can create.

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

Spanish-speaking, newly admitted students who do not test English proficient on the LAB-R are given the Spanish LAB as well. ELLs who are literate in their home language are provided with native language tests when available. If not available, a translator has been brought in to orally translate the standardized tests for the students.

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

Every ELL is administered all four sections of the NYSESLAT exam in the spring each year until they test proficient in all four modalities. During the year, the ENL teacher conducts daily and weekly assessments of all four modalities using observations, quizzes, writing tasks, and listening and speaking tasks. Classroom teachers administer formal and informal assessments as part of the curriculum and annual and periodic standardized assessments.

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

Instruction is differentiated in the following ways: To meet the needs of SIFE students when enrolled, the ENL teacher pulls out small groups of two to four students and provides explicit instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. [The new SIFE curriculum, BRIDGES, will be assessed for use with PS/MS42 students.] As much native language support as possible is included, and as the student progresses, explicit instruction in writing is added.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ENL classroom; the ENL classroom has Spanish, Haitian Creole, and Arabic bilingual dictionaries as well as picture dictionaries. The ENL teacher uses computer programs (both online and on cd-rom) which translate and read aloud. Instruction is focused on building the newcomer's understanding of English phonics, syntax and vocabulary, with the strongest emphasis first on listening and speaking skills in both academic and social language.

For the few ELLs who have received service for 4 to 6 years and for the few who are long-term ELLs, the instructional plan stresses development of vocabulary and higher-order thinking skills, using challenging content, in order to help ELLs use English to think critically, solve problems, and communicate in their classes. As with other ELL subgroups, data from standardized tests and classroom assessments provide information regarding particular deficiencies on which to focus, and the goal of ELLs becoming proficient English learners is pursued through the use of ENL strategies: scaffolding - modeling, bridging, schema building, contextualization, and text representation; role-playing and dramatization; multimedia support; kinesthetic engagement; small group instruction; conferencing with students; informal assessments, and focus on literacy and academic language. ELLs reaching proficiency on the NYSESLAT within the previous two years are given 90 minutes of Integrated ENL each week. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

Chart 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?

Teachers of ELL-SWDs use the following to provide access to academic content areas and accelerate English language development: modeling, visual, auditory and kinesthetic methods; charts and graphs; technology; rephrasing and repetition. Grade level materials include the curriculum followed by general education classes, such as ReadyGen for grades Kindergarten to 5th and Code X for grades 6th to 8th. This school year all teachers administered a Learning Style Survey for their class. Teachers differentiate instruction using the data provided from the Learning Style Survey, Google doc., which allows teachers to focus on each students' strengths and weakness. Teachers also utilize ARIS which offers differentiation strategies for particular students.

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?

The school enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by having the ENL teacher create her schedule based on data analysis and students' schedules. This allows ELL-SWDs to receive ENL services with their general education peers.

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.)			
Chart 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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

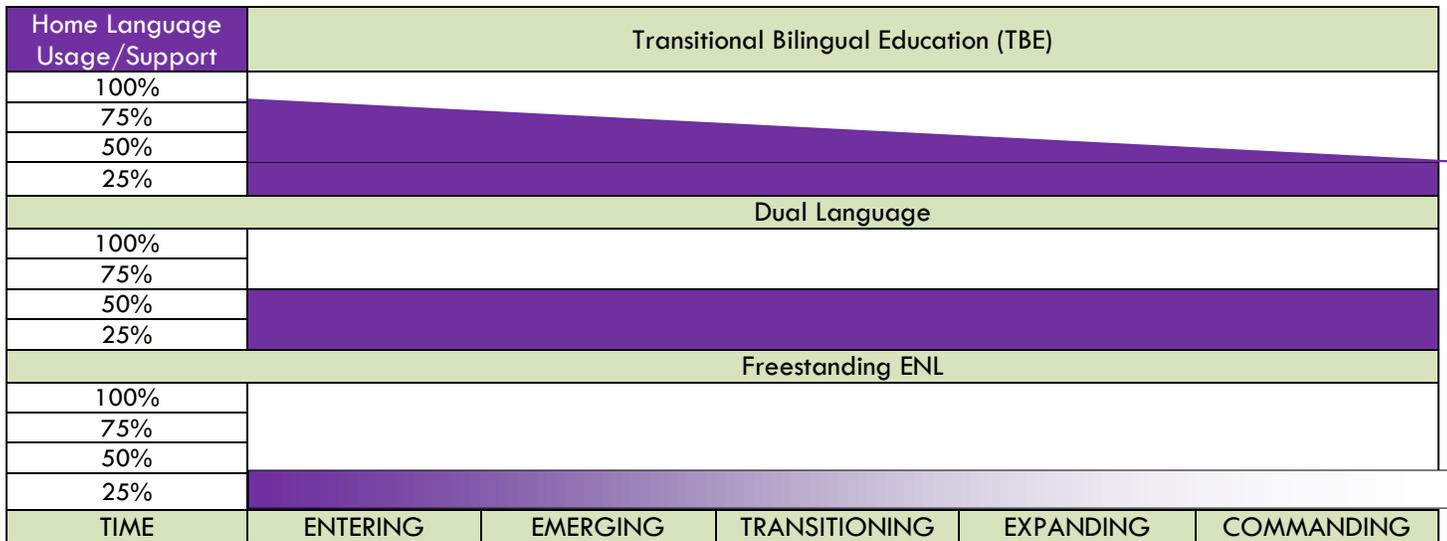


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Pedagogical practices integrate academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this. Best practices in use include lessons with specific language and content objectives; instruction anchored with short videos, visuals and graphic organizers to build common background knowledge and a concrete anchor for more abstract discussions; explicit academic vocabulary instruction with multiple meaningful exposures; daily guided opportunities for ELLs to talk about content in pairs and small groups, and developing skill in using writing to extend students' understanding of content.

ELLs participate in targeted intervention programs such as Achieve3000, Wilson Reading program, Resource Room, Extended Day, New York Junior Tennis League After-School Program, Bucket Fillers - a school-wide behavioral management program, and an after-school homework program open to ELLs and former ELLs. All programs are conducted in English with native language support available from bilingual teachers and paraprofessionals, bilingual dictionaries and picture dictionaries, bilingual content area glossaries, internet translation programs, and bilingual texts when available. PS/MS 42Q also offers a Saturday program which starts in January; this program runs until the State Exams have been administered. SASF is a grant which offers students 1 1/2 hours of tutorial academic services and 1 1/2 hours of sports four days a week.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Because the 2015 NYSESLAT ratings have been changed, it is not possible to compare the results.
12. What new programs or improvements will be considered for the upcoming school year?
Not yet considered.
13. What programs/services for ELLs will be discontinued and why?
Not yet considered.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. Extended Day, after-school homework program for ELLs and former ELLs, and New York Junior Tennis League After-School Program provide small group instruction and interaction.
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.

These are the instructional materials used to support ELLs:

- laptop computers
 - Playstation III
 - Language for Learning series
 - Wilson Language program materials
 - Empire State NYSESLAT series
 - WriteSource series
 - Achieve3000
 - www.samsonclassroom.com (sight words, spelling, and reading comprehension)
 - www.starfall.com (phonics, early math and literacy skills)
 - Reading Horizon program
 - Reading Rods with Reading Mentor
 - Heinle Picture Dictionary and workbooks (Beginning and Intermediate)
 - Heinle Children's Picture Dictionary and workbook
 - Longman Study Dictionary
 - Longman Dictionary of American English
 - variety of primary, elementary and children's dictionaries
 - Harcourt Picture cards
 - www.Teacherfilebox.com
 - www.superteacherworksheets.com
 - Recorded Books
 - Sight Word Buddy (computer application)
 - Math manipulatives
 - Miscellaneous realia
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is offered by those teachers and paraprofessionals who are bilingual in the student's home language. When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and

bilingual picture dictionaries, native language books and articles. Students are also grouped with peers who can provide native language support and/or academic support.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

While all ELLs benefit from phonemic awareness work, young students in the primary grades encounter this material in the classroom as well as with the ENL teacher. The younger students make use of websites such as Starfall.com and Samson's Classroom, and the plethora of materials that can be downloaded and printed. Older students are accommodated in the Wilson Language and the Reading Horizon programs with materials designed for them. Along with supporting ELLs academically, these programs support socialization skills. The students are offered the opportunity to feel a part of the school community

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).

New ELLs are provided a school tour by the ENL teacher, introduced to their classroom teacher and to students who speak their native language. For a day or two, immigrant students usually accompany the ENL teacher if they indicate strong apprehension of the new surroundings.

19. What language electives are offered to ELLs?

There are no language electives at this time in the school.

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)?

Not Applicable

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.)
The certified ENL teacher attends professional development conducted by the district and/or Dept of Ed. She also has attended workshops offered teachers of English language learners several times a year. Professional Development participation includes new teachers, the ENL teacher, reading and math teachers, special needs teachers, classroom and subject area teachers, Assistant Principals, as well as members of other constituencies.
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?
All staff receives professional development designed to support the implementation of the Chancellor's Initiatives and regional and school goals for the instruction of ELLs. The school's payroll secretary maintains a record of professional development hours. The entire teaching staff at PS/MS42Q participate in weekly professional development regarding the Common Core Learning Standards. After school workshops as well as summer workshops have also been offered to the staff. Teachers are provided with specific strategies and support structures to enhance academic instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
School leadership provides professional development to all guidance counselors and staff members. Guidance Counselors with the assistance of the teaching staff hold monthly Town Hall Meetings which focus on the High School Application process, Specialized High School Exam, Auditions for High Schools, completing working papers, bullying, and sexual harassment- student to student, They also conduct focus groups which will assist them in understanding and assimilating into the American culture.
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.
The ENL Teacher will provide professional development - 7.5 hours of ELL training for staff members. Staff members would receive information in areas pertaining to ELL's such as; the identification process, the Four Stages of Language Acquisition, instructional strategies to enhance teaching and learning and the NYSESLAT. The school secretary maintains all payroll information regarding professional development hours. There is a Professional Development binder kept in the principals office which contains all professional development agendas and sign in sheets.

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?
Written communications, including progress reports, meeting notices, brochures and fliers, are sent home to parents in English and translated versions where applicable. There is an active Parents' Association. Ms. Finn, the Principal has an open door policy and parents are welcome to visit.
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.
The ENL teacher documents all meetings and workshops offered the the parents. Then are then given to the secretary to place into a binder, in the main office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents attend many if not all of our PA meetings, Title I meetings and holiday functions held at the school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Some CBO's PS/MS 42 partners with are Harlem Magic, American Caner Assoiation, SASF, NYJTL, Rockaway Youth Task Force, Harlem Magic Wizards and FHI360.
5. How do you evaluate the needs of the parents?
The Parent Coordinator supports efforts to involve parents in the school and community. Interpreters such as our paraprofessionals, and other school personnel, facilitate communication with parents in native language where available.
PS/MS 42 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and Parent Association meetings.
6. How do your parental involvement activities address the needs of the parents?
The ENL teacher along with two bilingual paraprofessionals will begin to conduct monthly meetings with parents of ELLs to learn of and address their concerns, to plan activities, and support parents in participating in their children's education.Paste response to question here:

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		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)
Patricia Finn	Principal		10/30/15
Nancy O'Dwyer	Assistant Principal		10/30/15
Jackie Toney	Parent Coordinator		10/30/15
Barbara Levy	ENL/Bilingual Teacher		10/30/15
Kevin Morgan	Parent		10/30/15
Laurrise Rodriguez	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
Heather Faciano	Coach		10/30/15
	Coach		10/30/15
Susan Kind	School Counselor		10/30/15
Mary Barton	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q** School Name: **PS/MS042**
Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

Parents complete a variety of forms when registering their children. If the student is a transfer from another NYC school, then a new HLIS is not completed. However, the school has a language preference form that parents do fill out even if they had already completed a HLIS in a different school. The home language is also noted in the HLIS located in the student's cumulative file, in ATS, and on the blue Emergency Contact card.

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.

The preferred languages of the parents at our school are Spanish, Bengali, and Haitian Creole.

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.)

Letters have been sent to parents in their home language regarding ENL. The ENL teacher and an in house staff members, and/or the translation unit assists in the the process. All DOE materials are translated through the DOE regarding parent teacher conferences, testing dates, parents Bill of Rights, and the discipline code.

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.

Approximately a third of the parents of ELLs will attend school functions, in particular parent-teacher conferences during the fall and winter terms. Parents are also contacted informally by the classroom teachers and the ESL teacher by phone, letter and in person throughout the school year.

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.

Since PS/MS 42Q has staff fluent in Spanish, Bengla and Haitian Creole, most translation needs are provided in-house, with occasional use of the Translation & Interpretation Unit services.

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.

Similar to meeting the translation needs, interpretation needs are met primarily by in-house staff, with some help from the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The ENL provider will turn key information to the staff during our November Chancellor's Conference Day.

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

Parent notification requirements are met with the information posted in the Main Office and at the security desk.

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 parent coordinator will create a parent survey for our ENL parents. The coordinator will invite them in and assist in the completion of the survey.