



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

<b>DBN: (i.e. 01M001):</b>	<b>27Q053</b>
<b>School Name:</b>	<b>M.S. 053 BRIAN PICCOLO</b>
<b>Principal:</b>	<b>SHAWN RUX</b>

## 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: Brian Piccolo Middle School 53 School Number (DBN): 27Q053  
Grades Served: 6-8  
School Address: 1045 Nameoke Street, Far Rockaway, NY 11691  
Phone Number: (718)471-6900 Fax: (718)471-6955  
School Contact Person: Andrea Majied Email Address: amajied@schools.nyc.gov  
Principal: Shawn Rux  
UFT Chapter Leader: Lucia Moffa  
Parents' Association President: Donna Hamlet  
SLT Chairperson: Ryan Huguenin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Donna Hamlet  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_  
CBO Representative: Lisa Bignall-Brice

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd Ozone Park, NY 11416  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: (718)642-5839 Fax: (718) 642-5705

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

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

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

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

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

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

### **The arc of the School Renewal Program strategy:**

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

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

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

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

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

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

### **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

### **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

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

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

### Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Shawn Rux	*Principal or Designee	
x	Lucia Moffa	*UFT Chapter Leader or Designee	
x	Donna Hamlett	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
x	Shatina Maddox	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Lisa Bignall-Brice	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
x	Ryan Huguenin	<u>Staff</u> /Parent/Other Contributor	
x	Kevin Hellberg	<u>Staff</u> /Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Nancy Kenny	<u>Staff</u> /Parent/Other Contributor	
x	Geraldine Martens	Staff/ <u>Parent</u> /Other Contributor	
x	Jennie Martens	Staff/ <u>Parent</u> /Other Contributor	
x	Shatina Maddox	Staff/ <u>Parent</u> /Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

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

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

MS 53, The Brian Piccolo Middle School, is located in the Far Rockaway, Queens. The mission of the Brian Piccolo School MS 53 is to foster a community of excellence by promoting achievement in academic and character education in a safe and supportive learning environment. Based on a foundation of inquiry and accountability, our students will develop the skills necessary to excel through project-based learning that will facilitate independent thinking and self-motivation. Our students will be prepared for high-school and gain exposure to college and career readiness through an unwavering emphasis on scholarship, civic responsibility, personal accountability and creativity. Every child, every day will be encouraged to push their personal definition of success to help them reach their highest potential.

At MS 53 our core belief guides our work; all students have the potential to achieve academic success and must be prepared for the rigors of college and professional life. We believe that by separating our classes by gender, implementing a character education program, and by using PBIS (Positive Behavior Intervention Supports) to focus on positive behaviors our students will be more confident and willing to take academic risks which will ultimately provide vibrant opportunities to grow and express a multitude of interests and talents . At MS 53 we are committed to preparing all students to be college and career ready. We devote a great deal of human resources to ensuring that all students and their families receive the needed supports to achieve.

We have made continuous progress in the following areas of the Framework for Great Schools:

- Rigorous Instruction — decreased amount of level 1 students by approximately 50% in ELA and Math.
- Supportive Environment — continued decrease in suspensions, continued improvement with PBIS / S.W.A.G.G.E.R (Students Who Achieve Good Grades Earn Respect).
- Collaborative Teachers— implementation of two additional Professional Learning Communities (PLC) increasing from four PLC's to six PLC's
- Effective School Leadership — teacher graduated from LEAP (Leadership Education Apprenticeship Program) program, another staff member selected for the next LEAP cohort.

Below is a list of links highlighting some positive media attention MS 53 has received over the last year:

- [https://youtu.be/Ad8oGlj\\_G7o](https://youtu.be/Ad8oGlj_G7o) MS 53 SWAG music video
- [www.youtube.com/watch?v=dz2fvgQB9rg](http://www.youtube.com/watch?v=dz2fvgQB9rg) MS 53 S.W.A.G.G.E.R. music video
- [http://www.dailymotion.com/video/x2c989r\\_nbc-today-show-nyc-principal-reforming-middle-school-with-swagger\\_news](http://www.dailymotion.com/video/x2c989r_nbc-today-show-nyc-principal-reforming-middle-school-with-swagger_news) TODAY Show interview with Sheinelle Jones
  
- [pix11.com/.../one-under-performing-queens-public-school-gets-it](http://pix11.com/.../one-under-performing-queens-public-school-gets-it) PIX 11 Dan Manarino visits MS 53
- <http://www.wnyc.org/story/leading-way-school-discipline-without-suspensions/> WNYC article by Gwynne Hogan
- [www.voicesofny.org/.../troubled-far-rockaway-school-comes-back-s-w](http://www.voicesofny.org/.../troubled-far-rockaway-school-comes-back-s-w) Voices of NY article by Gwynne Hogan
- <https://www.facebook.com/NPR/posts/18088213872308> NPR Facebook article
- [rockawave.our-hometown.com/.../Man\\_on\\_a\\_Mission\\_\\_Principal\\_and\\_I](http://rockawave.our-hometown.com/.../Man_on_a_Mission__Principal_and_I) Rockaway Wave Newspaper article

Our efforts in safe school tone, attendance improvement, and infusing better habits of learning for all students have resulted in progressive improvements over the past three years. Our entire school staff has knowledge of individual students and their needs and progress.

We have partnered with many organizations to support our work. Some of our primary Community Borough Organization's (CBO )are the following:

- Sports & Arts in Schools Foundation

- 21st Century Grant
- Urban Arts
- North Shore LIJ
- New York Cares

Each organization brings something unique and special to the table to support our students. Our major concern with most CBO's is based on our location. It has been and still is challenging bringing a variety of quality resources to Far Rockaway.

We have offered several expanded learning opportunities to our students this past year and we look forward to providing a greater variety of supports this school year.

Some of the programs we have offered are as follows:

- Specific content area tutoring
- Winter Recess ELA/Math Support
- Spring Recess ELA/Math Support
- Homework Help
- Basketball
- Life Changing Music
- Soccer
- Rockaway Runners

In addition to the above programs, we also offer:

Movie Production (Fyrezone)

Chorus

Poetic Motivations

Step

Dance

We Got Game with a Message Anti-Violence Program

Bridg-it Anti-Bullying Program

Our current register / student population is 353. Our student demographics are as follows: Gender Female – 43.91% Male – 56.09% Ethnicity Hispanic – 37.68% Amer. Indian or Alaskan Native – 1.42% Asian – 1.13% Native Hawaiian/Other Pacific Islander - 0.57% Black – 56.94% White – 1.98% English Language Learners (ELL) ELLs – 16.43% (58 students) Special Education General Ed – 80.74% (285 students) Least Restrictive Environment - 7.93% (28 students) Most Restrictive Environment – 11.33% (40 students) Universal Title 1 school Our most recent data from our School Quality Report indicates the following: SED Designation: Priority Latest QR Score: Tentative (1.1-P, 1.2-D, 2.2-P, 3.4-P, 4.1-P) Latest QR Date: 12/5/14 2014 Average ELA Proficiency: 2.1 2014 Average MATH Proficiency: 2.0 % of Level 2 or above ELA 2014: 38.9% % of Level 2 or above MATH 2014: 29.4%

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after school and/or summer programming provided in collaboration with community partners
- 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 our school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core Learning Standards (CCLS) and to support staff to effectively respond to the differentiated academic and social-emotional needs of all students
- Additional focused strategies to increase parent and family engagement. We will also undergo a comprehensive needs assessment across all six elements of the Framework for Great Schools (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Summary of strengths and needs as reflected in the HEDI ratings include:            An area of strength is that we work and support 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 our students. In most subjects we have begun to support the development of CCLS materials and guidance. A curricular development plan is articulated that includes the provision of professional development (PD), planning time in the school day, structures for vertical and horizontal alignment, as well as the purchase of commercial programs. Our professional development plan contains assorted curricular planning documents, scheduled teacher meeting time during the school day, after-school, weekends and summer sessions for teachers to prepare for incorporating the CCLS and pedagogical shifts into daily classroom instruction. Teachers use individual student data when they create lesson plans to ensure that grouping assignments are aligned to student needs and they revise the curriculum based on student needs. We maintain CBO partnerships who provide our students with weekly opportunities to engage in art enrichment activities. Through our 21st Century Grant partnership, selected ELA teachers collaborate with Urban Arts teaching artists to develop cross-curricula connections between grade level curriculum and the arts. .</p> <p>We continue to prioritize, support and encourage our staff to use contemporary instructional technology to engage all learners. The majority of our teachers create and use pre- and post-unit assessments as well as develop performance tasks that are used to guide their instructional planning and collaborative assessment efforts. As our teachers are</p>		

developing in their efforts to include student conferencing as the basis for instructional planning, most students have portfolios that indicate some written next steps they should take to make progress.

According to the recommendations for this tenet, areas of need include formalizing and expanding the curricular development plans to make available thorough maps for all subjects and classes with articulation for the needs of all learners. Data for pre- and post-testing is collected, however, how teachers analyze, monitor, or use this data to modify or adjust plans to address students' needs and varying skill levels is inconsistent. Lesson plans need to demonstrate consistent evidence of scaffolding for students with disabilities, advanced or English language learners (ELLs), increased differentiation of method or content in instructional activities and an increased number of examples of teachers incorporating higher-order questioning during instruction. Teachers need to use protocols for conducting and carrying out curricula modifications in plans or enacted lessons additionally, formal protocols and mechanisms need to be used to ensure that curricular and instructional planning materials have explicit scaffolds and strategies reflective of the student data represented by the class, for all subjects and learners. There needs to be a formal plan to create, execute, and formally reflect on interdisciplinary curriculum that encourages teachers to partner as they develop interdisciplinary lessons that include the arts, prepares students for the demands of the CCLS, integrates technology, and provides enrichment opportunities for all students. We will implement formative and summative assessments that will be systematically used across the school and subjects to identify progress toward achieving student outcomes. Additionally, we will ensure teachers use formal monitoring protocols in order to inform strategic curricular decisions and adjustments to ensure alignment between curriculum and assessment.

## **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)

By the completion of our Renewal program, we will provide rigorous instruction for all students which is aligns all curricula in core subjects to the Common Core Learning Standards (CCLS) with appropriate scaffolds and supports for all learners so that students experience instruction that will lead to successful attainment of the CCLS as well as improved student achievement.

We are implementing TC Writing and Independent Reading with Small Group Instruction and Strategy Lessons using the Workshop Model as the core curriculum for English Language Arts. In Mathematics, teachers at all grade levels are using the Engage NY curriculum with Accelerated Mathematics as a supplement. In grades 6 & 7 Science, teachers are implementing the Project Based Inquiry Science (PBIS) curriculum and in grade 8, we continue to use the Glencoe science curriculum. Teachers are using the new framework for Social Studies with Discovery Education as a supplement to providing students with infusions of content area literacy that supports learners at varied reading and interest levels.

Teachers work to make sure that one or more of the literacy instructional shifts are evident in lesson and unit planning at the individual and team levels. In Mathematics, since Shift 1 (Focus) is embedded in the scope and sequence of the Engageny curriculum, we are emphasizing the implementation of Shift 3(Fluency), Shift 4(Deep Understanding) and Shift 5(Application) into all instructional plans and assessments. Pre and pos unit assessments are developed by teachers and administered to gauge what students know and which areas need specific targeted focus. Teams of teachers use Rubicon Atlas as a tool to record and monitor curriculum plans, pacing and adjustments. Additionally, teachers use a common language when referring to the CCLS, planning is aligned to the schools' instructional focus which is to design and implement effective instruction that meets the needs of all learners. Teachers meet regularly to use student data and look at student work using protocols in order to determine the needs of all learners and to Inform instructional decisions. Also, ELA and Math content area teachers met over the summer to begin developing curriculum and unit maps. Follow through with modifications and revisions take place during 90-minute weekly common planning meetings where teachers review and refine curriculum based on data collected from formative and benchmark assessments that indicate mastery of content. During this time, higher-order thinking questions are developed using DOK question stem starters using elements from Danielson 3B Questioning and Discussion Techniques as key resources that are used to provide next steps. Teachers use Engage NY as a resource for the use of strategies, exemplars, analysis of state exams questions and rubrics to ensure tasks and assessments are CCLS aligned.

Our expanded learning time has been integrated into our regular school day. Students receive longer periods of instruction in each content area. Additionally, during 7th and 8th period, we have partnered with our CBO to have tutors provide additional targeted small group instruction in all classrooms. Tutors work in collaborative teachers' classrooms. Their role is to deliver focused instruction to a targeted group of students. The goal during 7<sup>th</sup>/8<sup>th</sup> period is to reduce student to teacher ratio while providing targeted support to our students. Some classrooms are assigned two tutors based on student to teacher ratio. Tutors work with a small group of students in each class based on state/school assessment data. During Common Planning, tutors and teachers analyze State and school baseline assessment data to select/group students and to monitor student progress.

Teachers implement the workshop model in all content areas. Teachers explicitly teach a skill at the beginning of the class in the form of a mini-lesson. Teachers model the skill and guide students to practice the skill. Following the mini-lesson, students work independently and with small groups on targeted skills while the teacher is conferencing and working with small groups of students on instructional strategies to support learning. Classrooms are student-centered where teachers provide students opportunities to have Accountable Talk and think critically about a variety of topics. The Arts are integrated into classrooms to support creativity and as a pathway to learning. In ICT classrooms, teachers are co-teaching utilizing a variety of teaching models most frequently including Parallel Teaching, Station Teaching, and Team Teaching. Assessment is an integral part of instruction and teachers frequently monitors student learning through questions and assessment. Feedback to students is accurate and specific and advances learning. Teachers modify the curriculum based on assessments of student learning. Teachers use scaffolding techniques and strategies for differentiation to move students towards stronger understanding of concepts.

All ELA teachers complete running records for students to identify students reading levels. Students are assessed in September, January, and June as evidenced by Data Boards in ELA classrooms which will measure the growth of student levels. Teachers use knowledge of characteristics of reading levels to propel student comprehension, fluency, and decoding forward to create proficient readers. Students take On-Demand, Mid-Unit, and End-of-Unit Assessment in all writing types (Narrative, Argumentative, and Informational). Teachers use this data to modify and differentiate lessons to meet the needs of all learners. Teachers use Schoolnet, a CCLS-aligned assessment, as a benchmark assessment in October and March in both ELA and Math. Math Teachers assess students using an Accelerated Math assessment in October. Students engage in differentiated work based on the results of their Accelerated Math assessment.

Teachers meet weekly in Teacher Team/ Common Planning meetings using protocols to review student work and achievement data and make informed instructional decisions based on student strengths and struggles. Teachers make revisions to curriculum maps on Atlas Rubicon weekly to address gaps and to assure that curriculum is meeting the needs of each individual students. Teachers design small group instruction and one to one conferences for students based on the data. Teachers, coaches, and administration collect data on a daily basis in order to match the needs of students to appropriate teaching strategies to maximize quality and quantity of student achievement.

Analysis of state exam scores is the major factor for explaining our data-informed classrooms. Careful reviews of scores and outcomes from the ELA and Math item analysis inform unit and lesson plans to address deficit areas. Subsequently, instructional groupings within classrooms are developed from the data. The item analysis yields results of CCLS deficits and mastery which is the springboard for classroom instruction. A root cause analysis was conducted with the data to understand the underlying cause/s of deficit areas.

#### **Promoting higher-order thinking**

- Teachers are provided with professional learning opportunities around component 3B-Using Questioning and Discussion Techniques
- Utilizing Understanding by Design (UBD) or backward planning and Differentiated Instruction (DI) teachers plan lessons with the end in mind. They map the curriculum by starting off with the summative assessment question.
- Teachers set high expectations for the learning by reviewing the learning objective at the start of each lesson.
- Peer inter-visitation cycles focus on providing feedback to peers on Danielson component 3B-Using Questioning and Discussion Techniques and 3D-Using Assessment in Instruction.
- Formal and informal observations including teacher TIP plans emphasize improvement in the areas of questioning and using assessment in instruction.
- During instructional time, students have multiple opportunities to engage in accountable talk using prompts designed to promote higher-order thinking.

#### **Elements of rigorous questioning**

- Instructional staff uses Socratic question stems and the questions from a resource entitled Critical Thinking Compact Guide (Mentoring Minds Compact Guides) to develop lessons and activities.
- Accountable talk stems are used to engage students in meaningful discussions.
- Teachers also use questions from Webb's Depth of Knowledge (DOK) wheel for planning lessons

### **Part 3 – Annual Goal**

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

By June 2016, we will improve the rigor of ELA for all students, as measured by a .05 increase (2.09 to 2.14) in average student proficiency on the New York State ELA Exam.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Systematic approach to assess the students understanding to inform next instructional steps.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team</p>
<p>Teachers' College Writing units will be implemented.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>
<p>An ELA prototype will be created and implemented throughout the school to create a system of uniformity.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>
<p>School leaders will determine a common grading policy and will use common rubrics across departments (example: Common Core and Teacher's College) grade levels that provides teachers and students a clear picture of progress toward Common Core focus</p> <p>Teachers will use multiple formative and summative assessment strategies, including student self, peer assessment, and daily checks for understanding to get a complete picture of student learning so that they are better informed in how to adjust instructional practice.</p> <p>Administrators will monitor this work by attending Inquiry Team meetings and analyze the data from the assessments on an ongoing basis</p> <p>Professional Development on effect ELA strategies will occur weekly during the Monday Professional Development sessions and on Wednesdays. Professional Development would include:</p> <ol style="list-style-type: none"> <li>1. Differentiated instruction/assessing multiple entry points</li> <li>2. Using assessment in instruction</li> </ol>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Admin Team &amp; Teaching Staff</p>

<p>3. Using questioning and discussing techniques</p> <p>Administrators and teachers will hold parental workshops in conjunction with the Parent’s Association and Parent Coordinator that target effective ELA strategies that parents can use at home. Workshops for parents will take place during Parent Engagement time as well as after school in order to include parents’ different schedules.</p>			
<p>An assessment calendar has been created and all teachers have been trained in understanding baseline data, and the creation of targets and goals. Teachers use pre and post formative and summative assessments across grades and content areas assuring alignment between the curriculum and assessment tools.</p> <ul style="list-style-type: none"> <li>• Instructional staff members identify CCLS, instructional shifts and align lessons and resources accordingly.</li> <li>• Teachers identify gaps in curriculum resources and utilize supplemental material to close the gaps.</li> <li>• Instructional staff members collaborate during 90-minute planning sessions to develop common core aligned lessons, tasks, and rubrics using common core aligned resources as mentioned above.</li> <li>• Recommendations within teacher team meetings inform lesson and assessment refinement as well as curriculum adjustment.</li> <li>• Specific instructional resources such as graphic organizers, charts, graphs, activities with pictures scaffold and support our ELLs and SWDs.</li> </ul>	All Students	September 2015-to June 2016	Admin team and Teaching Staff
<p>Our on-site Parent Coordinator supports our parent outreach by:</p> <ul style="list-style-type: none"> <li>• scheduling workshops which meet the needs of our parent community</li> <li>• publishing a monthly newsletter which communicates our school-wide initiatives, celebrations, as well as our expectations for learning</li> <li>• communicating important information to parents on a daily basis using our phone messenger system</li> </ul>	All Parents	September 2015- June 2016	Parent Coordinator and Community School Director
<p>All students will conduct Student-Led Conferences where they will be responsible for articulating their strengths and areas for improvement to their parents and guardians.</p>	All Students	October 2015- June 2016	Admin Team and Teaching Staff

**Part 5 – Budget and Resource Alignment**

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

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTSPS including: Teacher. Para per session to support instruction and extra- curricular activities.

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

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

**Part 6 – 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.

Student portfolios will be monitored and checked for student self-assessed tasks aligned to CCLS in November 2015, February 2016, and May 2016.

Improved performance of identified subgroups as evidenced by interim assessments

Mid-point progress monitoring activities will take place in January, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Summary of strengths and needs as reflected in the HEDI ratings include:</p> <p>The school staff is beginning to implement some activities and interventions to support the social and emotional developmental health of some students. While the school has created an innovative student incentive program (S.W.A.G.G.E.R.), we must now strategically organize the work to ensure collaboration among all stakeholders in support of successful support of social and emotional developmental health needs of students.</p> <p>We will strengthen the collection and use of data to proactively identify trends and target supports in order to bolster the staff’s ability to address the needs of all students, and cultivate social and emotional developmental health and academic success for all learners. Thus, it is necessary for all stakeholders to define the critical success indicators and data points that will support the proactive identification of social and emotional developmental health needs of all students as well as the provision of supports and services</p> <p>Different members of our staff meet to plan and monitor supports for students. A review of documents showed that our grade level Deans, attendance committee, Positive Behavior Intervention System (PBIS) committee, faculty Pupil Personnel Team (PPT) as well as staff meet weekly. However, there is minimal evidence of how we systemically</p>		

integrate and share the goals, agendas, topics, and outcomes of our meetings to support and respond to the social and emotional developmental health needs of our students.

We have not yet strategically organized our work to ensure collaboration among all stakeholders in support of social and emotional developmental health needs of our students.

## **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 approach to culture building and social-emotional support is informed by a theory of action. Positive Behavioral Interventions and Supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include: --Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work. --Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards

·Training for all staff in classroom management and behavioral interventions --Opportunities for student voice and student choice --Transitional supports (elementary to middle, middle to high school, high school to college, career readiness) --High school visits --Trips to colleges and universities for students -- Student activities/community involvement/afterschool opportunities (August-September, ongoing) --Attendance plan (September-June) --Guidance and crisis intervention plan (September-June) --Establishment of student personal goals and future plans (September-June) --Monthly parental opportunities (workshops, breakfasts, evening events) -- Student recognition events and celebrations (January and June) --Identification of community service and volunteer opportunities

Over the last four years our yearly attendance has improved from 86% in 2011 and is currently 93%.

## **Part 3 – Annual Goal**

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

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

By June 2016, there will be 1.0% increase in overall attendance (90.2% to 91.2%) as evidenced by attendance reports.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>All students and families will be afforded the opportunity to receive in-house social-emotional support from a licensed professional provided by the school and/or Partnership for Children to assist in the increase of attendance, a decrease of tardiness, and a reduction in bullying, school violence and suspensions.</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO,</p>
<p>Monthly positive postcards to parents and students.</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO</p>
<p>Attendance assemblies and certificates issued through a new school initiative titled “Attendance Matter.”</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO, PBIS Team</p>
<p>Administration and other staff will integrate positive behavioral intervention and support (PBIS) that will foster a positive school environment and maintain a safe and respectable school community</p> <p>We will have the following programs to support our students:</p> <ol style="list-style-type: none"> <li>1. Character Education (Connect with Kids)</li> <li>2. Bridg-It (Anti Bullying Program)</li> </ol>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Admin Team, CBO</p>

<p>3. Weekly Mentoring Programs (TRIAD Services)</p> <p>4. We Got Game with a Message (Anti-Violence Program)</p> <p>5. The 21<sup>st</sup> Century Grant</p> <p>6 . Performing Arts Program</p> <p>7. SASF program</p> <p>8. Single- Gender Classes</p> <p>9. Academic Intervention Sevices</p> <p>10. Myon</p>			
<p>In order to meet the needs of all learners and increase the proficiency rate in our school, the High Five Initiative has been created. Through High Five, all staff members have chosen their High Five students. Students they know they can push to the next proficiency level throughout this school year.</p> <p>Each staff member will be accountable for updating and maintaining records pertaining to the progress of their targeted students in their High Five binder.</p> <p>Grade Advisors and School Counselors will monitor this work to ensure students are receiving this much-needed support</p> <p>Students will complete a survey in June to indicate the impact of High Five and how it supported their learning throughout the year</p>	All Students	October 2015- June 2016	Admin team and all staff
<p>Our grade Advisor will continue to create units of study for all teachers as we will continue to use our character education program titled Connect With Kids.</p>	All Students	September 2015- June 2016	Grade Advisor
<p>Our school schedule will allow for all students to receive character education three periods per week.</p> <ul style="list-style-type: none"> <li>• All male students will receive character education during period 7.</li> <li>• All female students will receive character education during period 8.</li> <li>• Homeroom teachers will create visual displays of student learning from their character education program in their classroom.</li> <li>• Students will be surveyed twice a year to evaluate the effectiveness of the Connect With Kids</li> </ul>	All Students	September 2015-June 2016	Admin Team and Teaching Staff

<p>program and its impact on their social-emotional development.</p> <p>All teachers including guidance counselors and coaches will be scheduled to teach character education</p>			
<p>Our on-site Parent Coordinator supports our parent outreach by doing the following:</p> <ul style="list-style-type: none"> <li>• scheduling workshops which meet the needs of our parent community</li> <li>• publishing a monthly newsletter which communicates our school-wide initiatives, celebrations, as well as our expectations for learning</li> </ul> <p>Communicating important information to parents on a daily basis using our phone messenger system</p>	All Parents	September 2015- June 2016	Parent Coordinator and Community School Director
<p>All parents are given opportunities to receive trainings in the academic work of their children as well as ample celebrations and honor ceremonies</p>	All Parents	September 2015-June 2016	Parent Coordinator and Community School Director

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities.</p> <p>Our parents, teachers, and support staff members could not clearly articulate awareness of a systemic approach or their individual role in a system for addressing social and emotional developmental health needs. When interviewed by the IIT, our members of the student support staff did not clearly articulate a system to proactively identify, respond to, and monitor the provision of supports and services to meet social and emotional developmental health needs</p> <p>As a school community we still need to develop structures to collect, analyze and utilize data to identify and meet the social and emotional developmental health needs of our students.</p> <p>Our attendance data is collected and monitored based on a school-wide focus and activities to improve our students’ desire to come to school and confirm their participation in instruction. This focus has resulted in increased overall attendance. We use Rux Bux as a school-wide motivation technique for reward and incentives however, we need to work on gathering data that provides statistical information on any trends or areas of growth that demonstrate progression or regression by individual students or school-wide behaviors beyond average attendance.</p> <p>We need to define and develop specific critical success indicators and data points that will support the proactive identification of social and emotional developmental health needs of our students as well as the provision of supports</p>
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and services. We also need to develop protocols as well as multiple communication systems to ensure that our staff conducts regular monitoring and adjustments of services for all students.

Our ideal school would be best described as a place that is safe, conducive to learning; one that appropriately responds to the myriad of needs of each student. Each student and his or her family is well known by at least one adult within our school community.

Families are well-represented in our building each and every day. Families feel welcomed in our building and are active participants in the ensuring the Instructional Focus is realized.

Continued growth is a constant expectation for each stakeholder within our community. Aiming to improve as individuals and as a school community is evidenced by ongoing workshops for parents, teachers, and school leaders.

Sustainable partnerships with organizations in the Far Rockaway community provide resources to the immediate and long-term needs of students and their families.

The Sports and Arts in School Foundations (SASF) has partnered with us as our Lead CBO in our efforts to provide quality instruction for all students.

Currently our SASF partnership has a primary focus on providing additional academic intervention, after school programming, parent engagement, and attendance support for our school community.

We have additional CBO partnerships who help us to sustain and support the social and emotional growth and health of our students in a variety of ways.

the Long Island Jewish Health Clinic (LIJ) in our building partners with us to provide a multitude of workshops for our students ranging from academic support, bullying, peer pressure, etc. LIJ provides mental health service to our students and their families.

Bridg-it is a partnership that provides us with an online reporting system for incidents of bullying additionally provide us with support and resources for students, staff, and families on strategies to combat and avoid bullying.

We Got Game With a Message Anti-Violence program is a partnership who provides workshops for our students on conflict resolution, peer pressure, anti-violence, etc.

TRIAD Services is a partnership that that provides our 7th grade students with mentoring and provides workshops for our parents.

These partnerships have had a positive impact on our school-wide attendance improving from 86% to 92 over the last 4 years. Our partnerships have also helped us to significantly reduce our total number of suspensions from 280 total suspensions for the 2010-2011 school year to 26 total suspensions for the 2014-2015 school year.

Student voice and leadership will be supported through every facet our curriculum. Through our Character Education Lessons, students will be consistently encouraged to reflect on their strengths and areas of growth and how their school can best support their development. These activities will afford us the opportunity to hear the needs of our students and determine the best way to meet them.

The Student Government Association students will hold elections for student school leaders to share their thoughts for how our school could be improved. The general student body will hear each candidate's thoughts and evaluate who they believe will best represent their values. This process allows the voice of the ensure student body to be heard.

Students develop leadership skills as they campaign for their desired office. They develop communication skills as they convey their values and beliefs and plans for the school. All staff members, including each candidate's advisory supports with the creation and development of initiatives to best meet the needs of all students.

This year we are shifting to the idea of Student-Led Conferences which will replace our Parent-Teacher Conferences. Our students will take the lead and engage in conversations with their parents regarding their academic progress, strengths, and areas of weakness. Our Student-led conferences will be ongoing throughout the school year.

Our approach to culture building and social-emotional support is informed by a theory of action. Positive Behavioral Interventions and Supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include: Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

Using Connect with Kids' Character Education curriculum, students will be engaged in CCLS-aligned Units of Study on *how* to create, maintain, and achieve goals; how to respond in difficult circumstances, and the importance of high academic achievement. Grade advisors will work in collaboration with classroom teachers to develop and present lessons and provide instruction; addressing absence, lateness and use in the ASCA standards

In August, the Grade Advisor database will be reviewed by fellow Grade Advisors, Guidance Counselors, and CBO Staff. The students involved in the most incidents due to poor social-emotional skills will be identified by referring to the previous school year's database.

Training for all staff in classroom management and behavioral interventions

Opportunities for student voice and student choice

Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)

High school visits --Trips to colleges and universities for students --

Student activities/community involvement/afterschool opportunities

Attendance plan; Rewards and incentives for students that arrive to school on time and consistently 95% or more of the school year. (Weekly Game Truck Reward, Pizza parties, monthly trips, etc.)

Guidance and crisis intervention plan (September-June)

Establishment of student personal goals and future plans (September-June)

Monthly parental opportunities (workshops, breakfasts, evening events)

Student recognition events and celebrations (January and June)

Identification of community service and volunteer opportunities

At the beginning of the school year our students were provided with a social-emotional development survey to assess their social emotional development and classroom behavior. Students will be surveyed again in June with the expectation that they will provide more positive responses due to our character education program Connect With Kids as well as our other programs in place to support social-emotional development.

We expect to see a significant amount of progress on the NYS exams associated with our students who have been selected to participate in our High Five Initiative.

We will use the (OORS) Online Occurrence Reporting System to monitor and measure our number of student incidents and suspensions. Each month we will look at the total number of incidents and compare them to the previous year.

We will continue to focus on attendance and will also use it as a measure of social-emotional development.

Teachers, community partners, and school leaders will meet bi-monthly to discuss and analyze trends of student behavior and engagement as evidenced by teacher anecdotes, PPT Referrals , Grade Advisor Records, and Student Academic Report Cards.

Through these in-depth discussions around student behavior and engagement with teachers, community partners, and school leaders high leverage initiatives will be implemented, monitored, and revised to ensure the needs of students and families are met.

Guidance Counselors and Grade Advisors will meet bi-weekly to discuss anecdotal records and provide group and individualized interventions and support to all students.

All teachers will teach character education three times a week. Our students will receive a grade on their quarterly progress reports as well as their report cards for character education. Based on the results of the data, teachers may determine the need to revisit some of topics/items discussed in previous lessons.

Attendance and Achievement is strategically placed as the first module of our Character Education Curriculum. Students will be engaged in three units during this module that will highlight and motivate them to arrive to school every day and every day on time.

The first unit: The Power of Expectations helps students understand why MS 53 has such high expectations for all staff, students, and families. Through historic research, creative writing, and speech deliveries, students demonstrate understanding of why high expectations lead to high performance and yield unprecedented results.

Unit two, “Disconnect: Why Kids Skip School” helps students explore the myriad of reasons they may attend or not attend school on a daily basis. Students identify with their *Connectors*. People and activities in our school community that keep them connected. After discussion and exploration with an advisor, students create a plan for *how* they will stay connected with our school community.

The final unit within this module, Against All Odds describes the myriad of challenges students face in life(personal, academic, physical, emotional, social, etc.) Students explore how resilience is developed to overcome all types of challenge that may hinder their attendance to school on a daily basis.

Teachers continue to make phone calls home to absent students daily. Our AmeriCorps Liaison also makes calls to absent students each day. The attendance teacher and School Social Worker make home visits to families for which there is chronic absenteeism, no working phone numbers and/or no parental contact.

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

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

## **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.

High Five students attendance, behavior, and grades will be monitored at at the end of each marking period and compared to their data from last school year to look for patterns and trends as well as to gauge the success of the initiative (December, April, and June).

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Summary of strengths and needs as reflected in the HEDI ratings include:</p> <p>Teachers plan and deliver CCLS aligned lessons. Students and teachers report that the learning environment is safe. Now we must ensure that all teachers uniformly provide tailored instruction that meet the needs of all students. In addition, a robust and formal analysis of formative and summative student performance data by teachers will strengthen the provision of multiple entry points with differentiation to meet the needs of diverse learners.</p> <p>Our aim is to work with teachers and expand and formalize efforts to identify and respond to the diverse needs of all students with instructional practices that acknowledge multiple entry points, invite values sharing, and support success for all. Further, we will work together to expand and formalize protocols and procedures within and across all subject areas and grade levels for using formative and summative assessments to monitor and adjust daily instruction and ensure all teachers provide regular feedback to students so that they can improve their work and take more ownership of their own learning.</p> <p>Based on the 2014 Quality Review for Quality Indicator 4.2 rated Proficient, "teachers analyze lesson plans, develop common lesson plans per grade and subjects, create tasks, create common assessments, and analyze student work. In addition, teacher teams also engage in the planning, providing and receiving of professional learning.</p> <p>Across the school, teachers use protocols to analyze and discuss student work which result from common assessments and performance tasks across the grade. Item analysis data is compiled and shared from common assessments including</p>		

pre, post and mid unit assessments and performance trends across items and classes, which impact future lesson and unit planning.

The number of students performing at a level 1 in ELA decreased dramatically from 60.9% in 2014 to 27.8% in 2015. Likewise, the number of students performing at a level 1 in Math decreased from 70.7% in 2014 to 32.6% in 2015. While progress has been made, currently 7% of students are performing at a level 3 or 4 in ELA and 5% of students are performing at a level 3 or 4 in Math.

In 2015-2016, teachers will continue to meet weekly in Teacher Teams to ensure that instructional practices and strategies are common-core aligned and provide a variety of entry points that meet the needs of diverse learners. Teachers will continue to use protocols to analyze student work, create common assessments, and determine instructional strategies. Teachers will continue to engage in weekly Professional Learning with the ultimate goal of supporting student achievement through improving teacher practice.

## **Part 2 – Summative Vision for Collaborative Teachers**

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

Questions to consider:

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

One organizational feature of our school is the intentional scheduling of the teachers to meet and plan by grade and subject level teams during common planning. A second organizational feature of our school is the implementation of guided reading during instruction. A third organizational feature that supports our students is our inquiry teams. Using an item analysis approach, teachers analyze student work to determine areas where students are struggling and not meeting the standards. Teachers re-teach the concept and make adjustments to the curricula. Teachers use protocols to analyze and discuss student work which result from common assessments and performance tasks across the grade. Such conversations yield implications for classroom instruction. Item analysis data is compiled and shared from common assessments including pre, post and mid-unit assessments and performance trends across items and classes impact future lesson planning. Based upon the analysis of student work and the results of common assessments, teachers identify instructional strategies and conduct action research in order to verify the viability of such strategies to improve student outcomes.

Teachers are providing opportunities to deepen learning for higher achieving students through small group instruction and one to one conferencing. Teachers are able to work with small groups of students during their Academic Intervention period, while utilizing the supports of tutors from our CBO Sports and Arts during the AIS and Character Ed period. Higher achieving students work collaboratively with the tutor and are provided rigorous tasks that challenge and provide multiple opportunities for critical thinking. All classrooms have libraries with books to support all student reading levels and content areas. Higher achieving students have choice in texts they select and are able to use myON as an additional online library as well.

Teachers create clear expectations for student behavior in each classroom. Teachers utilize our character education curriculum, Connect with Kids, three days a week to improve student behavior and support students social and emotional well being. Teachers use Positive Behavior Intervention Supports (PBIS) to assure every child is safe in their class. Students receive Rux Bux when they are positively participating in the classroom discussions, completing class work, and supporting classmates. Additionally, the entire school community is implementing Bridg-It, an anti-bullying program. Students, teachers, and support staff are able to file reports of bullying and targeted staff work to provide interventions and supplemental resources to affected students.

Each year we align our instructional focus with the City-wide Instructional Expectations. For the 2014-2015 year our school-wide instructional focus across all content areas was to close achievement gaps by using data systems to deeply know students and curriculum. This focus was connected to Danielson's component 3(d) Using Assessment in Instruction. Teachers are receiving support in learning more about how to successfully incorporate the use of data in the classroom. They attend professional learning workshops on Mondays and Wednesdays. This year, our instructional focus is to design and implement effective instruction that meets the needs of all learners. Teachers have analyzed data in Teacher Team meetings collaboratively and in Professional Learning sessions to support designing and implementing effective instruction. Some data teachers have reviewed includes Item-Skills data from exams, student achievement data, attendance data, behavior data, class work, formative classroom assessment and summative classroom assessments.

In the 2014-2015 school year, all MS 53 teachers chose to be in one of four professional learning communities: Small Group Instruction, Differentiated Instruction, Writing Across the Content Areas, and Close Reading. Teachers met every other week to research and study their topic. Teachers studied student work using protocols to determine instructional strategies to support student learning. Teachers conducted inter-visitations with a specific focus in mind and provided detailed feedback to one another. In June of 2015, each PLC group presented their learning to the school community. The Professional Learning Committee created a rubric to assess the end of year presentations and all PLCs used the rubric to guide their work.

During the 2015-2016 school year, all MS 53 staff including teachers, paraprofessionals, secretaries, and support staff will participate in one of the following professional learning communities: Classroom Management, Engaging English Language Learners in the Classroom, Universal Design for Learning, Student Ownership, Questioning and Discussion Techniques, and Building Strong Family Community Ties. Teachers will continue to meet bi-monthly and will present their learning in June 2016.

We will be using our CBO, Sports and Arts in Schools Foundation, to provide tutors that will support the instructional programs during period 7 and period 8 every day. These tutors will be highly qualified and vetted before being hired. The tutor will be expected to meet with their partner teacher weekly to discuss implications for teaching, effective planning and instructional strategies, and determine student needs.

### **Part 3 – Annual Goal**

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

By June 2016, 90% of teachers, paraprofessionals, secretaries, and student support staff will participate, research, and showcase learning in one of six professional learning communities focused on conducting inquiry into student work as evidenced by progress of at least one level on student's Fontas and Pennel reading levels.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Weekly collaborative planning among teachers for all teachers.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>
<p>Classroom intervisitations internally and externally to allow teachers to observe their colleagues and teachers in other school best practices.</p>	<p>All Teachers and Paraprofessionals</p>	<p>October 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>
<p>Differentiated professional development</p> <p>Professional development</p> <p>Weekly professional development-facilitated by Reading Coach, teachers and administrators</p> <p>Monitor professional development in teacher teams and division meetings</p> <p>Identify successes and challenges in practicing these strategies and discuss how to improve them for better outcomes</p> <p>One hour of Expanded Learning Time for all students will include a variety of pedagogical strategies to meet the interest and needs of our students</p> <p>Teachers will work with parents during their Parent Engagement time by highlighting their child’s specific needs. Then showing them skills and strategies that they can reinforce at home to help their child to become successful in school.</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Teachers</p>

<p>Instructional Programs</p> <p>Teachers' College Writing</p> <p>Accelerated Math</p> <p>Engage NY</p> <p>Myon- Online Reading Program</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, technology Teacher, Teachers</p>
<p>Teachers meet weekly in Teacher Teams to refine academic tasks in order to ensure all learners have access to the tasks.</p> <p>Programming will allow for vertical and horizontal Teacher Teams to ensure all learners are supported and in order to modify tasks that meet the needs of all learners</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, and all staff</p>
<p>Through the use of classroom word walls, academic and content vocabulary is routine and accessible in all classrooms in order to increase academic language.</p> <p>Rubric-aligned comments with specific targeted feedback are provided by teachers to students in order to support student understanding.</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, and all staff</p>
<p>Conferencing in all content areas to identify strengths, areas of growth and provide timely feedback to students.</p> <p>Use of relevant technology and appropriate tasks to support closing the achievement gap.</p> <p>Curricula aligned to the CCLS and Instructional Shifts to promote college and career readiness.</p> <p>Authentic learning includes collaborative, small group and independent work in order to create student centered classrooms that use data to deeply know students and curriculum.</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, and all staff</p>
<p>The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, and all staff</p>
<p>Parents are given weekly opportunity to visit with their child's teachers given the new time allotted by the NYC DOE. In addition, we communicate daily with parents in all matters of instruction that concern the academic progress of their child. We also send home newsletters,</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, and all staff</p>

quarterly progress reports, provide parental trainings, and give parents access to our student data system.			
Teachers will be provided specific Professional Learning around supporting our Students with Disabilities and English Language Learners	All Teachers and Paraprofessionals	September 2015-June 2016	Admin Team, Coach, and all staff

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our goal is to maximize the instructional program by strategically aligning funds by October 30, 2015 so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next, we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities. Additionally, we will access Leadership support in the use of curriculum planning programs and implementation of teacher team practices as well as: support in on-site feedback given regularly to school leaders , support in identification of research-based instructional strategies and planning teacher Professional Learning, support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers, and identification of parental resources.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Administration will monitor the progress of PLC’s by following up on meeting sign in sheets, minutes, and agendas and periodic checks of PLC binders. Facilitators of Professional Learning Committees will analyze PLC binders during Professional Learning Committee meetings to review areas of celebration and areas of support.  Mid-point progress monitoring activities will take place in January, 2016 where 90% of our PLC binders will be complete with sign-in sheets, minutes, agendas, research articles, tools for inter-visitation.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Summary of strengths and needs as reflected in the HEDI ratings include:            School leaders and teachers reported that the school leaders have fully implemented a schedule of frequent informal and formal classroom walk-throughs and observations aligned to the district's APPR. A review of observations notes by the IIT showed that staff received timely and relevant feedback. The few teachers with less than satisfactory growth in performance receive mini cycles of observation and intensive feedback to ensure that they enact recommendations in a timely and effective manner.            The principal and the instructional team create goals and objectives for the school year including a professional goal and measurable objectives. Additionally, all evaluators have participated in norming and calibration activities with the network talent coach. To ensure follow through with goals and connections to school improvement, the lead evaluator reviews and provides feedback on random teacher evaluation reports and holds regular cabinet and leadership meetings to explore with all school leaders the impact various initiatives have on student achievement.            The school-wide PD plan includes offerings aligned with the goals of the School Comprehensive Educational Plan (SCEP). We find now that school leaders must use observation data to provide targeted professional development for teachers. Teachers and staff report that the PD is offered to staff, now formal protocols for school leaders to formally measure the widespread effectiveness of this PD must be created and put into action.            School leaders have a system to conduct observations of teacher practices and provide feedback. We are now engaged in planning to for the use of observation data to plan targeted PD which will bring our current system to optimal levels.</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:

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

Elmore’s (2000) five principles of distributive leadership is the research based model used to guide our vision of effective leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal’s core responsibility. Thus, the research based instructional activities used to support our school has been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes they create an environment that allows all students to achieve.

Professional Learning Communities (PLC’s) (DuFour & Eaker, 1998) further bolster and guide leadership efforts in our school. Specifically, the school leaders work with all stakeholders in creating a collaborative community of learners. The school leaders leverages both human and financial resources that serve all students in order to provide a safe learning environment and a culture that supports teaching and learning.

## **Part 3 – Annual Goal**

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

By June 2016, school leaders will provide professional development and feedback to teachers on more effective assessment strategies that can be implemented before, during and after instruction which will result in a 10% increase in the aggregate teacher score for Danielson Component 3C.

## **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Professional development on various assessments strategies will be implemented during weekly professional time. These professional developments will be facilitated by teachers and administrators of our building. Other outside professional development opportunities will be offered to teachers during the course of the year. Teachers will share the various assessment strategies that they have successfully used in their classrooms. Then the strategies will be analyzed by teachers for their effectiveness in identifying common trends between students of individual classrooms, in common grades and across grades, during their Teacher Team meetings. Both qualitative and quantitative needs assessments professional development workshops will be given.</p>	<p>All Teaching Staff</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Data Analyst, Lead Teachers</p>
<p>Differentiated instructional strategies in all classrooms will be used to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work</p>	<p>All Teaching Staff</p>	<p>September 2015-June 2016</p>	<p>Admin Team, Coach, Data Analyst, Lead Teachers,</p>
<p>School leaders utilize the ADVANCE system to track the individual growth of teachers and plan regular differentiated support.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Admin team, Teachers</p>
<p>Teachers reflect on their practices and the expectations of the Danielson Framework to identify the gaps and make improvements through monthly learning walks</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>Horizontal common planning teams in collaborating and analyzing student work to inform the pacing and adjustments of the curriculum maps</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>Our on-site Parent Coordinator supports our parent outreach by doing the following:  Scheduling workshops which meet the needs of our parent community</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

<p>Publishing a monthly newsletter which communicates our school-wide initiatives, celebrations, as well as our expectations for learning</p> <p>Communicating important information to parents on a daily basis using our phone messenger system</p> <p>All parents are given opportunities to receive trainings in the academic work of their children as well as ample celebrations and honor ceremonies</p>				
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Improved performance of identified subgroups as evidenced by interim assessments Mid-point progress monitoring activities will take place in January, 2016.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Summary of strengths and needs as reflected in the HEDI ratings include:</p> <p>Strengths include quarterly progress reports that are distributed to parents to formally report on student progress. Parents report that a basic knowledge of the grading policy and state scoring system is required to adequately understand their students’ strengths and needs. Parents and staff confirmed that the school leaders share data with them related to attendance and quality review ratings during SLT and faculty meetings. Outreach efforts such as newsletters, flyers posted in stores, backpack letters, at least two phone blasts each week, PTA and SLT meetings, repeated announcements, and parent coordinator interactions are used to promote, inform, and nurture the increased understanding of the parents. Every teacher makes phone calls to students absent from their classes each day and record their efforts in a parent contact log. Collaboration occurs between school leadership and the Parent Coordinator to review results from the Learning Environment survey, to identify priorities, and set goals for increasing outreach efforts.</p> <p>Communication between home and school is regular and is provided in home languages. The school hosts parent-teacher conferences twice each year. Fall conferences average approximately 150 parents, but with increased incentives of dinner and raffles, the second parent conference this past spring yielded between 250 and 300 families representing approximately 80 percent of the student enrollment. The school staff also hosts May Day on Saturday as an outreach and celebration event, which had attendance of approximately 200 families in 2014.</p>		

The SLT has a regular parent representation of between two and three members. Some parents reported that they are informed of school goals and plans for improvement. Multiple workshops have been prepared and presented to support parents in understanding the CCLS and curriculum programs.

We still need to formalize a school-wide communication plan that systematically shares information about the expectations of the school and the need for partnership with parents and families across all grades and departments. We must reflect on the activities used to enhance and expand efforts for collaboration with families and community using best practice research indicated for the demographics of the school community. Include formal mechanisms and structures to assess the effectiveness of the collaboration activities. We will use data driven protocols and best practice strategies to set goals, train parents and staff, and implement strategies to ensure robust home-school partnerships.

We must ensure that all parents have the supports needed to understand all of the information presented. A good deal of informal communication takes place among members of the staff, and now we will ensure that formal efforts are in place to integrate student and family data in a cohesive manner. Thus, we are planning to prioritize the development of a comprehensive data system to proactively identify and collect data points related to student and family needs.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

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

Questions to consider:

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

We are committed to the inclusion of all stakeholders participating in the development of our students and their academic success. We are firmly committed to preparing all students for college and professional careers. Our school encourages high expectations through thoughtful and clear systems that are communicated to students and their families. The distribution of our staff manual which outlines school policies, procedures, and tools for all stakeholders to engage in school activities that support high expectations. Our student handbook provides information to all stakeholders about our clear expectations and resources for success.

Efforts to communicate high expectations to all of the school’s constituents include the following:

- School wide aligned grading policy allows for coherence and clear understanding to all.
- Honor roll that celebrates student achievement.
- Student government allows students a voice in school decision making.
- School messenger system allows communication with families that strengthen the home-school connection.
- Goals and expectations are visible in the classrooms, and hallways.

- Non-Negotiables are posted in each classroom and in the hallways.
- Knowledge of students using both quantitative and qualitative data informs instruction.
- Provide a monthly newsletter to parents outlining upcoming events and expectations for success.
- Setting SMART goals with/and for the class with timely assessments and actionable feedback.
- Contact with parents regarding all aspects of the student’s educational practices.
- Daily phone calls to parents of absent students
- Weekly cabinet meetings focused on instructional outcomes and monitor goals in this area
- Parents have weekly time scheduled as per the NYC DOE schedule for teacher meetings.

Our Parent Coordinator's room is being transformed into a space for families. The space will be organized to provide academic and social-emotional supportive resources for families along with an area for families to comfortably spend quality time. Families will continue to partner with the school and the CBO, Sports and Arts in Schools Foundation, by participating in mid and end of year presentations. Additionally, parents will be invited to attend monthly Student-Led conferences to monitor the progress of their child. Parents will be invited to attend Publishing Parties and other academic celebrations every month to support and encourage their child's 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 – 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 school leaders in collaboration with our school's Community Based Organization will use multiple means of communication to inform families of events and services available to them in or near our school resulting in a 5% increase in parents stating on the New York City Survey that they have been invited to and attended an event (workshops, program, services, etc) provided by our school.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Families will be given periodic school surveys to identify their needs and concerns. The Parent Coordinator will also provide workshops for parents in conjunction with the Parent Association</p>	<p>Families</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>
<p>TRIAD Services will be hosting several events throughout the school year to get to know our families and their needs. These events will allow our parents to participate in school activities.</p>	<p>Families</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>
<p>We will effectively communicate with families in a timely manner through newsletters, fliers, School Messenger, letters, emails and the school’s website to address attendance, academic performance and behavior monitoring in order to identify students at-risk. The school will also communicate positive behavioral and academic progress for those students who are meeting those benchmarks. We will effectively communicate with families in a timely manner through newsletters, fliers, School Messenger, letters, emails and the school’s website to address attendance, academic performance and behavior monitoring in order to identify students at-risk. The school will also communicate positive behavioral and academic progress for those students who are meeting those benchmarks.</p>	<p>Families, Students</p>	<p>October 2015-June 2016</p>	<p>Administrative Team, Parent Coordinator, PA, CBO</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities.</p>
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> 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.

Mid-point progress monitoring activities will take place in January, 2016.

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

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

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

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, the percentage of students proficient in ELA will increase by .05% as measured by the New York State ELA Exam. By June 2016 the percentage of students proficient in math will increase by .05% as measured by the New York State Math Exam.

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

**Part 3 – ELT Program Description**

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

Our proposed ELT program will increase the amount and quality of learning time throughout the school day, by providing an enriched and accelerated curriculum through different programs and activities, thus meeting the educational needs of all learners.

Our extended learning program has the following community partners: SASF (Sports and Arts in Schools Foundation) and Urban Arts through our 21st Century Grant-YR3. We have a shared vision to provide students with activities to support the common core and the social emotional aspect of their lives.

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

Clearly defined program goals and funding that aligns to them

Strong, experienced leadership of the ELT program are able to effectively communicate and manage staff and students

Staff members who motivate students

A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants

Continual evaluation and assessment of the program and a staff that ensures goals are being met

Our ELT program's academic content aligns with CCLS and the Chancellor's Framework for Great Schools. Our lead CBO is providing a content tutoring initiative which lowers the student to teacher ratio, allowing teachers to target the lowest third performing students 5 days a week. Tutors will engage in professional learning provided by our Community School Director.

On Wednesdays, all students will have a double period block in which they engage in performing arts and enrichment activities of their choice, facilitated by our community partners.

Through our partnership with Urban Arts, our students will benefit from having a non-traditional classroom setting at least 1x per week. A content area teacher will be paired with an artist (dance, visual arts, musicians, etc) who will incorporate their art into their lesson with attention to specific content and standards, pre-determined by the classroom teacher.

In addition to these enrichment activities, our students will also be provided with a Character Education program. Students will engage in a character education program three periods a week. This program will be facilitated by one classroom teacher and one tutor. Through "Connect with Kids" students will be exposed to relevant topics faced by teenagers in their community that will support their social and emotional growth.

Student progress will be communicated to parents during the designated parent outreach time on Monday's, during Parent Teacher Conferences throughout the year, and will be showcased during our annual May Day community event.

#### **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.

<p>2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.</p> <p>3. Explain how you will evaluate the program to assess impact on student achievement.</p>
<p>Key Personnel includes: Principal, Assistant Principals, Attendance Team, External partnerships, Parent Coordinator, Community School Director, Teachers</p> <p>Our lead CBO SASF and Community School Director, Lisa Brice will be providing a content tutoring initiative which lowers the student to teacher ratio, allowing teachers to target the lowest third performing students 5 days a week. Tutors will engage in professional learning provided by our Community School Director.</p> <p>The program will be evaluated through ELA and Math Benchmark assessments. Student growth will be monitored by content area teacher. Benchmark Assessment results will be uploaded on Rubicon Atlas to ensure all teachers have access to data. Data will be used to drive further instruction.</p>
<p><b>Part 4b.</b> Timeline for implementation and completion, including start and end dates.</p>
<p>August 2015: Review of Data and identification of target population  September 2015- Outreach to parents to inform them of changes; ELT embedded throughout the day  September 2015 through June 2016 -Delivery of the program  January 2016 - Midyear assessment of student progress through ELA and Math benchmarks</p> <p>February 2016 - Review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> <p>May-June 2016- End of year assessment of student progress through ELA and Math benchmarks  June 2016- Data Analysis</p>

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

<p><b>Part 5a.</b> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p> <p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our borough budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. <b>Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities.</b></p>										
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  <i>Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.</i></p>										
X	21 <sup>st</sup> Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	Other

**Part 6 – ELT Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>All ELT selected students will take an initial pre-assessment aligned to the major work of the grade for ELA and Math by the end of September 2015. By February 2015, at least 50% of continuously enrolled students who maintain satisfactory attendance (90% or above) in the ELT program will demonstrate growth of at least 0.5 grade level equivalency in both ELA and Math as measured by a Fall Benchmark. A final assessment will be provided to all ELT targeted students in June.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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, our Lead CBO will implement a minimum of three school-wide initiatives aligned to improving strong family and community ties.

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

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

All students

**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.

### **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.

Principal, Assistant Principals, Lead CBO, MS 53 staff, School Leadership Team

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

Still in process of identifying lead CBO.

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

Summer 2015—creating plan for identified Lead CBO to support school

September 2015—begin role out of plan

December 2015—monitor plan and make revisions if necessary

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All mandated students, students in need as determined by administration and teachers	Aligned to CCLS	One-to-one Small Group	Before, during, and afterschool
<b>Mathematics</b>	All mandated students, students in need as determined by administration and teachers	Aligned to CCLS	One-to-one Small Group	Before, during, and afterschool
<b>Science</b>	All mandated students, students in need as determined by administration and teachers	Aligned to CCLS	One-to-one Small Group	Before, during, and afterschool
<b>Social Studies</b>	All mandated students, students in need as determined by administration and teachers	Aligned to CCLS	One-to-one Small Group	Before, during, and afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	All mandated students, students in need as determined by administration and teachers	<b>PBIS <u>Guidance counselor</u></b> will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other	One-to-one Small Group	Before, during, and afterschool

		<p>family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, Students are referred to the Child Study Team for further support as well as outside agencies and treatment centers.</p> <p><b><u>School Psychologist</u></b> evaluates AIS students that have been referred for and evaluation and provides information on the psycho-social development of the student.</p> <p><b><u>The School Social Worker</u></b> will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies. Working closely with the family and classroom</p>		
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		teacher is part of the process used to support the student. <b><u>The School Nurse</u></b> provides the health services as needed		
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## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: To recruit teachers, we work closely with our NYC DOE human resources point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met. We are also part of a Teacher Retention and Recruitment Program</p> <p>Retention and Support: In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers provided by other teachers, administrators, as well as support staff. Mentoring is implemented as per teacher requirements. Non-tenured teachers are given opportunities to learn about the tenure process and our network provides support in this area. Teachers are provided with PL in instruction, classroom management, parental involvement, and all areas of data use.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders.</p> <p>All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site job-embedded trainings, modeling, and teacher team development . We are committed to developing a culture for learning and celebrating the success of our teachers. To this end, we encourage team events, opportunities for external learning, and highlighting exemplary work.</p>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional learning plan is guided by the NYC Chancellor's Handbook for Professional Learning and provides for whole school and individual teacher support (August thru June, ongoing). Although much of the training is differentiated to meet the specific needs of individual teachers, all staff members will receive training and support in implementing and preparing teachers around the use of data to inform instruction and understand the progress of all learners/subgroups. • September roll out of systematic analysis of data collection, monitoring and teacher conferencing, January check in for progress evaluation, June assessment, reflection and next steps. October thru June, on- going – teacher feedback sessions, October thru June ongoing Looking at Student Work protocol implementation</p>

- Opportunities for differentiated professional development for staff members using the weekly allocated time as well as structured periods and events.

Prepare teaching staff in the Common Core standards(on-going).

Formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress September through June.

- Identification of point personnel, lead teachers, to support colleagues
  - Principal and Assistant Principals provide workshops and teacher conferencing. Key personnel and other resources will include leadership, network support instructional leads and external consultants.
  - Frequent cycles of informal and formal observation
- Teacher mid-year, end-year evaluations and self-evaluation

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

### Part 4: SWP Schools Only

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

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

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

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

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development had been provided to the entire staff.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the

amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	288,482.00		
Title I School Improvement 1003(a)	Federal	\$21,333		
Title I Priority and Focus School Improvement Funds	Federal	\$82,614		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,688,679.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

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

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Brian Piccolo MS 53</u>	DBN: <u>27Q053</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            Brian Piccolo MS 53 in Far Rockaway, NY serves 56 ELLs with a standalone ESL program taught by 2 certified ESL teachers.

\* 'New comer' students have shown achievement gaps in Language arts and Math education evident by their scores in the ELA state exam, Math state exam, NYSITELL, Scantron testing scores, as well as, content area teacher evaluation data. ELLs will receive ELA and Math instruction. The purpose of the Title III program is to bridge the gap in order to achieve/approximate grade level proficiency.

\* The school serves (56) ELLs all of which will be invited to attend Title III instruction. This number is comprised of Entering (13), Emerging (29), Transitioning (9), Expanding (7) and 9 Commanding ELLs across 6th (15), 7th (18) and 8th (23) grades. Our population of ELLs can also be broken down as (12) new comer beginners, (25) beginners, (11) intermediate and (8) advanced ELLs. Out of that tally (4) are long term ELLs and (9) have IEPs. Out of the 56 ELLs 54 are Hispanic and 2 are Haitian. The majority (42) of the students are entering or emerging and the program will focus on them.

\*We have selected the following materials for instruction: Time for Kids, ESL reading smart and Aleks bilingual math program.

Time for Kids –reading and writing modalities will be reinforced by the standards aligned program which offers a magazine for kids subscription plus a web based interactive tool to be used with our smart boards. (\$242.22 = \$4.46 per student x 57 students)

ESL Reading Smart—reading , writing and listening modalities will be reinforced by the web based interactive individually customized standards aligned program, which offers data of students progress and customizable instruction with student access beyond the classroom. (\$1,200.00 = fee for 50 students)

Aleks (by McGrawHill)—math skills will be reinforced by the web based interactive individually customized standards aligned program, which offers data of students progress and customizable instruction with student access beyond the classroom. (\$1,562.50 = \$31.25 per student x 50 students)

\*The majority of the students lack the basic Math skills necessary to attain grade level competency. Instruction will be delivered using manipulatives and web based materials from Aleks, as well as, XL math and Kuta software materials (free materials.) \* The program will be scheduled afterschool twice a week in sessions from 2:20 pm to 3:50 pm (1.5 hours per session) on Wed. and Thurs. for a total of 36 sessions. The program will start on November 5, 2014. (Direct instruction = (2 ESL teachers for 36 sessions + 1 Math teacher for 18 sessions) x 1.5 hours per session @ \$51.51 per hour = \$6,953.85 ) The student workshop sessions are scheduled for: Nov. 2014:

5,6,12,13,19,20,27 Dec.2014: 3,4,10,11,17,18 Jan. 2015: 7,8,14,15,21,22,28,29 Feb. 2015: 4,5,11,12,25,26 March 2015: 4,5,11,12,18,19,25,26 April 2015: 1

\* Students will receive direct instruction from 2 certified ESL teachers and 1 certified Math teacher. ELA instruction will be provided in English by a certified ESL teacher. Math instruction will be provided in English and Spanish by a certified ESL teacher (who taught middle school bilingual ed mathematics and is versed in the curriculum of 6-8th grade levels) and supplemented by a certified Math teacher. The students will be split into two groups. On Wednesdays group 1 (6th and 7th graders) will receive ELA instruction from an ESL teacher and group 2 (8th graders) will receive Math instruction with an ESL teacher. On Thursdays, group 2 will receive ELA instruction with an ESL teacher and group 1 will receive Math instruction from an ESL teacher and Math teacher team.

\*ESL Reading Smart and Aleks program assessment materials will used as periodic assessments to evaluate the effectiveness of the ELA and Math components of the Title III program.

## Part B: Direct Instruction Supplemental Program Information

\*Summary of allocation of funds:

Direct instruction: \$6,953.85 or 63% of total allocation

Professional development: \$1,236.24 or 11% of total allocation

Parental engagement: no Title III funds will be used

Other pupil services = materials: \$3,009.91 or 27% of total allocation (Time for Kids: \$242.22 = \$4.46 per student x 57 students, ESL Reading Smart program: \$1,200.00 = fee for 50 students and Aleks: \$1,567.69 = \$31.25 per student x 50 students and \$5.19 for perishables --ie pencils and paper.)

## Part C: Professional Development

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

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

Begin description here: Two certified ESL teachers and a certified Math teacher currently employed in MS 53 will meet to discuss instructional methodology, share best practices and to design lessons and assessments for the program. There will be 4—2 hour sessions; one after 13 sessions, another after 23 sessions and one after the program ends to analyze final assessments and program effectiveness. (Professional Development = (3 teachers x 4 sessions x 2 hours x \$51.51 = \$1,236.24)) . Scheduled dates: Oct. 29, Dec. 18, Feb. 10 and April 2. In addition, teachers will attend professional development on web based programs used by the program (without compensation.)

ESL teachers are engaged with content area teachers in inquiry based PDs on close reading strategies and ELL data interpretation. During close reading PDs we will establish a smart goal that refers to the specific amount of close reading strategies that will be implemented and evaluated in a specific time frame. In reference to the ELL data extracted from ATS (RNMR & RLAT), reports were distributed and discussed/analyzed so that all mainstream teachers can have a sense of proficiency levels and individualized needs of each ELL. In addition, another goal is to orient new teachers to the DOE system. To that effect we will organize a PD with our network that reflects on the screening processes and the overall advancement and accommodations of the ELLs.

## Part D: Parental Engagement Activities

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

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

Begin description here: Our parents speak an array of languages with a predominance of Spanish speakers. We communicate with parents in English and their native languages. According to the LAP and the LIP we have fully implemented the language access kit and resources for our school through the parent coordinators room and the main office. Flyers are posted in those two rooms about the language translation and interpretation unit (contact # and language choices). Moreover, there is staff in our school that speaks Spanish, Haitian Creole and other languages that cooperate when necessary, including an ESL teachers that is fluent in Spanish. The parents will be notified about the objectives of the Title III supplemental program via letters in English and Spanish, phone calls and/or texts in their native language. Additionally, there are flyers advertising our Title III sessions (students and parents) posted by the entrance of the school.

**Part D: Parental Engagement Activities**

We invite parents to workshops on Thursdays (afterschool 2:20 to 3:50) in which they will join their children in activities such as computer literacy and basic Math skills. In addition, there will be 3 workshops offered by a certified ESL teacher -3:30 to 4:30 held on: 12/8/14, 1/12/15, 2/2/15. The topics for parent workshops are: Promoting Language Development, Helping Students with Homework, Importance of Regular Attendance. The Principal, Assistant Principal, ESL teachers and content area teachers will be available to speak with parents about their concerns, ideas and student needs. Parents will be given a final report about the Title III sponsored program. Furthermore, parents of ELL students will be invited to school on NY Care Events and on college related events such as the visit to Lehman College where students can have the opportunity to take a tour on campus and talk to advisors in reference to obtaining financial aid and classes offered especially designed for Latino students. (This support will be provided without using Title III funds.)

**Part E: Budget**

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

Allocation Amount: \$11200

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>53</b>
School Name <b>Brian Piccolo</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>SHAWN RUX</b>	Assistant Principal <b>ANDREA YARD/ERIN CAIN</b>
Coach <b>CHRISTINA BROWN-ELA</b>	Coach <b>GRACE WILLIAMS -MATH</b>
ENL (English as a New Language)/Bilingual Teacher <b>LYNDA MCCUE/PAT PARPOUNAS</b>	School Counselor <b>POLLACK/JONES</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>TIFANNY GAYLE</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>MARY BURTON</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>327</b>	Total number of ELLs	<b>65</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	63	<b>Newcomers</b> (ELLs receiving service 0-3 years)	28	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	37	0	6	10			2		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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

\* EP=English proficient student

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

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

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							15	20	23	0				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian									3					0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							9	5	8					0
<b>Emerging</b> (Low Intermediate)							1	4	3					0
<b>Transitioning</b> (High Intermediate)							1	1	2					0
<b>Expanding</b> (Advanced)							6	6	3					0
<b>Commanding</b> (Proficient)							2	3	9					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - The assessment tools that our school uses to assess the ELL students are:
    - Scantron Testing: Reading, Math and English Language Arts: measures the proficiency level of the ELL students and provides accurate student placement; diagnosis of instructional needs, and measurement of student gains.
    - ACUITY and ELL Periodic Assessments: Reading: identifies up-to-date information about what each ELL student knows and informs the teachers of ELL's how they can target instruction to the learning needs of each ELL student. It helps the teacher of ELL's to predict students' performance on New York State Tests so that the student can meet or exceed the NYS Learning standards. The ELL student's learning is measured within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.
    - Foundas and Pinnell is used by all the ELA teachers to assess the individual reading levels of all Ls in the building. All the ELLs are assigned to appropriate reading level books, readworks, implementing benchmark passages, phonological awareness assessment, phonics assessment, fluency timed reading and retelling rubrics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Using the NYSESLAT Modality report across all 3 grade levels the deficiencies in reading and writing modalities are the higher statistical significance rate than the listening and speaking modalities. Therefore the majority ESL intervention programs will focus on the reading and writing modalities: such as ESL reading smart, Reading A-Z and Writing A-Z. According to the data, the majority of our students fall into the Entering and Emerging proficiency levels. Only 2 students out of the 63 are Long Term Ls and we have 4 SIFE students. Our largest instructional groups are the 6<sup>th</sup> Grade entering students and the 8<sup>th</sup> Commanding .

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

The data of the AMAO reveal how many of our students have made a progress within their proficiency level and how many students have reached proficiency, thus meeting the AMAO 1 and 2 . The data are communicated between the administrators and the classroom teachers , so as to distinguish the at risk students, or students that have not met the annual progress objective.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - The ELL students are performing at similar performance levels, across all NYS content area exams. Whether they take the exam in their native language or the target language, the performance levels are similar.
    - The teachers and school leadership are using the results of the ELL periodic assessments by targeting areas of deficiencies in the four modalities of listening, speaking, reading and writing. The content area teachers are creating their lessons based on the ELL's individual areas of deficiencies.

Examples:

Content Area Deficiency: Listening: ELL Student lacks interest in topic  
Speaking: Targeted language Speech is ungrammatical accented and limited vocabulary.  
Reading: Difficulty in decoding target language vocabulary leads to a decrease level of comprehension  
Writing: Difficulty in applying complex grammatical structures in the targeted language.

Targeted Academic Intervention:

Listening: Individual interest and background knowledge of the topic during the listening activity  
Speaking: Using phonological system and grammatical structures in English during content area instruction.  
Reading: Using bilingual glossaries for content areas students will increase comprehension of targeted vocabulary  
Writing: ELL students will write simple sentences, along with labeled drawings, pictures, and graphic organizers.

c. The school is learning about the individual student's academic deficiencies within the four modalities of listening, speaking, reading and writing. The native language is used to translate targeted vocabulary, defining and explaining common English colloquialism, scaffolding and contextualization.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Response to Intervention" (RtI): This is a method that works to scientifically match individual students to the teaching practices that are effective for them.

Teachers using RtI will use screening methods to assess your child's proficiency skills and behaviors. If teachers determine that the child needs more support than the traditional instruction provided in a general education classroom, referred to as Tier 1 in RtI, they will implement and monitor Tier 1 and Tier 2(double dose of instruction) interventions. Tier 1 interventions(Core intruction) may include small group instruction or additional instructional time. Tier 3(Intensive tailored intervention) interventions are more intensive and may employ materials or programs to target your child's needs. Finally, the teacher will monitor your child's progress to determine if the intervention is working and if not, how it might need to be adjusted to better support your child.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Instructional decisions are being taken in respect to the child's second language acquisition stages , in ESL/ENL in all content areas. For example, newcomers that are undergoing their silent period can be facilitated with activities like respond to pictures, repetition of English, TPR activities, listening comprehension activities and implementation of a buddy system. Ells that are in the country up to six months ( Stage 2 early production) can be facilitated with yes/no questions, the usage of visulas and realia to support questions, motification and simplification of content to match language level of the ELL, labeling short sentences, the usage of graphic organizers and charts, the incorporation of listening activities, and activities which will build vacabulary through pictures. For students demonstrating speech emergence, the instructional decisions can involve activities like sounding out stories phonetically, reading short, modified texts in content area subjects, completing graphic organizers with word banks, understanding and answering questions about charts and graphs, matching vocabulary words to definitions,studying flashcards with content area vocabulary, participating in duet, pair and choral reading activities, writing and illustrate riddles, understanding teacher explanations and two-step directions, composing brief stories based on personal experience, and writing in dialogue journals. For ESL students that are in the Transitioning and Expanding fluency stage, teacher support must be provided so that they can be able to work in grade level math and science. Also, strategies from native language can be used to learn content in English, more complex consepts can be provided with a main focus on learning strategies and continuous support in content areas such as history,

social studies and writing.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

NYSESLAT Modality :

	Academic year 1	Academic Year 2	Academic year 3	Academic year 4	Academic year 5
Placement Level	Entering	Emerging	Transitioning	Expanding	Commanding
Placement Level	Emerging	Transitioning	Expanding	Commanding	
Placement Level	Transitioning	Expanding	Commanding		
Placement Level	Expanding	Commanding			
Placement level	Commanding				

\*Annual NYSESLAT proficiency levels

ELL students' success is based on the ELL moving up one proficiency level after each academic year.

(NYSESLAT and all NYS content area exams.)

The criteria for meeting AYP would be if an L has moved up a level of proficiency or had demonstrated a 45 point gain within the proficiency level, or if he has reached proficiency and tested out of the ESL/ENL.

## 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) in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

According to the EPIC guidelines, a Home Language Identification Survey (HLIS) will be completed by parents/guardians of newly enrolled students and an immediate determination of student's home language and eligibility for NYSITEL testing is made. Any one response to Question #1-4 (Other Than English) on the HLIS results in an OTELE (Other Than English Language Exposure) code other than English. The home language will be determined by the principal. The ESL Teacher/Coordinator (NYS permanently certified TESOL) will be assigned as the designated pedagogue who will conduct the oral interview of the student's family. The pedagogue will make the OTELE determination and complete and sign off of the HLIS. The oral interview of the student's family will be conducted in a language that the parent/guardian understands. The HLIS will be completed and the HLIS form will be placed in the student's cumulative permanent record folder and one copy will be kept in the ESL binder in the main office.

\*Designative bilingual pedagogue will conduct interview with parental choice in English, Spanish, French or other native Languages. If the HLIS is administered only once in the student's career and within 10 days of the initial enrollment date. The administration of NYSITELL to potential ELLs: If a student has a home language other than English, he/she will be placed in an appropriate setting (ENL class) according to grade level (the NYSED will determine whether or not a student qualifies for ESL services.) Then the NYSITELL answer documents will be scanned and sent to ATS. The Spanish speaking enrollees who do not test out of the NYSITELL and have a home language of Spanish.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (or within 30 days of the student's arrival in the school). The ENL instructors will perform the initial interview with the parent and the student. They also check all previous school records and grades. The SIFE questionnaire is administered. Also, the ENL instructors are assigning a benchmark writing activity to tap upon the strengths and the weaknesses of the student. The idea of whether the student should be classified as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student is a newly admit to the NYC with an IEP then the Language Proficient team, which consists of the Assistant Principal, the head of the Language Proficiency Team, and the ESL Teacher/Coordinator, will review the evidence of the student's English language development. The LPT recommends whether the student is eligible or not for the NYSITELL. If the LPT recommends that the student should take the NYSITELL, the recommendation is sent to the principal for review. If he determines no, then the determination is sent to the superintendent for review. If the superintendent determines that the student should take the NYSITELL then the student takes the NYSITELL to determine ELL status.

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

The School Entitlement Letters and non-entitlement parent notification letters are distributed by the ELL coordinator. They are based on the findings of the NYSITELL.

Letters are distributed to the newly admitted ELL students based on their recent NYSITELL score within five days after the NYSITELL scanning. Parent/Guardian Orientation Meetings for the newly admitted ELLs. After the ELL parents/guardians review the Parent Orientation Video, they will make a choice (Transitional Bilingual Education, Dual Language, or Freestanding ESL).

Records are maintained in the ESL office/classroom as well as in pupils' files in the Main Office. Folders are kept for each grade level.

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*). Parents are informed at the orientation session of their right to appeal ELL status within 45 days of enrollment, through the orientation video and the parent selection form.

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

After executing their HLIS and conducting the NYSITELL testing, the ELL student's parent/guardian will be notified in writing of their child's status. Letters will be available in all necessary foreign languages. The parents/guardians of newly admitted ELL students will be invited to a Parent Orientation Meeting (be other members of the LAP committee.) The Parent Survey and Selection Form will be completed by the parents/guardians following the orientation. The form with program options available to ELLs in the City of New York. A copy of the survey and selection form (signed by the parent/guardian) will be returned to the school. The other copy will be kept in the ESL binder in the main office for monitoring purposes. Based on the findings of the Home Language Survey, the school will determine the appropriate program. All three programs (Transitional Bilingual Education, Dual Language and Freestanding ESL) are available district wide in other schools. Parents are invited to MS53 during the school year. Orientations will describe the options through an orientation video offered in the native language. Orientations are held in December and February. Should a program option open, we will inform parents in writing.

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 a form is not returned, the default program for ELLs is bilingual education.

The School Entitlement Letters are distributed by the ELL coordinator. It is based on the findings of the Home Language Survey.

Letters are distributed to the newly admitted ELL students based on their recent NYSITELL score. The Parent Survey and Selection forms are distributed to the newly admitted ELLs. After the ELL parents/guardians review the Parent Orientation Video, the parent/guardian will select one of three ELL programs (Transitional Bilingual Education, Dual Language, or Freestanding ESL). If any form is not returned, the default program for ELLs is the ENL that is the only program currently offered. Records are maintained in the ESL office/classroom as well as in pupils' files in the Main Office. Folders are kept for each grade level.

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

After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form. Parents can indicate their program choice.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL. The school must document and include attempts to gather initial parent selection information. Records are maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey are placed in ENL. NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In the same language in one or two contiguous grades Schools are responsible for entering parent choice as indicated on the Parent Selection Form. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained for audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

Every effort should be made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tried. Outreach attempts should be established within the school. While waiting for a parent to complete the form, the school should place the student in a bilingual program if available, or at a minimum, provide mandated ENL services.

- Parent choice is recorded in the ELPC screen. Schools may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment.

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

Once the student's program has been determined based on the steps outlined above, schools send parents a placement letter (in the parent's language) if the student has not been placed.

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

The school retains all ELL documentation for each child in folders with a cover letter and are kept in the main office.

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. All ELLs will be given the NYSESLAT as required every spring according to NYS Ed. Dept. policies. A certified pedagogue will give each parent a copy of the NYSESLAT. All staff administering the NYSESLAT will be trained and will follow the current manual exactly. School staff will consult RLER and the manual. The four components (listening, speaking, reading and writing) will be administered separately and by grade bands; 5-6 and 7-8.:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (the NYSESLAT (see page 47 for best practices). The NYSESLAT is designed to measure the English language proficiency of students who have Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters must be sent in the preferred language of the student and no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the student. Schools must review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from other schools to serve these incoming students).

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? Is your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira C (see page six).

After reviewing the Parental Survey and forms for the past few years, the most common trend in program choices that the parent/guardian requested is as follows:

Parental Program Choice	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	14-15	2015-16
Transitional Bilingual Education	1	1	1	1	1	14	17	0
Dual language	0	0	0	0	0	0	0	0
Freestanding ESL	8	7	5	2	4	30	40	0

Records, as shown above reveal that not many parents were opting for TBE. As the years progressed, the TBE is growing strong. This year, 0 parents have requested Dual Language Programs.

The program models offered at MS53 are aligned with the parent/guardian's request.

## 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.

Instruction is delivered in small group heterogeneous (groupings are organized using NYSESLAT Levels: Entering, Emerging, Transitioning, Expanding, Commanding, for each grade level. For example, in each grade level band, eg. 5-6 or 7-8, students are grouped by proficiency level. Entering 6-7<sup>th</sup>, Entering 7-8<sup>th</sup> etc.

A. The organizational model used at MS53 is the Pull-Out Instructional model only.

B. Instruction is delivered in a variety of ways small group homogeneous, and small group heterogeneous, with mixed proficiency levels. (groupings are organized using NYSESLAT Levels: Entering, Emerging, Transitioning, Expanding, Commanding)

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)?

All identified ELLs receive the proper number of mandated minutes according to New York State Law through

individual ELL

student programming.

A. ESL minutes are provided through a variety of teaching ESL strategies and methodologies through the ESL pull-out model.

As fulfillment of the Freestanding ESL model at MS53, ELL students at the entering and emerging levels are instructed 360 minutes per week. ELL students at the transitioning and Expanding Levels of proficiency receive 180 minutes per week. The students at a proficient level-commanding - receive additional transitional support of 90 instructional minutes a week.

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

The ELLs are heterogeneous grouped (class/grade) according to their Spring 2015 NYS ELA scores.

These classes consist of approximately 75% regular education and 25% ELL students. The languages used in the content area are English/Native Language using materials that are translated through technology and reference library materials. Every ELL student has a content area glossary for their use. Instructional approaches and methods used are scaffolding, cooperative learning, connections to student experiences, targeted vocabulary development, slower speech, differentiated instruction, and few idiomatic expressions for less proficient students, use of visuals and demonstrations, multiple sources of input, and use of adaptive texts and supplementary materials.

Listening :  
 Rosetta Stone , Reading a-z digital e books

Speaking :  
 informal writing : to participate  
 , role play in group  
 , discussions , debates

Reading :  
 variety of genres  
 standard level of  
 print material e-reader

Writing :  
 Writing 's Workshop  
 o/p and the writing cumulative task for every instructional unit

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

All new admits (code 58 ELLs) that are Spanish speaking will be administered the Spanish LAB (assessed and evaluated accordingly)

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

All ELLs students are participating in an activity called "Turn, Talk, Write, and Share" , as one of their opening activities on a daily basis. All four modalities are reinforced as follows: ELLs turn to their group members and discuss on the prompt by using accountable talk. All voices are heard and all students must actively participate. After reinforcing speaking, they are called to write down any ideas to answer the prompt, and then read back their responses, so as to be ready to share with the whole class. At the sharing process, students should listen attentively to the student reading his/her response and then as a class the ELLs are evaluating the response based on the NYSESLAT rubrics. Thus, all modalities are being reinforced through this activity. In addition, all modalities are being reinforced through the instructional units that are designed in a way to incorporate various activities to touch upon each modality in isolation or in conjunction with another.

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

Using the latest NYSESLAT test scores by level, the students are grouped by the 5 levels (emerging,entering,transitioning, expanding,commanding), during small group instruction, class projects and reading inventory groups.

A. Our instructional plan for SIFE students is: Using Title 3 Allocations, the identified SIFE students will be placed in Literacy and Math after-School , extended day and Saturday programs. In addition to regular school hours the SIFE students will receive Rosetta Stone and Reading ESL Smart for Literacy and use of the Computer Lab for Mathematics.

B. Our plan for the ELLs in U.S. schools, less than 3 years, (newcomers) is Rosetta Stone and ESL Reading Smart. Modified Language Arts Program with native language intervention support, Tutorial Program, reading and writing reinforcement.

C. Our plan for ELLs receiving service 4 to 6 years is Computer-based small group tutorial program, using Title 3 funding for After School and/or Saturday Literacy and Math Programs.

D. Our plan for long term ELLs (completed 6 years is Rigorous English language instruction through writers' workshops: One of the main instructional focus will be the mastering of the academic vocabulary that is needed for these students to obtain proficiency.

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

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status

determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Phase 1:

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the

Chart parent's preferred language within 10 school calendar days.

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

The ELLs who are also students with disabilities (SWDs) are part of the ESL program. The ESL teacher pulls out from Language Arts/Special Education classes in small groups, in order to reinforce learning strategies, teach advanced vocabulary and increase students' reading comprehension. Instructional strategies and grade-level materials for the ELA and Content Areas: Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. Adaptations include textbooks in science and social studies, with additional illustrations and highlighted vocabular. For Math, a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students are pulled from their regular classroom according to individual student's academic needs.

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?

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELLs in the least restricted environment by using individual grade curriculum, the ELL students are pulled from their regular classroom according to individual student's academic needs.

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

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



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

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

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

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

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

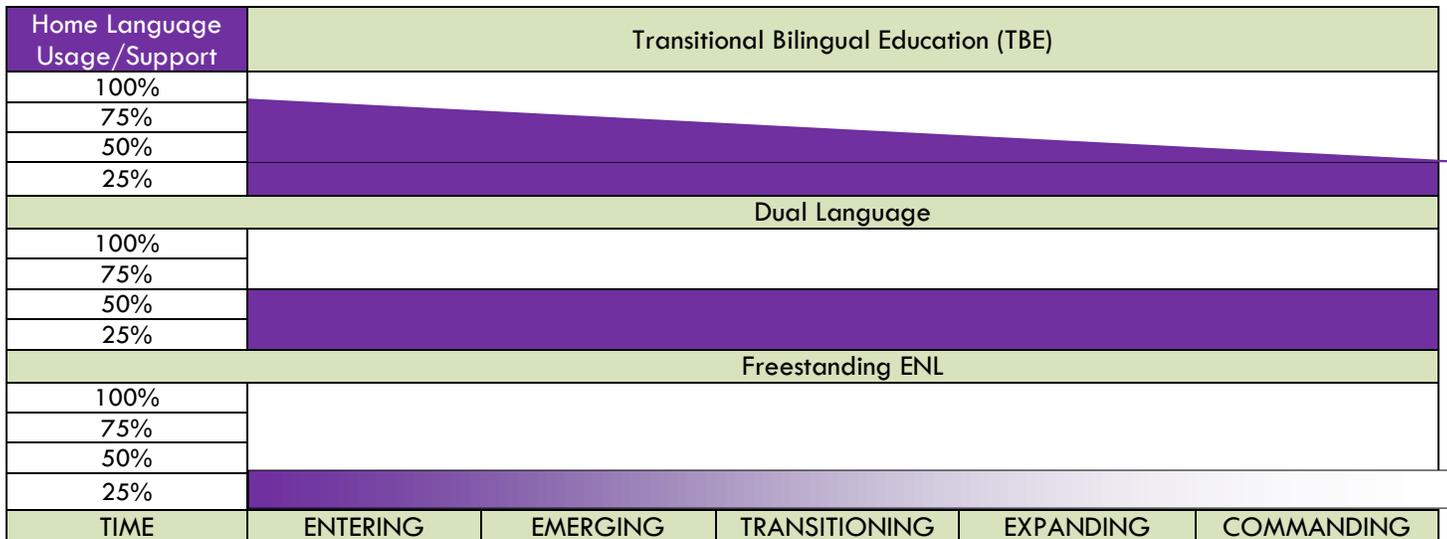


\*Note: “other approved services” does not apply to New York City at this time.

Chart 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.  
Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. For Math a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students can better understand the content
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The program is effective because it was designed to meet the needs of our ELL population, based on the benchmark classroom assessments and the results of the periodic assessment. The majority of our 8<sup>th</sup> Grade students are either expanding or expanding. Therefore we need to implement strategies that engage them in activities that will expand their vocabulary to make them fluent readers, and enhance their comprehension. Data driven instruction will be the key to assisting the specific group into gaining proficiency.
12. What new programs or improvements will be considered for the upcoming school year?  
The following programs are being considered for the upcoming school year: Sports and Arts School Foundation, Reading and Writing success, Innovative Educational Programs, Title 3 Funding: After school Literacy and Math Program, Reading and Writing A-Z, Raz Kids, Brainpop ESL.
13. What programs/services for ELLs will be discontinued and why?  
ESL services are provided for all eligible ELLs. We have Reading Success, as a computer instructional program and it is not used presently because it will be replaced by ESLReading smart.
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; they are eligible to participate in all school-wide programs, such as Computer Lab, and Afternoon school program. In addition, ELL students participate in extracurricular activities such as drama, sports, art, yearbook, and dance. Title III funds are well-used to provide supplemental afterschool literacy activities. Students work on reading and writing and publish their work. Computer programs such as Microsoft Word are available for afterschool ELL literacy enhancement.
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.  
The instructional materials used to support the ELLs are: reference library; in English and Spanish, School Library: leveled and content area related books, Bilingual translation for vocabulary, Rosetta Stone books, Reading Success, computer incorporated lessons and the use of I Pads and Mac Computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The native language support delivered in The Freestanding ESL Program is: use of a bilingual reference library; each student is furnished with a native language content area glossary (Math, Science, Social Studies). The NYS certified ESL teacher is proficient in the native language of Spanish for translation purposes; (ELL Spanish students, as well as, Spanish parents) In addition to ELL Spanish students receive native language support from a certified Spanish teacher. Also, the ELL Haitian Creole, Arabic and Chinese Students receive translated services from staff support members.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All ELL students receive required services, support and resources which correspond to the Ells age and grade level. School provides age-appropriate, high interest, low-level reading materials. Students consult bilingual glossaries and other reference materials to assist them gain access to grade-level curricula.
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).  
We do not offer any activities before the beginning of the school year. Throughout the year we offer extra help sessions to newcomers, orientation to school walkthroughs, testing and screening accommodations.
19. What language electives are offered to ELLs?  
We offer Spanish as a language elective at our 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)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. All teachers of ELLs at MS53 will receive the Teaching English language learners Strategies that Work by Katherine Davies Samway and Dorothy Taylor. The teacher of Ells also receives ELL support from the ESL staff on an individual basis (weekly). The ELL support staff will train the content area teachers in theories, practices and strategies that work with the Ell student based on each Ell students individual needs in that content area. In addition, the ELA teacher would have daily contact the ELL staff member.
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?
  2. The ELL support staff provides important student background information and testing accommodations. ELL staff communicates with colleagues regarding 'Common Core Standards' tasks. For example, eighth graders learn related tasks that will be extended in High School. This will aid in the transition process. The testing coordinator ensures that 6th, 7th, and 8th graders receive all mandated accommodations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. The support that is being provided to staff to assist ELLs as they transition to middle school would be the scaffolding, utilization of visual activities, allow the ELLs to work with native speakers, establish language routines, not overcorrecting the ELLs and incorporation of small group instruction.
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.
  4. MS53 is planning Professional Development in collaboration with the P school committee, Center for Educational Innovation for new teachers of ELLs in ESL/Content Areas, Language Acquisition, co-teaching with ELLs to satisfy this requirement. The content area teachers of ELLs will have ongoing ESL staff development and hands on training on a weekly basis. Additionally, on a need basis, the ESL teacher will be available. Weekly log will be kept for all teachers of ELLs in the content area.

### 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?

Paste response to question here:

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator encourages all parents to take an interest in their child's education. All parents are invited to a new student orientation one week before school starts. There are two Parent/Teacher Conferences during the year, as well as parents are always welcome to come to the school to speak with their child's teachers and guidance counselor. Appointments are also scheduled between all ELL specialist, content area teachers and ELL parents on a weekly basis to discuss, analyze and evaluate the academic and social needs of the individual ELL students. All written and verbal communication between the school administrations is done through the ELL parent language of preference. ex: Native language or English Language.

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

Through the school-based PTA and Parent Coordinator there are ongoing partnerships with community organizations. Our ELL parents receive orientation by two community hospitals: St. John's and Peninsula. Our Parent Coordinator actively opens communication with incoming families.

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

Utilizing the NYC Parent Survey topics and results:

- Academic Expectations: discussing the development and improvement of the academic goals of the ELL student (weekly individual meetings between the ELL parents and the ELL parent advisory team.
- Communication: explaining the school's educational goals on each ELL students' outcomes. (Weekly individual meetings between the ELL parent and the ELL support team.
- Engagement: actively engaging ELL parents in a partnership to promote ELL student learning. (Operation Literacy)
- Safety and Respect: the school creates a physically and emotional environment, whereby all ELL student focuses in on learning. (In addition to the ELL support team, all bilingual guidance counselor and deans monitor the ELL students. Daily monitoring of the ELL students physical, safety and emotional well-being in a safe and secure environment. Example: Operation Anti-Bullying)

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff.

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

An English Literacy Acceleration program is offered to the ELL parents at MS53 supported by Parent Coordinator, Parent Association and the ESL support staff. The parents are encouraged at home to listen, speak, read and write in English with their children using the Operation Literacy program. (OLP) workshops will be given to ELL parents on an ongoing basis to model activities and encourage literacy in the target language. As parents' proficiency increases in the target language the ELL students proficiency will also increase in the target language.

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff. The ESL teacher offered orientations to parents. If needed, translations were provided.

### 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: **MS 53**

School DBN: **27053**

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)
Shawn Rux	Principal		10/13/15
Cain/Yard	Assistant Principal		10/13/15
Tiffany Gayle	Parent Coordinator		10/13/15
McCue/Parpounas	ENL/Bilingual Teacher		10/13/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Christina Brown	Coach		10/13/15
Grace Williams	Coach		1/1/01
Jones/Pollack	School Counselor		10/13/15
Mary Burton	Superintendent		10/13/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: **#INGEST ERROR!** School Name: **Brian Piccolo**  
Superintendent: **M.Burton**

**Before you begin, please check the following:**

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

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

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

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

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

Language identification is done by either:

- A DOE staff person and /or a licenced pedagogue identifying the language after conducting an interview with the parents to complete the Home Language Indentification Survey. Pedagues can also extract information about the language preferences through the ATS RHLA screen and the emergency blue cards kept in the main office.
- The limited English proficient parent identifying their language from a Language Identification Card that is posted in a visible area in the main office and in the Parent Coordinator's office
- The outsider vendor identifying the language with the use of specialized linguists over the phone

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 for both written and oral communication for MS 53 , which were extracted from the ATS RHLA are as follows:  
Spanish,Chinese Mandarin, Arabic, French and Hatian Creole.

## Part B: Creating a Communications Calendar

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

Chancellor's Regulation A-663 requires that documents produced by central DOE offices and schools which contain critical information regarding a child's education must be translated into the covered languages. Documents containing critical information that are translated include, the following areas:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge
- Legal or disciplinary matters

Written translation is needed for language Arts program materials and for school-wide Math and English practice exams.

Also, written and/or translation services are needed for correspondence with parents for meetings, IEP and ESL meetings, mediations, and all other related activities scheduled both during and after school. In particular, our monthly newsletter, the monthly calendar of events, parent-teacher conference announcements, after-school program information, information pertaining New York State testing dates, general guidelines on student's curriculum and notification letters for the administration.

All of the translation work produced by the T & I Unit is translated by DOE employed translators and native speaking staff members and go through a quality control review before being finalized. DOE translators are aided by translation tools, such as translation memory software, bilingual glossaries of DOE terminology, and foreign-language style guides.

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.

The formal face to face meetings that typically take place in MS 53 is the Back to School Night (September), the parent teacher conferences ( Fall and Spring Quarters), informational meetings on school wide events( trips,fundraising), PTA meetings, IEP and ENL related meetings. The informal interactions include, but are not limited to , parent teacher meetings as part of the parental outreach

program, guidance counselor calls to parents and in person meetings, dean calls to parents and in person meetings.

## Part C: Providing Language Assistance Services

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

The school's T & I Unit distributes multilingual posters to the main office and parent coordinator's office at the beginning of each school year. School is required to post these posters in a highly visible location. These posters provide LEP parents instruction on where and how to obtain interpretation services. The school's LTI team directs parents and teachers to the DOE website, providing access to additional multilingual signage (including directional signs) that schools and offices can download, print and post.

The LTI team makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to language services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE's website ([www.schools.nyc.gov](http://www.schools.nyc.gov)).

In addition the training of field staff is critical for the success of the Department of Education's language access initiatives. Training on the requirements of Chancellor's Regulation A-663 along with the available resources to comply with these requirements, is provided to appropriate school based staff and field personnel.

The training module includes information on:

- The school's role in facilitating the provision of Language Access services
- Accessing translation and over-the-phone interpretation services from the Translation and Interpretation Unit
- Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language
- Resources and support available from the T & I unit
- Accessing school translation funds and options for using these funds

Written translation is performed by school staff members, where possible. If the staff members are not able to, then the translation is provided by the translation and interpretation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School teachers, paraprofessionals, parent volunteers and outside consultants will provide oral interpretation services throughout the school year when needed. These services will be provided for the target languages of Chinese Mandarin, Haitian Creole, French and Arabic. In cases where this is not

possible, the interpretation services will be provided by the over-the-phone interpreters via the Translation and Interpretation Unit.

## Part D: Training Staff on Policies and Procedures

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

During the initial staff meeting, Language Palm cards are distributed to each teacher, briefing them on the LTI plan and services of our school. In addition, the T&I brochure is distributed to all existing LEP parents through the classroom teachers, and to any new LEP parents during registration or at the Parent's orientation. The Language ID Guide is placed in the security desk, the main office and the parent coordinators office in a visible area, for easy access. Lastly, throughout the year, email reminders are sent to teachers, ensuring that they are aware of the provided services and providing information on how to access them(website and phone number)

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

Our school's Language Access Coordinator(LAC) is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and responsibilities which include their rights regarding translation and interpretation services. In addition, our LTI team will post at the primary entrance a sign in each of the covered languages, indicating the availability of interpretation services. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers. Moreover, our team will ensure that if more than a 10% of children speak a primary language that is neither English nor a covered language, must obtain from the Language Translation and Interpretation unit translation services. Lastly, the LTI team provides information through the Department's website in each of the covered languages concerning the rights of the parents to translation and interpretation services and how to access such services.

## Part F: Monitoring and Quality Control

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

The LAC must ensure the quality of our language services and convey how critical it is to communicating effectively with our LEP parents. Therefore, to ensure the successful implementation of its language access initiatives the following are performed:

- Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers.
  - T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit.
  - School Survey for Parents – Survey made available to all school-aged parents to assess their child's school, including whether or not the school is communicating with the parent in their native language.
  - Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.
- In addition, the LAC maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all DOE schools and offices.