



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

<b>DBN: (i.e. 01M001):</b>	<b>30Q111</b>
<b>School Name:</b>	<b>P.S. 111 JACOB BLACKWELL</b>
<b>Principal:</b>	<b>DIONNE JAGGON</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 111Q School Number (DBN): 30Q111  
Grades Served: PreK - 8  
School Address: 37-15 13<sup>th</sup> Street, Long Island City, NY 11101  
Phone Number: 718-786-2073 Fax: 718-729-7102  
School Contact Person: Dionne A. Jaggon Email Address: Djaggon2@schools.nyc.gov  
Principal: Dionne A. Jaggon  
UFT Chapter Leader: Mr. Liam Cleary  
Parents' Association President: Shirley Brown  
SLT Chairperson: Dionne A. Jaggon  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Shirley Brown  
Student Representative(s): N/A  
  
CBO Representative: Ms. Maritza Arroyo and Ms. Anju J. Rupchandani

**District Information**

District: 30 Superintendent: Dr. Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North Room 518 Queens, New York 11101  
Superintendent's Email Address: pcompos@schools.nyc.gov  
Phone Number: 718-391-6122 Fax: 718-391-6147

**Borough Field Support Center (BFSC)**

BFSC: Queens Plaza Director: Mr. Larry Pendergast  
Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## **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)
	Dionne A. Jaggon	*Principal or Designee	
	Liam Cleary	*UFT Chapter Leader or Designee	
	Shirley Brown	*PA/PTA President or Designated Co-President	
	Christopher Welch	DC 37 Representative (staff), if applicable	
	Shirley Brown	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Anju Rupchandani	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Thomas Waite	Parent	
	Maria lozia	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Valerie Valentin	Parent	
	Nadia Akat	Staff	
	Carole Hunter-Gordon	Staff	
	Matthew Klein	Staff	
	Maritza Arroyo	(CBO)	
	Lashon Sastres	Parent	
		Staff/Parent/Other	
		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.

P.S. 111Q The Community School of Communication and Arts, is located between the Ravenswood and Queensbridge public housing developments and is an elementary-middle school with 294 students from Pre-kindergarten through grade 8. The school population comprises of 41.50% Black, 47.62% Hispanic, 6.46% White, 3.40% Asian and 1.02% other students. The student body includes 18.71% English Language Learners and 11.22% special education students. Boys account for 55.78% of the students enrolled and girls account for 44.22%. The average attendance rate for the school year 2015-2016 is 91% (as of October 28, 2015).

### **The P.S. 111Q Mission Statement:**

Our mission at P.S. 111Q, The Community School of Communication and Arts, is to facilitate an atmosphere that creates a home away from home, because we know the influential home and school connection empowers our students to grow from good to great! We have taken on this challenge and hold ourselves accountable for the progress made by our students. We share in the expertise of the parents, teachers, community and the students themselves to be partners in this endeavor.

### **The P.S. 111Q Vision Statement:**

We are a diverse, collaborative school community dedicated to raising the standards of academic achievement for all of our students. Through rigorous standards driven instruction, differentiated learning, and high expectations, it is our purpose to create a community of socially conscious, computer literate, life-long learners, who are prepared to participate in and contribute to a global society.

The unique aspect of our school is our School-wide Portfolio-Performance Tasks: Grades K-8 in ELA, math, science and social studies. These performance tasks, which are designed for each grade on a monthly basis, require all students to think critically and engage in text, while using acquired information. The students are provided opportunities to tap into their prior knowledge to demonstrate their thinking and new learning. These culminating tasks are grounded in the Common Core Learning Standards (CCLS) and embed the instructional shifts and the New York City Scope and Sequence. The portfolio tasks are collaboratively designed by our instructional staff using the Backward Design Planning Model. The model allows all pedagogues time to pace and plan out lessons for our students to acquire information, make meaning of text and engage in problem solving strategies that enable our students to transfer the information they have learned on the portfolio performance tasks. The lessons incorporate various modes that may be necessary for learners to access the curriculum and set them up for success. This initiative has pushed our students to consistently write across all subject areas, including mathematics. Another unique aspect of our school is that once a month on a mutually agreed upon date, the entire school, PreK-8, ventures out on field trips to various parts of the city. The

locations are all connected to the current units of study. The students visit museums, art shows, ball games, golf courses, city landmarks, historical sites, etc.

The special population that our school has identified that requires additional support is our English Language Learners and students with disabilities. Students that are classified as English Language Learners and students with disabilities continue to struggle with making progress on New York State ELA and Math exams. However, we will continue to provide English Language Learners and students with disabilities supports such as, dictionaries, content based word walls, differentiated graphic organizers, small group instruction, Academic Intervention Services (AIS), generative vocabulary instruction, NYSESLAT enrichment classes, and test sophistication support.

The elements of the Framework for Great Schools that our school has made the most progress on over the past year are the following:

Ø School leaders communicate high expectations to staff through the Danielson Framework for Teaching and professional learning sessions.

Ø Family engagement sessions help parents understand their children's academic and socio-emotional growth and communicate expectations connected to college and career readiness.

Ø Established system of accountability for school expectations and supports towards future academic aspirations.

Ø School leaders and faculty have procedures in place to align curricula to the Common Core Learning Standards and integrate the instructional shifts.

Ø Teachers engage in structured inquiry-based collaborations to support curricula alignment across grades and examine student work and assessment data.

At P.S. 111Q, we strive to provide opportunities for our students to become independent and active learners, critical thinkers, and responsible well-rounded individuals:

The elements of the Framework for Great Schools that our school has identified that has been challenging over the past year are the following:

Ø Increasing parental involvement through instructional parent workshops facilitated by the parent coordinator, teachers, CBO, administration, and the Director for School Renewal. We made progress in family engagement over the past year through our Parents as Partners grant. More parents are making contributions to the school activities as evidenced in attendance at the school functions. We have increased attendance at our PTA Meetings, Our new Parent Cooking Class, The Lincoln Center Family Night. Additionally, through the establishment of our Family Room our parents have a safe space to meet and collaborate on various ways to support our school and th students. Our newly elected P.T.A. are on site on a daily basis. Their presence also contributes to additional parents contributing to their children through volunteerism on the Community School Trip Day, the Monthly Award Ceremony and other opportunities to support their children at the school.

Ø High number of Online Occurrence Reporting System (OORS) student incident reports.

Ø Developing strategies that include class discussions, entry points and engagement in challenging tasks to increase student participation to emphasize rigor and higher order thinking skills that enhance the level of student thinking.

Ø Creating common assessments to adjust curricula and instruction.

The partnerships that currently exist with P.S. 111Q are Zone 126, Jacob Riis Settlement Houses, Western Queens, Long Island City YMCA, Urban Advantage, Citibank, Ailey Arts in Education, Lincoln Center Arts in Middle School, Arts Connection Visual Arts and Hip Hop Residencies . Our students participate in various competitions and research programs such as: Mathletics, myON, Talent and Fashion Show, Character Building, Art, Career Day, Mighty Milers, Earth Day, Thematic Essay Writing competitions. Boys Basketball, Dance Club, Digital Photo, Library Club, School Yearbook Committee, First Ladies and Dare to be King/Queen are among the many clubs/teams offered at P.S. 111Q. Our Saturday and after school Student Academies offer: Science, ELA, Math, and Test Preparation classes, Art, Dance, and ESL Enrichment. Our Student Government promotes school and social involvement by supporting issues that concern PS 111Q students, the community, and the world-at-large. We also have strong bonds with Jimmy VanBramer, Assemblywoman Cathy Nolan and Senator Gianaris through which our students benefit from technology grants, dance and arts programs and events that promote parent involvement. The partnership challenge is to increase student and family participation in the events that have been offered.

**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>English Language Arts</p> <p>New York State Test Results</p> <p>School Year 2014-2015</p> <p>Percentage of students scoring at each level by grade:</p> <p>Grade 3: Level 1: 82.7%, Level 2: 17.3%, Level 3: 0%, Level 4: 0%</p> <p>Grade 4: Level 1: 71.4%, Level 2: 22.8%, Level 3: 5.81%, Level 4: 0%</p> <p>Grade 5: Level 1: 72%, Level 2: 28%, Level 3: 0%, Level 4: 0%</p> <p>Grade 6: Level 1: 54.2%, Level 2: 37.1%, Level 3: 8.5%, Level 4: 0%</p>		

Grade 7: Level 1: 73.5%, Level 2: 20.6%, Level 3: 5.9%, Level 4: 0%

Grade 8: Level 1: 43.1%, Level 2: 34%, Level 3: 16%, Level 4: 6.8%

## Mathematics

### New York State Test Results

#### School Year 2014-2015

Percentage of students scoring at each level by grade:

Grade 3: Level 1: 76.6%, Level 2: 20%, Level 3: 3.4%, Level 4: 0%

Grade 4: Level 1: 78.3%, Level 2: 16.3%, Level 3: 0%, Level 4: 5.4%

Grade 5: Level 1: 81.4%, Level 2: 18.6%, Level 3: 0%, Level 4: 0%

Grade 6: Level 1: 58.3%, Level 2: 27.8%, Level 3: 13.9%, Level 4: 0%

Grade 7: Level 1: 79.4%, Level 2: 14.7%, Level 3: 5.9%, Level 4: 0%

Grade 8: Level 1: 54.5%, Level 2: 38.6%, Level 3: 4.6%, Level 4: 2.3%

Once armed with key summative indicators of classroom success, our teachers and instructional leaders will use the item analysis data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. Our Data-driven educators have identified Black and Latino boys then use that information to set measurable year-end instructional goals, which serve as meaningful targets to guide our pedagogical strategies.

The percentage of fourth (4th) grade students scoring at Level 3 or higher on the state mathematics test will increase from 3.5% in Spring 2015 to 15% in Spring 2016. We noticed an increase in 8th grade ELA with 22.8% of the students scoring level 3 or higher from 9.9 in 2014.

Also 6th grade math scored 13.9 in level three or higher from 9.7 in 2014. We have capitalized on these teachers strengths and supported them to take on the role as Teacher Leaders to support other teachers in improving their instructional practices that all stem from the purposeful analysis of the data.

#### Focus areas for improvement

1. Geometry (Reason with shapes and their attributes and understanding the concept of angles.)
2. Operations and algebraic thinking

P.S. 111Q has strategically allocated common planning times for all grades, as well as professional development sessions to plan around how we can use our data to drive instruction. This includes differentiation instruction, small groups, and cooperative learning groups. Our administration has conducted several trainings on how to collect, analyze and use data throughout the year. Teacher Leaders meet weekly with classroom teachers in order to discuss and plan around data and the implications for instruction. Grades K-8 use the DRA2 and Go Math assessments to collect data. After conducting the periodic assessments that come with the program, they then enter this data into the data base that gives them the data analysis. Teachers then group their children according to this data, and use strategy lessons in small groups, conferences, as well as whole class instruction in order to meet their individual needs. During grade Data Inquiry meetings once a month, grades Pre-K-8 meet to discuss the results of data that has been collected and analyzed as it pertains to student work products. They then plan around how they can use this information to best meet the students' needs. Teachers learn how to collect and analyze data for their individual classrooms through professional development sessions provided by Teacher Leaders and the principal.

Areas of strength:

- Professional Development Needs survey was utilized to gather data on teachers' professional development needs to develop a PD plan that was differentiated and authentic.
- Teachers are provided with common preparation periods to reinforce the schools' instructional goals and expectations and provide opportunities for teachers to meet and engage in professional conversations on school initiatives.
- Lesson plans incorporate the interactive use of SMART Boards, questions that promote discussions and activities to cognitively engage students. Lesson plans include strategic groupings of students, hands-on activities and pre-planned questions that use an array of Webb's Depth of Knowledge levels.
- The teacher leaders and school leaders communicate high expectations through instructional focused newsletters and emails to the staff on a weekly basis which has resulted in a strong culture of learning.

Below are priority areas of need:

- Students higher order thinking skills
- Align the instructional planning and delivery with the CCLS
- Provide multiple entry points for instruction based on the students' needs
- Increase cognitive student engagement
- Teachers facilitate group discussions that are based on text evidence, aligned resources and prior knowledge that help to meet the learning goals

## **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)

Curriculum Changes and Instructional Shifts:

The school has clearly defined the criteria for what it means to exit a grade level by using the school-wide grading policy and paying keen attention to the instructional shifts in ELA and Mathematics. With the emphasis being placed on college and career readiness, all lessons are correlated to an instructional skill and strategy as evidenced in the measurable learning objective. The utilization of researched based curricula Go-Math, Ready Gen, Codex, CMP3 and Teachers College Writer’s Workshop has engaged the students in rigorous and engaging CCLS aligned learning activities. We will create an assessment calendar, administer unit assessments and have monthly data meetings to analyze the data and inform our instruction. We will utilize a protocol for looking at student work and embed the process across all grade teams.

Expanded Learning Time: Rigorous Experiences:

The Expanded Learning Time program will target students with academic and behavioral challenges and encourage them to engage in proactive activities to build their social skills and have opportunities for measurable progress in ELA and mathematics. We will integrate academics, enrichment, and skill development through hands-on experiences such as use of manipulatives and technology, that will make learning relevant and engaging through the use of resources suited for enrichment and skill building. This program will help students to strengthen what they already know how to do in reading and teach them additional strategies and skills that they still need to master. Students will gain the important reading comprehension strategies and skills that make a good reader while building their fluency and vocabulary. K-2 will build fluency using Foundations and engaging in independent reading with teacher conferring. Grades 3-8 will incorporate Mathletics skill building, myOn independent reading and science. Select 8th grader will be part of the Living Environment and Algebra Regents classes.

Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts , each grade level requires a “ step” of growth on the “staircase. ” Students read the central, grade appropriate text around which instruction is centered. For example, our writing units are articulated throughout the grades. In the memoir units, grades K-5 wrote memoirs about a specific moment of time, 6<sup>th</sup> grade created memoirs across time, 7<sup>th</sup> grade created memoirs through poetry and 8th grade created memoirs in vignettes.

Pedagogical Classroom Practice and Mode of Instruction:

These changes will be completed through culminating portfolio tasks that the students complete through multiple entry point tiered activities. The portfolio initiative will create a universal understanding of rigor, planning and cognitive engagement. In the classrooms you will see the students moving through tiered activities of learning (multiple entry points) to meet the measurable learning objective which addresses the instructional shift of reading complex text, writing for information and narratives and problem solving. Each station will have opportunities for student self-assessment which will be reinforced with the teachers’ formative assessment. Consistency will be supported by the instructional tiered activities.

Teachers’ Use of Multiple Entry Points:

Teachers will work collaboratively to plan and prepare multiple entry point materials for each portfolio station. The new structure will improve the teachers' abilities to plan lessons by creating several need based experience charts, technology resources and materials that will be prepared in advance of the lesson. Each station will have varied resources that all target the learning goal. The students will transition from each station. The tiered activities direct the students' use of text, the use of iPads to view video information and take notes, complete charts through acquired information in prepared articles, use calculators, manipulatives, problem solving strategies, and unravel math problems, etc. at each station of learning. The teachers will facilitate each station through formative assessment checklists aligned to the learning objective and standard and provide immediate feedback to the students. The feedback will support their work in subsequent tiered activities.

### Structure of the Day

The day will be seamless to ensure consistency of the station work. To ensure that all students have access to and comprehend rigorous instruction, teachers will make targeted decisions when planning for instruction and developing assessments with an emphasis on alignment with the Common Core Learning Standards, student data, and grade-wide cohesiveness to create portfolio assessments that align with the content and cognitive complexity of the standards which will be consistent across all grade levels.

To ensure rigor, teachers meet and plan as a grade to make sure that lessons are CCLS aligned. To ensure that we integrate instructional shifts, we have a system whereby the teachers create portfolio performance tasks that are cumulative for each month of instruction, incorporate Common Core writing in all subject areas whereby the students cite text evidence, analyze text and explain procedures. The instructional shifts will be evident during our independent reading block as the students read complex text and utilize academic vocabulary. As a result of having grade-wide Data Inquiry meetings, we will have created school-wide coherence.

- o We will professionally develop our teachers to make the station structure coherent in our school.
- o Ongoing professional development for accurate implementation of the reading, writing, math, social studies and science curriculum. Access includes varied leveled texts, incorporating technology, small group and individual instruction, access to high interest text and topics, using easier/smaller numbers and manipulatives in mathematics, incorporating math fluency in the lesson, and experience charts.
- o Our portfolio performance tasks and curriculum require all students, including ELL and Students with Disabilities to think critically and engage in text and use prior knowledge to demonstrate their thinking and new learning.
- o During the Expanded Learning Time (ELT), the students will engage in rigorous instruction through the use of technology in Reading and Math. Through our pilot of myON and Mathletics, we are able to determine their usefulness to track the students' progress in literacy and math, use high interest text to get students reading, incorporate math strategies and immediate differentiation based on students' mathematics problem solving. The tools produce data that the teachers can use to plan enrichment and supportive lessons.

### Assessments:

The process of student self-assessment and teacher formative assessment will address our developing rating from Quality Review indicator 2.2 to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. The assessments will be immediate teacher feedback of commendations and next steps based on rubrics and the CCLS that will be at each station, conference notes collected by the teacher as questions are asked of the students, an assessment checklist that identifies the skills and strategies that each students mastered or those that require additional support. During the summative Data Inquiry monthly meetings, the teachers and school leaders will analyze the completed portfolio tasks in all core subject areas in grades K-8. The data will be used to add interventions in future

lessons and develop enrichment projects for students that have demonstrated the need for additional rigor. The data will incorporate pre and post assessments in ELA, math, science and social studies that are scheduled on the assessment calendar and will be shared across the grades.

Measurable Growth:

The percentage of students that we expect to show measurable growth in ELA and Math by year two (2) is aligned to our Renewal School Benchmarks listed below.

o ELA 26% increase

o Math 32% increase

According to the AIR Survey, teachers meet regularly for grade level meetings and professional development sessions. The Quality Review indicates the majority of teachers engage in structural inquiry based collaborations to support curricula alignment across grades and examine student assessment data. However, teams do not focus on subgroups including students with disabilities, English language learners and other high need groups.

<u>Median Adjusted Growth Percentile, ELA</u>	<b>58.5</b>	<b>188</b>
<u>Median Adjusted Growth Percentile in Lowest Third, ELA</u>	<b>76.0</b>	<b>59</b>
<u>Early Grade Progress, ELA</u>	<b>0.97</b>	<b>42</b>
<u>Median Adjusted Growth Percentile, Math</u>	<b>63.0</b>	<b>187</b>
<u>Median Adjusted Growth Percentile in Lowest Third, Math</u>	<b>77.0</b>	<b>60</b>
<u>Early Grade Progress, Math</u>	<b>0.56</b>	<b>42</b>
<u>Pct. Proficient, ELA</u>	<b>7.9%</b>	<b>240</b>
<u>Average Proficiency, ELA</u>	<b>2.06</b>	<b>240</b>
<u>Pct. Proficient, Math</u>	<b>8.3%</b>	<b>240</b>
<u>Average Proficiency, Math</u>	<b>2.12</b>	<b>240</b>
<u>Middle School Core English Pass Rate</u>	<b>91.6%</b>	<b>119</b>
<u>Middle School Core Math Pass Rate</u>	<b>86.6%</b>	<b>119</b>
<u>Middle School Core Science Pass Rate</u>	<b>94.1%</b>	<b>119</b>
<u>Middle School Core Social Studies Pass Rate</u>	<b>90.8%</b>	<b>119</b>
<u>Middle School Adjusted Core Course Pass Rate of Former Students</u>	<b>Not Applicable</b>	<b>47</b>
<u>Percent of 8th Grade Students Earning High School Credit</u>	<b>0.0%</b>	<b>30</b>
<u>9th Grade Credit Accumulation of Former 8th Graders</u>	<b>81.5%</b>	<b>27</b>
<u>Pct. Proficient in ELA, Self-Contained</u>	<b>0.0%</b>	<b>51</b>
<u>Pct. Proficient in ELA, ICT</u>	<b>0.0%</b>	<b>19</b>
<u>Pct. Proficient in ELA, SETSS</u>	<b>Less than 5 Students</b>	<b>2</b>
<u>Pct. Proficient in Math, Self-Contained</u>	<b>0.0%</b>	<b>50</b>
<u>Pct. Proficient in Math, ICT</u>	<b>0.0%</b>	<b>19</b>
<u>Pct. Proficient in Math, SETSS</u>	<b>Less than 5 Students</b>	<b>2</b>
<u>Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS</u>	<b>50.9%</b>	<b>53</b>
<u>Pct. in 75th growth percentile, ELA, ELL</u>	<b>37.8%</b>	<b>45</b>
<u>Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide</u>	<b>43.1%</b>	<b>109</b>
<u>Pct. in 75th Growth Percentile, ELA, Lowest Third City, Black/Hispanic Males</u>	<b>44.9%</b>	<b>49</b>
<u>Pct. in 75th Growth Percentile, Math, Self-Contained/ICT or SETSS</u>	<b>59.6%</b>	<b>52</b>
<u>Pct. in 75th Growth Percentile, Math, ELL</u>	<b>46.7%</b>	<b>45</b>

Pct. in 75th Growth Percentile, Math, Lowest Third Citywide	45.4%	119
Pct. in 75th Growth Percentile, Math, Lowest Third City, Black/Hispanic Males	54.2%	48
Least Restrictive Environment	64.3%	56
English Language Learner Progress	38.3%	60

**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, 90% of all teachers will create unit plans with Multiple Instructional Entry Points that address the Common Core Learning Standards and individual student needs resulting in set Renewal Benchmarks:

Performance Index New York State Math Exam: 64 Performance Index New York State ELA Exam: 63

**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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) 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>Teachers will administer ongoing research-based benchmark and formative data analysis protocols using the On Demand Writing Assessments and the math periodic assessments. Identify pre and post skills in ELA, math, science and social studies that will be targeted for each subgroup. Meet with teachers to plan using the data. Review student portfolio assessment folders.</p>	<p>All Students All Teachers and All Teacher Assistants</p>	<p>September 2015-June 2016 (Monthly)</p>	<p>Director for School Renewal School Leaders Teacher Leaders</p>

Teachers will meet to analyze and disaggregate the student data to identify topics for professional development and instructional resources for identified subgroups. Create data binders with the team. Post the data in the conference room to identify the current score and growth for each child in every class. Portfolio tasks must incorporate technology, complex literature, problem solving and critical thinking skills that are teacher created.	All Teachers and All Teacher Assistants	September 2015-June 2016 (Monthly)	Director for School Renewal School Leaders Teacher Leaders
Professional Learning Workshops on Great Leaps, the incorporation of pictures in lessons, independent reading, multiple-entry tiered activities, myON, Max Scholar, DRA2, Mathletics to support the ELL's and SWD's.	All Teachers and All Teacher Assistants	September 2015-June 2016 (Weekly)	Director for School Renewal School Leaders Teacher Leaders and Teachers
Conducting Parent Workshops on Common Core, myON, independent reading, Writing Across the Curriculum and Mathletics	Parents	September 2015-June 2016 (Bi-Monthly)	Zone 126 CBO School Leaders Director for School Renewal Teacher Leaders

**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.											
We will use professional development time on Mondays . We will utilize per-session and per diem for human resources. For example, planning after school. We will incorporate curriculum resources, consumables and instructional supplies. For example, books, iPads, laptops, Mathletics computer based licenses for each student, Skedula Data warehousing yearly license, math consultant, Teachers College Writing Consultant, library bins, bookcases, mentor texts, publishing paper, glue sticks, folders, laminator, laminating sheets, chart paper, easels, markers and calculators.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	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.
Midyear Benchmarks will be a review of the unit plans and lesson plans to check for differentiation (multiple entry points and tiered activities). We will provide next steps and support teachers to plan for all learners. We will analyze grades on ELA and Mathematics portfolios using the Teachers College Writing rubrics and math specific Common Core Rubrics to determine student growth correlated to differentiation.
<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 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><u>Reflection of School’s HEDI Rating</u></p> <p>As we reflect on our proficient rating as evidenced on the Quality Review to establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations, we recognize that we need to develop a maintenance system.</p> <p>According to the American Institute for Research Supports and Structures Report, staff and students feel safe and there are fewer safety and behavior related incidents. Positive Behavioral Interventions and Supports (PBIS) implementation is more consistent this year. The School Quality Guide indicates that 70% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. The Renewal Schools Benchmark Menu indicates the attendance rate for SY 14-15 as 87.6%.</p> <p>In order to continue the enhancement of our social and emotional support, school’s methodology towards school culture, and discipline, they must be governed by a theory of action that results in a safe and collaborative environment. In conjunction with our PBIS social and emotional curriculum, we created and utilize a PBIS Mediation Agreement. By use of the agreement, we discuss with our students alternate ways in which a disagreement may be resolved through</p>		

the interchange of ideas for resolution. Parents are our partners in the mediation process. They receive both notification of the mediation and our appreciation of their support in of said mediation process.

### School's Strength

Our strength is in the members of our Positive Behavioral Interventions and Supports (PBIS) Team. The team analyzes the OORS Incident Data on a weekly basis, provides customized and whole group class management workshops to teachers and communicates their findings to the entire school population. We have a Ethical Character Building Program using a "Book of the Month" that is correlated to an Ethical Character Trait. The students are taught through the use of the read aloud to demonstrate examples of the Ethical Character Trait.

- o Consistently use and display school slogan, "Students in Shining A.R.M.O.R. (Articulate, Responsible, Motivated, Outstanding and Respectful)" to convey positive behavior.
- o Teacher created A.R.M.O.R lesson plans to represent the behaviors associated with the A.R.M.O.R. acronym.
- o High interest incentives for students and teachers. For example, the ability to purchase with earned Student Dollars; gift cards, rewards, bikes, clothing, lunch with the principal, school supplies, video games, etc. from Student Dollar store.
- o Teacher Spotlight that is displayed that highlights teacher's contributions academically and socially. The write up appears with a picture of the teacher and the recognition is aligned to the Danielson Framework.
- o Classroom DOJO to communicate all behaviors to the students and their parents.
- o Teacher collaboration and support of the PBIS initiative and the PBIS Team.

### Priority Needs

Our priority needs are to improve social and emotional growth by reinforcing positive behavior and discipline. We will strengthen and develop our PBIS team by providing guidance and professional learning to our students, parents and teachers.

## **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?

## Desired Description of our School by Stakeholders

P.S. 111Q is a nurturing academic environment that creates an atmosphere that fosters learning.

### CBO Partnerships

Creation of a Community School Team (CST) which will include Principal Jaggon, SLT members, Zone 126 leadership (Executive Director, Director of Collective Impact Partnerships, CSD), CBO partners, and community leaders. Our CBO will also partner with the Jacob Riis Settlement after school program, mental health provider and a provider for dental services. There will be additional partnerships with arts programs that include visual arts, dance and theater. There is a need to create a meeting space in our school for all of our members of our partnerships to hold periodic meetings to ensure that there is seamless and collaborative infusion of all of the provided services.

### Student Voice and Leadership

The students have the unique opportunity to have their voices heard and take on leadership roles by being members of Student Council , which is an extra-curricular activity for the students. The Student Council will meet after school on Thursdays, from 4:10pm-5:10pm, beginning October 8, 2015. The students will be under the direction of a teacher and the parent coordinator. The Student Council creates the structure for students to share other students' ideas, interests, and concerns with teachers, school leaders and the community. The Student Council will also help raise funds for school-wide activities, including social events, community projects and school reform . For example, food drives, fundraisers, and parties. Many members learn skills that are an extension of their formal education. Our Student Council is a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. The students in the Student Council are all running for offices in our school and will participate in a debate prior to the elections.

### Social Emotional Framework-PBIS

The social-emotional framework our school has selected is PBIS, one of the foremost advances in school-wide discipline, which places emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Our Framework functions on a continuum of positive behavior support for all students within our school which is implemented in areas including the classroom and non-classroom settings. For example, hallways, school buses, cafeteria, auditorium and restrooms. The students are explicitly taught how to behave in each setting using the A.R.M.O.R. lessons. The students will be consistently rewarded with positive comments and Student Dollars. The Student Dollars will be an incentive the students to behave appropriately. The Student Dollars will be used to purchase items from the store. The store will be funded through our school, teacher donations and community donations. PBIS is an application of a behaviorally-based systems approach to enhance our instructional capacity and the capacity of our families and communities to design effective environments that improve the link between home and school. We will focus our attention on creating and sustaining school-wide, classroom, and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The Academics and Culture Coordinator will support this work. The desired outcomes are positive behavior and measurable progress.

### Promoting Improved Social and Emotional Skills & Counseling

We will collaborate with our CBO Zone 126 to promote social and emotional skills by providing youth development in 6<sup>th</sup> – 8<sup>th</sup> grade through the gender-based programs Dare to be King/Dare to be Queen. The curriculum for adolescent boys focuses on addressing anger, impulse control and decision-making. The program will help develop the emotional literacy skills to understand realistic alternatives to violence and to respond effectively to aggression. The curriculum for adolescent girls focuses on self-esteem, personal development and womanhood.

Other existing programs, focused on the arts that will be implemented and coordinated include Alvin Ailey in the Arts and Arts Connection Visual Arts and Hip Hop Residency. The programs will target the students in grades K-8. Counseling sessions will be planned for all students. There is also a need to create a supportive environment in the classrooms by upgrading the classroom furniture. The students need to feel valued, welcomed and safe. New furniture combined with structured routines will add to the students' improved social and emotional skills.

#### Measuring Social Emotional Development

We will incorporate the Strive Model to measure social and emotional development. We will collaborate with our CBO to gear our students toward grit and perseverance, student achievement, growth mindset, academic self-efficacy and emotional competence. The objective is to have a progressive increase of parent participation in school activities, as measured by attendance metrics, by pre and post surveys and by focus groups. The CBO will sustain and support social and emotional growth by working with the guidance counselors to have ongoing programming, create student clubs and have culminating activities to be shared with the parents and community on self-esteem and character building. Music and art classes provide students with the opportunity to be successful and express themselves through the arts.

#### Using Data to Respond to Student Social and Emotional Needs

The principal will meet with the Community School Director on a weekly basis, instructional cabinet, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Zone 126 has created evaluation tools that will gather data on socio-emotional development and will be using the New York State After school Network Program Quality Assessment tool. Zone 126 will share results with CST team to reinforce best practices and drive continuous improvement.

#### Improvement of Attendance and Chronic Absenteeism

The attendance rate will increase to 91.4% as measured by the Department of Education attendance data. We will offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.

We will 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. For example, the station (multiple entry point) tiered activities, sports teams, physical activity to begin the day, regular recess, etc.

Zone 126 has already been conducting five Cradle to Career convening meetings in the community. They will bring the format of those convening meeting to the community of P.S. 111Q to create a forum for parents/guardians and community members to have a voice and to also be able to share community resources. The P.S. 111Q convening meetings will be held monthly. Attendance will be monitored and outreach practices perfected to ensure progressive increases in attendance by the District Attendance Teacher, Family Worker and Attendance Team. We offer physical education, music and art during first period classes to entice students to attend school and to be punctual.

### **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, we will have a 20% decrease in total amount of Online Occurrence Reporting System (OORS) incidents, by continuing the Positive Behavior Interventions and Supports (P.B.I.S.) ARMOR lesson plans to achieve social and emotional well-being as measured by the OORS Incident Management Report.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>PBIS Team will attend the district wide training for Stage 4 of the PBIS initiative. Survey the students and utilize the information to inform program quality.</p>	<p>PBIS Team</p>	<p>September 2015</p>	<p>School Leaders</p>
<p>Teachers and staff will incorporate Stage 4 of the PBIS Research Based Program for Professional Development for all stakeholders in our school. CBO data will be used to identify gaps to support socio-emotional health. This information will be used to outreach to parents and the community.</p>	<p>PBIS Team, Teachers, Staff, Students and Parents</p>	<p>September 2015-June 2016</p>	<p>School Leaders and PBIS Team</p>
<p>PBIS Team will conduct meetings, workshops, administer surveys to build and sustain school-wide PBIS practices by teaching specific and appropriate de-escalating techniques for our students with special needs. For example, acknowledging the students' feelings, using proximity, deciding on fair and equitable consequences for behavior. The team will provide parental support in the form of connecting parents to outreach programs, parent classes using identified areas in the surveys to improve student attendance and punctuality. Parents will participate in Learning Leaders. The PBIS Team will also engage in Physical Fitness Tuesdays with our parents and scholars using Achieve Physical Fitness Equipment Package.</p>	<p>PBIS Team, Teachers, Staff, Students and Parents</p>	<p>September 2015-June 2016</p>	<p>School Leaders and PBIS Team</p>

School visibility of all programs that are offered using the school website, newsletter, phone messenger, conferences, for our parents and students. Incorporate parent volunteers through the Learning Leaders training program. We will upgrade the appearance of the main office, library, classrooms and family room to create a warm and welcoming environment.	PBIS Team, Teachers, Staff, Students and Parents	September 2015-June 2016	School Leaders and PBIS Team
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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.											
We will utilize per-session and per diem for human resources. We will incorporate curriculum resources, consumables and instructional supplies. For example, books, Gopher physical education supplies, mascot costume, monthly field trips, iPads, laptops, markers and calculators. Resources will also be allocated for the Learning Leaders parent training, school website, office furniture, library furniture and classroom furniture.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
November 2015: Examine incident and suspension data from OORS for 5% reduction.											
November 2015: Analyze attendance data for 5% improvement for chronic absentees.											
January 2016: Monitor incident data for 5% reduction in level 4 and level 5 occurrences.											
During February 2016: Progress toward 100% fidelity of implementation of PBIS will be determined.											
During February 2016: Examine incident and suspension data from OORS for 5% reduction .											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	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>According to the AIR Survey, teachers meet regularly for grade level meetings and professional development sessions. The Quality Review indicates the majority of teachers engage in structural inquiry based collaborations to support curricula alignment across grades and examine student assessment data. However, teams do not focus on subgroups including students with disabilities, English language learners and other high need groups.</p> <p>According to the Learning Environment Survey 98% of teachers indicate that they work collaboratively.</p> <p>Through observations and the Quality Review it is noted that common planning occurs but on an inconsistent basis.</p> <p>Strengths:</p> <p>Teachers work collaboratively during common planning to revise and refine curriculum.</p> <p>Using the backwards design model to collaboratively plan units.</p> <p>Needs:</p> <p>To strengthen the inquiry process by identifying a deliberate area of focus with the Students with Disabilities.</p>		

Establish a protocol for common planning meeting.

Priority:

To document and monitor progress through Data Inquiry.

## **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?

### School Organization for Teacher Collaboration

At P.S. 111Q our motto is teamwork makes the dream work! Teachers have opportunities to engage in data inquiry based professional collaborations that result in school-wide instructional coherence and increased student achievement. Teacher collaboration has also fostered collegial relationships, teacher involvement in decision-making, and accountability. Collaborative activities are inclusive of:

- o Common Planning periods are embedded in the teachers’ schedules.
- o Professional learning sessions on Tuesday afternoons to engage teacher teams in data inquiry in writing.
- o Teacher teams generate text dependent questions to reinforce students’ habits of mind of referring to the text for evidence to support their responses and to promote critical thinking skills.
- o Weekly teacher leader meetings – administrator meets with a group of grade leaders to render support and discuss grades’ initiatives and concerns.

### Teaching and Learning: Unit Plans & Lesson Plans-Teacher Collaboration

Teacher teams work together to plan lessons aligned to the Common Core Learning Standards. Teachers create lessons based on themes in writing and reading. The underlying principles that influence the creation of units and lesson plans are our resources in text, technology and student interest. The patterns and trends that are evident in Advance is that teachers' plans (1a and 1e) reflect **differentiation(multiple entry points) and assessing and advancing questions and discussion prompts.** However, during the actual facilitation of the lesson, teachers demonstrate the need for support in facilitating true discussions between the scholars. Also, most questions are asked from the lower end of Bloom's Taxonomy and the Depth of Knowledge. As a result, we made questioning and multiple entry points our instructional foci for the 2015-2016 school year.

### Learning for High Achieving Students

Learning tasks will be differentiated for high achieving students to incorporate project learning.

Teachers provide opportunities to deepen learning for higher achieving students by going outside the curriculum to incorporate project learning through real world experiences.

### Systems for Safety in the Classroom

The system for Safety in the Classroom is the PBIS Initiative. We will incorporate the classroom matrix for behavior. There are matrices for the hallway, bathroom, cafeteria, school bus, office, etc. These matrices are based on the school's 3-5 classroom expectations and common routines that happen within the school day for all students and staff. The classroom matrix is being used to increase student understanding of school-wide expectations in the classroom. It is shared with all stakeholders so re-teaching of expectations can happen every time a student is in contact with any adult or even another student. The classroom matrix is also shared with families to increase home/school partnering.

- o Say and do only kind things.
- o Leave others alone to work.
- o Stay focused on your work.
- o If you need help ask another student quietly or ask the teacher.
- o If you finish read quietly.
- o Greet each other and be polite.
- o Write your homework in your planner.
- o Start the opening activity.
- o Stay in your seat until dismissed.
- o Put materials away and clean up your area.
- o Exit slowly with the appropriate volume.

### Systems for Data Review for Student Needs: Student Work in Teacher Teams

Students experience an adjusted math and literacy curriculum that focus on fewer topics, allowing them to spend more time on major math and literacy topics based on the 6-Week plans after data analysis of periodic assessments. Data/RTI Meetings will be held bi-weekly by members of our School Based Support Team (SBST) that consists of our social worker, guidance counselors, academic and culture coordinator and IEP coordinator. These professional collaborations provide teacher teams and administrators with the opportunity to discuss student data and plan specific academic or social and emotional adjustments to meet students' needs. The analysis of data generated from Teachers College Running Records, ELA and Math baselines, unit assessments and benchmarks provides teacher teams with information about student comprehension. Teacher teams develop assessing and advancing question to promote authentic discussions. Teachers will review the formative assessments daily to make instructional decisions.

### Community Educators/Partners to Support Collaborative Teaching

We will use Community Educators to formulate two Teacher Leader Teams that support the entire school through the lens of instructional foci. The "Renewal Teacher Team" supports all teachers with the "Writing Across the Core Subject Areas" and portfolio and station instructional initiatives. The "Community School Team" supports the school through the PBIS Initiative through Professional Learning and planning school wide events. For example the PBIS Kick-Off, Spirit

Week and Parents as Arts Partners (Dance). We will use the community and our educators as partners to support a collaborative teaching approach through distributive leadership. We have a practice that will continue to be embraced during school year 2015-2016. Various staff members will play integral roles in key decisions that affect student learning. The Community educators decided that PBIS would be the avenue to boost the morale of students, teachers and staff. The Community educators believe that positive behavior is contagious and teachers leading by example extends to the students. The PBIS team has been training staff on how to execute these techniques according to the different levels of PBIS. Progress monitoring such as section sheets and OORS reports helps pinpoint behavioral problems and when and where they occur most. The Community educators support the teacher leader teams by providing PBIS lesson plans, facilitating positive behavior deescalating techniques through professional learning cycles that have a direct and positive impact on student learning. This data is used to track problems and help provide solutions. Distributed leadership practices include:

- o Teachers, school psychologist and guidance counselor facilitate professional learning sessions.
- o Staff members chair various committees. For example, PBIS Team, Community Team, Teacher Leader-Renewal Team, Attendance Team, and the AIS teacher is the RTI Coordinator.
- o The secretary serves as the Cohort Leader for the Operations Team.
- o Educational assistants and the parent coordinator tutor students who are performing below grade level in reading.
- o To ensure that students feel safe, the teachers encourage open dialogue, the guidance counselors support the instructional process by being a presence in the classrooms and the students demonstrate the capacity to self-correct and to monitor each other as delineated in Danielson's Domain 2.

To date, we have noticed the following impact:

- o Teacher teams are taking more ownership of their craft as they become more secure in the process.
- o An increase in teacher awareness of the importance of collaborative teamwork.
- o A decrease in competition - focus less on individual self-contained practice, instead teachers are seeking to co-plan with colleagues.
- o An increase in teacher team analysis of running records to match students to independent reading levels.
- o Teacher teamwork will have greater influence on future decisions related to professional learning.
- o Music and Arts teachers have a positive impact on rigorous instructional practices with the students.
- o Music and arts teachers collaborate and plan with teachers in ELA, Math, Science and Social Studies to make interdisciplinary connections through music and art.

### **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, Teacher Teams will identify a Learner Centered Problem and the Problem of Practice to create a systematic action plan that yields volume in the students' writing and mathematical explanations for problem solving that are aligned to the Common Core Learning Standards as evidenced in the Post Demand Writing Pieces and the Math Portfolio Pieces.

**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>Design and utilize a balanced literacy program that consists of 156 minutes of ELA instruction that include a read aloud, shared reading, independent reading and TC Writing and word work through <b>instructional activities with multiple entry points and higher order questions that yield discussions.</b></p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teacher Leaders, Teachers and Teacher Assistants</p>
<p>Supplement our staff with teacher leaders that will attend outside TC workshops and turnkey information to teachers, analyze data for the ELL's and SWD's with the teacher teams, demonstrate how to use the data to drive instruction in all core subjects. We will also incorporate visual arts and music through social studies to provide the students with additional forms of differentiation (multiple entry points) to learn the content and to write about it.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teacher Leaders, Teachers and Teacher Assistants</p>
<p>Incorporate the push-in model to provide reading and writing support for the ELL's and SWD's in reading and writing using Great Leaps, Reading Rescue, Foundations and Wilson. Create Unit Plans and pacing calendars. Teacher Teams will analyze student work using a protocol through Data Inquiry with a focus on adding details and craft structure as evidenced in the Post Demand Writing Pieces and the Math Portfolio Pieces.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teacher Leaders, Teachers and Teacher Assistants</p>
<p>Use the data to add instructional interventions and enrichment. For example, Great Leaps, small group instruction, genre based writing, enrichment Go Math Problem Solving.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Teacher Leaders, Teachers and Teacher Assistants</p>

**Part 5 – Budget and Resource Alignment**

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

We will utilize per-session and per diem for human resources for substitute teachers to permit staff members to attend district led professional learning cycles. We will incorporate curriculum resources, consumables and instructional supplies. For example, F-Status supervisor, books, Great Leaps, Foundations, Wilson, iPads, laptops, markers and calculators. Budget resources will be allocated to secure a music and art teacher for students in grades K-8.

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

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

**Part 6 – Progress Monitoring**

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

In February 2016, we will review and analyze the progress monitoring data from the DRA2 to check for an increase in reading levels. We will also review the Go Math assessment data to conduct an item analysis to determine the key ideas that the scholars have mastered and the key ideas that the scholars demonstrate the need for support in. We will use Great Leaps for literacy and mathematics, Reading Rescue, Wilson and Foundations to provide targeted support.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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>According to the AIR Survey, all staff members agree that new leadership has conveyed goals and a clear vision for school improvement with high expectations and that the principal has moved quickly to implement new initiatives. The Quality Review indicates that school leaders communicate high expectations to staff through the Danielson Framework for Teaching and professional learning sessions.</p> <p>Strength:</p> <p>The school's strength is our ability to reference the Danielson Framework to enhance teacher practice and use it as the foundation to commend teachers and provide next steps. The use of the common language afforded by the Framework builds instructional coherence.</p> <p>Data Sources:</p> <p>Advance Observation Reports demonstrate growth over time</p> <p>AIR Survey</p>		

## Quality Review Report

Needs: High level student thinking and explanation of their thinking evident in all lessons.

Students have the opportunity for reflection at the end of each lesson to transfer their knowledge.

Our priority is to develop student centered instruction where all students are intellectually active and engaged in learning new information.

### Reflections:

Through weekly Renewal Team meeting the principal and a team of teachers created SMART goals for Pre-K-8. The goals are qualitative and quantitative and align with the Chancellor's Framework for Great Schools. The priorities that are outlined in the goals are student achievement that will support our school in meeting the Renewal benchmarks.

The school leader strategically programmed the school so that all grades Pre-K-8 have no less than three (3) opportunities to meet weekly for Common Planning. The principal will also leverage the provision to have monthly Faculty Conferences during the lunch periods to incorporate an additional professional learning cycle that provide additional opportunities to analyze data and enhance professional craft.

The principal has leveraged the support of an F-status supervisor to assist with the observation and feedback cycles. Daily grade walk through of identified grade and grade bands are conducted to provide teachers with non-evaluative feedback. Feedback sessions are conducted with the use of the Danielson's critical attributes in each Domain. Teachers are given the opportunity to reflect on their lessons and determine the critical attributes that were evident in the lessons. Attributes that were not evident are provided as next steps. Teachers are provided with feedback and clear next steps that can be incorporated within three (3) days.

The school relies on the structures of the SLT Meetings, Data Inquiry, Weekly Professional Learning, Observation and feedback to assess curriculum, track scholar achievement and enhance parental involvement. The structures provide opportunities to share ideas and for parents and teachers to make take leadership roles in the school and. When feedback is given and next steps are identified; the principal and her team have the capacity to make revisions and modifications that will support parents, teachers and students with the goal of measurable progress.

## **Part 2 – Summative Vision for Effective School Leadership**

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

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

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

#### Articulate Shared Vision

In order to clearly communicate the shared vision of high expectations to all members of the school community, school leaders will ensure that differentiated professional learning is provided to meet the needs of the staff, as well as provide supportive feedback. P.S. 111Q provides students with opportunities to engage in rigorous learning activities to expand their thinking. Students are expected to learn at high levels through curricula that incorporates all subject areas. Lessons integrate real world experiences to which the students can make connections to how those experiences are relevant to their lives. P.S. 111Q believes that people learn by constantly conversing with each other, reading and writing. As a result, our students engage in discussions with their peers and staff as they study academic and social theories and writing in all of the Core Subjects. We also believe that all students have different learning styles and knowledge base; therefore, our goal is to increase our knowledge of our students in order to enrich their understanding and growth. Our students have also demonstrated the need to be nurtured and rewarded for their on task behaviors, taught expected behaviors in areas of our school and how to support their peers and teachers through positive communication.

#### Ensure Strong CBO Partnership

The principal will ensure a strong CBO partnership by including the Director in all decision-making processes. We will create a structure whereby the students demonstrate positive behavior during the day and the Expanded Learning time. Consequently, we have collaboratively identified and developed our instructional foci:

“Questioning and Multiple Entry Points” and “Positive Behavioral Interventions and Supports”

We chose these goals to be in line with the Framework For Great Schools to give our students, teachers and our leadership team opportunities to make measurable progress. At P.S. 111Q we recognize that all students, teachers, teacher leaders and school leaders are learners and that learning is an ongoing process. The CBO will incorporate all of the rituals and routines of the PBIS initiative.

#### School and Individuals Continue to Improve

The school and individuals will continue to improve by setting academic and social goals. The intended outcome of these goals is to create a safe and nurturing learning environment where all students make measurable progress as evidenced in the monthly portfolio pieces, Measure of Student Learning Exams (MOSL), formative assessments and the New York State Exams. Our teachers will make measurable progress in instructional best practices using the Danielson Framework for Teaching as evidenced in their formal and informal observations. The school leaders will make measurable progress as evidenced in the Learning Environment Survey, Quality Review data, New York State Exams and the teachers' added instructional value.

The school will support a shared accountability through the work of the Teacher Leader Community Team. Their responsibility will be to maintain our partnerships with local business and city officials, enter our students in all contests offered by our elected officials and organizations, apply for grants and organize community events at our school and in the Astoria, Queensbridge and Ravenswood housing developments. The Teacher Leader Instructional Team will be responsible for facilitating instructional workshops for the grade bands of K-2, 3-5 and 6-8. These teachers will attend

the Teacher's College Writing and Reading workshops, turnkey the information to our teachers and continue to support all teachers until the expectations are observable and consistent. The structure that is in place to support this work is weekly meetings and professional learning with the principal and teacher leaders.

#### Organize Student and Teacher Programs to Meet Students' Needs

School leaders leverage the budget to ensure that supplies are available and support student learning. The budget was also allocated to support our after school and Saturday programming. Teachers will be observed formally and/or informally using the Danielson Framework for Teaching and will be provided with timely, specific and actionable feedback that will result in an increase in the ratings in the Domains of Planning and Preparation, Classroom Environment, Instruction and Professionalism as evidenced in Advance. The programming is inclusive of all sub-groups.

#### Conducting Observations-Actionable Feedback

Our school leaders and principal designee will conduct observations and instructional walkthroughs on a daily basis. We will document all classroom interactions using low inference notes, data, pictures of students' work and classroom environment to document our findings. The pictures will be referenced during the feedback session. Actionable feedback from school leaders, teacher leaders and coaches following classroom visits promotes accountability for the expectations of the teaching framework. For instance, observation reports and lesson snapshots promote teacher accountability in fostering high levels of student performance, in alignment with the expectations of the Danielson Framework for Teaching. Teachers can also review their feedback and monitor progress using TeachBoost.

We will incorporate the Six Steps of Effective Feedback from the Leverage Leadership model with face-to-face feedback sessions within 48 hours of each informal and formal observation. The six steps we will incorporate are praising the teacher, probing the teacher, action steps, practice, role-play, and planning ahead.

#### Shared Accountability

To ensure accountability, our school community will examine outcomes of varied assessments to monitor success in attaining this goal. Student success will be monitored by examining:

- o MOSL baseline
- o Mid-Year and End of Year assessments
- o Informal and formal observations of students
- o Teacher observations of students
- o Teacher generated interim assessments
- o New York State Assessments

The teacher teams will be responsible for meeting and planning through the Data Inquiry process. Teacher leaders will share accountability in the instructional planning measures to attain progress. The structure that will support this work is the role of Data Specialist to collect the data from all teachers according to the intervals set forth in the collaboratively created Assessment Calendar. The Assessment Calendar has intervals for the MOSL exams, the portfolio assessments, DRA2, Unit Tests in science, social studies and Math. This school year the On Demand Writing pieces for the Teachers College Units of Study have been added to the assessment calendar.

Student outcomes are monitored through:

- o Observation cycles by school administrators
- o Response to Intervention Meetings
- o Review of agendas and notes from T.E.A.M. meetings
- o Perusal of teacher lesson plans for Common Core aligned lessons
- o Post observation conferences regarding modification in instruction
- o Data binders, formative assessment checklists and conference notes
- o Review of students' notebooks and published pieces

Delegation to the Assistant Principal and Community School Director

Distributive leadership has been a practice that has been embraced during school year 2014-2015. The assistant principal and Community School Director play a pivotal role in supervising all our initiatives and building capacity with our instructional staff, parents and students. Distributive leadership practices include:

- o The assistant principal and Community School Director facilitate professional learning sessions.
- o The assistant principal and Community School Director chair various committees. For example, PBIS Team, Community Team, Teacher Leader-Renewal Team, Attendance Team, PPT and the AIS teacher is the RTI Coordinator.
- o The assistant principal and Community School Director serve as the Cohort Leader for the School Based Support Team and a grade band of teachers.

Community School 111Q will cap enrollment on the larger classes and clear registers. The pre-kindergarten class will be consolidated and an additional kindergarten class will be opened. Daily attendance in all classes has been less than the requirements set by the Department of Education.

**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 and Teacher Leaders will develop 75% of teachers that will collaborate with the School Leadership Team (SLT) to professionally develop our instructional staff in **Questioning and Differentiation** that will result in an 25% increase in teachers' Measure of Teacher Practice (MOTP) to "effective" and "highly effective" ratings in **3b Questioning and Discussion Techniques and 3c Engaging Students in Learning.**

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Meet with teachers at initial planning conferences to set professional goals for the year. Create goals for the students based on the baseline assessments on the DRA2 and the Go Math.</p>	<p>School Leadership Team, school leaders, teacher leaders, teachers, teacher assistants, parents, students and the community</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<p>Analyze teacher observations data with a focus on the student work and progress made by the middle third of scholars that our focus on the Data Inquiry, ELL’s and SWD’s.</p>	<p>School Leadership Team, school leaders, teacher leaders, teachers, teacher assistants, parents, students and the community</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<p>Collaborate with coaches and teacher leaders to create schedules that include opportunities for presenting professional learning on lessons that have <b>multiple entry points and differentiation and questioning and discussion techniques.</b></p>	<p>School Leadership Team, school leaders, teacher leaders, teachers, teacher assistants, parents, students and the community</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<p>Analyze TeachBoost data to disaggregate classroom observations to provide information for feedback sessions.</p>	<p>School Leadership Team, school leaders, teacher leaders, teachers, teacher assistants, parents, students and the community</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>

**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.											
We will utilize per-session and per diem for human resources. We will incorporate curriculum resources, consumables, Leverage Leadership Books, Teachboost License, DRA2 online assessment tool, Teach Like A Champion books and instructional supplies. For example, books, iPads, laptops, markers and calculators.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	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.											
During February 2016, faculty observation data and common assessments will be analyzed to ensure 100% of observations data aligns with student learning and student centered outcomes.											
<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**

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

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

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D

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

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the AIR Survey, parental involvement continues to be a challenge, although the school is putting effort into addressing this in new ways. The Quality Review indicates that family engagement sessions help parents understand their children's academic and socio-emotional growth and communicate expectations connected to college and career readiness.

On the learning environment survey 97% of parents indicated that the school keeps them informed about their child’s progress.

The School Quality Guide indicates that 88% of parents are satisfied with the education that their child has received.

**Strengths:**

The school faculty consistently engages in parent outreach regarding student progress.

**Needs:**

Additional work is needed to increase parental participation that is aligned to student progress.

Our priority is to ensure that the parents and families are aware of their child's progress and have knowledge of curriculum to support their children at home.

Reflections:

The school leader has regular communication with students and parents through the morning routines, Weekly email blasts from the principal to the parents. The Parent Coordinator send outs daily phone messages. Wake up calls began in October 2015 for our scholars to ensure their timely arrival at school. Other mechanisms for communication include attractive signs in the building, monthly Parent Newsletters, monthly calendars, letters to parents and students.

Reciprocal communication is offered through the scholar government and the Learning Leader parent volunteers. Parents also have opportunities to share ideas through the monthly Parent Breakfast and the ongoing cycles of workshops afforded to the parents.

School data is shared with the parents. Opportunities are needed for our parents to understand the data and ask questions that can support their children. We believe that the Learning Leaders and the Academic Parents Teacher Teams (APTT) will support our teachers and our parents. This structure will bring our parents closer to the academic end of school and to understand the instructional implications of the data.

## **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?

### Welcome Families into School Community

We will welcome all families into our school through Family-School-Community Partnerships. Our school will be a family centered, Community School and will improve the school's overall relationship with families and the community in promoting student learning. P.S. 111Q will welcome parents and other family members as decision makers, collaborators, volunteers, communicators, instructors, and advocates in their children's learning. The school has a Family Room for our parents and community to meet. Academic Parent Teacher Teams, Learning Leaders and Parents as Partners will support our parents. We will reach out to families in many ways to:

- o Involve more families, especially families of diverse backgrounds

- o Improve the academic achievement and behavior of more students
- o Enjoy greater support from parents, staff members, and the community

### School Safety Agents (SSA )

School Safety Agents (SSA) are trained to greet the parents and all guests in our building and provide a welcoming atmosphere. Communication to the staff is ongoing. Teachers and staff members feel free to stop in and ask questions of the school leaders, coaches and teacher leaders periodically throughout the day. We also communicate to the SSA through the Special Events and Professional Learning Weekly. The Weekly provides for uninterrupted instructional time by eliminating the need for the use of the intercom system. The Weekly also creates a level of transparency throughout our school with our Safety Agents.

### Teachers Learn About the Children They Teach

Teachers learn about the children in their classes through monthly Parent Workshops, parents volunteering during the day and trip chaperones.

Parenting: Build on parenting strengths and help families improve parenting skills. Facilitate support systems and networks to enable families to effectively nurture their children.

Communicating: Promote clear two-way communication between schools and families regarding school programs and children's progress. Communication should be to families both individually and collectively. Schools should encourage and make it easy for families to communicate to the school about their children.

Volunteering: Recruit and organize family and community members as volunteers. A wide variety of volunteer opportunities should be available at different times and locations to make it possible for everyone to volunteer. Volunteers should have a clear understanding of their roles and the school should recognize volunteers.

Learning at Home: Provide for families and school staff to work together to establish and communicate learning goals for students. Develop strategies to help families reinforce children's learning at home and in the community that support academic achievement. Decision making enables parents to participate in making decisions about the school and children's learning. Give families opportunities to offer opinions and ideas about school programs.

### Provide Support to Families

There will be collaboration with the community in order to establish partnerships with individuals and organizations to support learning. Parents will be connected to resources in the school and community that will strengthen families and support children's learning and development. We will provide opportunities for the school and students to contribute to the community. The School Family Center will support partnerships with families and send a strong message to families that they are an important part of the fabric of the school. The family center can support school efforts in all six types of partnerships. The center can be a "home base" for partnerships. The center can provide planning and storage space for the school's partnership efforts and offer families a friendly place to make contact with their school and community members. Each school within the building must decide how its family center can be used to encourage family-school partnerships. For example, we can establish parent rooms as one of several initiatives that link homes with the school system. Our school has a well-established SLT to offer parents many opportunities to be involved in the life of the school, from screening candidates for instructional volunteers, ESL classes, volunteer teaching positions to reducing lateness and improving attendance.

### Engage Community and Families/ Teachers Learn About Children From Families

In order to engage the community we will collaborate with families within the Community School Model. We will improve our partnership in learning and awareness of the needs of our families. We will increase community awareness of academics, talents, health and wellness. We are partnering with community merchants to support and celebrate our students through a school-wide incentives program. Students will be awarded incentives based on their academic achievement and school community service.

### Partner with CBO to Support Student Success/Dedicated Space for Families

We will partner with the CBO to ensure that their staff has an understanding of instruction and could also facilitate professional workshops. In addition, every Monday, teachers and teacher assistants were given a choice of 4-6 professional development opportunities to attend. This system provided choice and flexibility providing that all the sessions are attended by the end of 4-6 weeks respectively. School wide goals include increased rigorous writing assignments throughout the year. Writing is a major component of the Common Core learning standards. Teachers need to identify areas of strength and weakness when it comes to their students writing. Data inquiry teams were set up to track this data, this way the teachers know the exact improvements needed.

Additional goals include cleanliness of the school, implementation of guided reading as a daily activity, implementation of P.B.I.S. at a whole school level, and having a dedicated space for the CBO.

### Families Access and Understand Student Data

The adult education programs that will be provided are ESL classes, Immigration Support, Computer Classes, Resume and Parent Classes through Parent Corp.

The families will have access to the school and student data by the following:

- o Curriculum Night Presentations- Orientation Meetings – at the onset of the school year, teachers met with parents to share the goals, expectations and curricula that will be utilized throughout the school year. New parents are given a tour of the building and given pertinent information about our school and important policies and procedures.
- o School Website: Homework is emailed daily at approximately 5:30pm
- o Monthly Parent Newsletters provided by our parent coordinator
- o Monthly Parent Calendars
- o Weekly Parent Emails via email; staff is copied
- o Progress Reports are distributed to parents via mail and in person to update parents about student's progress.
- o An additional marking period and report card was added to the calendar to provide additional opportunities for growth and for parents to progress monitor their children.
- o Parent Teacher Conferences
- o Breakfast with the Principal – families are invited once per month to meet with the principal to hear about school activities\initiatives. Additionally, families are encouraged to share their concerns and ideas for school improvement.
- o Parent Book Club

Letters, Announcements and signs around the building

The families will be able to access and understand student data and progress through the online tool.

Our school also provides support to families so that they understand and can take an active role in what their child is learning by ongoing communication to the students with the understanding that the message will be brought home. The students will wear uniforms as part of an academic team.

Community School 111Q in collaboration with lead Community Based Organization, Zone 126 are working together to connect scholars to free dental, free vision, and nutrition support services to break down barriers that might be impeding student learning. Western Queens Mental Health Services through the Community School efforts will continue to provide free recognition screenings, along with one to one counseling to support scholar needs. The School Leadership Team has decided to make the provided services more readily known to our community and parents through additional signs around the building and list the provided services on the school website. Zone 126 will be doing a door to door canvas in public housing to notify families of all resources that are medically related and doing individual referrals.

Principal Jaggon, Director for School Renewal, Community School Director and members of the Community Team will attend the Resident Association Meetings for Queensbridge, Ravenswood, and Astoria Houses. The Community Team will invite residents of Queensbridge, Ravenswood, and Astoria Housing Associations to PS 111 events, such as, Community Inaugural, P.B.I.S. Pep Rally, career day, parent workshops, graduations, open houses, and arts performances.

### **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, The Community School 111Q P.B.I.S. Team will collaborate with our School Leadership Team (SLT), Parent Coordinator and Community Based Organization to increase parental involvement by 20% as measured by the Learning Environment Survey and Parent Participation in P.B.I.S events, parent workshops and celebratory events as evidenced in attendance records.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) 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>Utilize Parent Survey data to assess how well the school is communicating with parents and community and identifying goals for improvement</p>	<p>Parents &amp; Guardians</p>	<p>September 2015-June 2016</p>	<p>Teacher Leader-Community Team and PBIS Team</p>
<p>Determine Quality Parent Engagement Program components based on needs indicated in the survey through a whole group meeting with parents.</p>	<p>Parents &amp; Guardians</p>	<p>September 2015-June 2016</p>	<p>Teacher Leader-Community Team and PBIS Team</p>
<p>Develop and select content, tools, and model of delivery for quality professional development for our parents that link to student achievement. Create a system of Best Practices - Oral/Written Communications, create and maintain welcoming physical environment. Establish a system of recognition and parent accountability through learning walks with the parents. Establish parent support for school uniforms to communicate that the students are part of an academic and social team.</p>	<p>Parents &amp; Guardians</p>	<p>September 2015-June 2016</p>	<p>Teacher Leader-Community Team and PBIS Team</p>
<p>Establish protocols for conducting learning walks with groups of parents to develop a greater understanding of academic requirements, respect and trust between the parents and staff.</p>	<p>Parents &amp; Guardians</p>	<p>September 2015-June 2016</p>	<p>Teacher Leader-Community Team and PBIS Team</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>We will utilize per-session and per diem for human resources. We will incorporate curriculum resources, consumables and instructional supplies. For example, books, office furniture, Family Room furniture, bookcases, file cabinets, hole punchers, incentive charts, Scholar Dollar items, crayons, Glogster subscription, school uniforms, desks, tables, chairs, iPads, laptops, markers and calculators.</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>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	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.

October 2015 and February 2016: Issue surveys to parents to elicit topics and ideas of interest to them to be implemented during the remainder of the school year. We also want to understand if the parents find value in APTT, Learning Leaders and the Cooking Classes through an online survey.

**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.
1. By the end of June 2016, there will be an increase in student socio-emotional development (academic self-efficacy, growth mindset, grit, emotional competence, and self-regulation) of at least 50% of the student population as measured by pre and post surveys that will increase student focus in the classroom.
2. By the end of June 2016, to have a progressive increase of parent participation in school activities, as measured by attendance metrics, by pre and post surveys and by focus groups that will lead to measurable progress in the classroom.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The Extended Learning will not be voluntary due to our Renewal School designations. We will actively encourage participation through the use of myON and Mathletics technology resources. Attendance is mandatory for the students during ELT. The technology and gaming components maintain their inters using myOn and mathletics. Parents are regularly reminded of the new school hours. Parents are also welcomed to wait in the school until the end of the school day.				

### **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> </ul>

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

In collaboration with the school administration and SLT, Zone 126 intends to leverage existing school partnerships and bring new partnerships into P.S. 111Q. Zone 126 will distribute student and parent surveys to ascertain what their interest areas and needs are to promote college and career readiness and parent engagement.

The range of programming includes, but is not limited to, academic and enrichment activities, socio-emotional skill development, youth development, and wellness programs. Current partnership with Jacob Riis through NYC DYCD COMPASS and SONYC contracts, will provide academic and enrichment program for over 190 students. The program includes tutoring, homework help, project-based learning (Math, Literacy, Science, Technology), art, dance, and martial arts, to name a few. By encouraging students to think critically about the world around them, Jacob Riis helps students develop a love of learning that will allow them to improve their academic performance and stay in school.

Zone 126 will be providing socio-emotional and literacy programs. A new program is Lion's Quest, an evidence-based K-5 program that supports educators in creating safe learning environments and teaching essential skills for success in school and life. The Lion's Quest Skills for Growing comprehensive curriculum and support materials bring school staff, families, communities, and children together in a whole child approach that integrates social and emotional learning, character development, drug and bullying prevention, and service-learning. Skills for Growing incorporates all the elements necessary for whole child education:

- Integrated learning: Social emotional, and academic learning, drug and bullying prevention, character development, and service-learning in one approach
- K-5 Curriculum manuals: Universal curriculum for each grade level
- Scripted lesson plans: Easy to use, highly interactive, interdisciplinary lessons
- Skill practice: Lesson activities, energizers, school-wide events, service-learning
- Positive learning climate: Cooperative, collaborative, inquiry-based, practice-oriented, and reflective instructional practices and norms that promote SEL
- School-wide approach: All grade levels focus on the same themes and skills together; aligns with Positive Behavioral Intervention and Supports (PBIS)
- Academic integration: Learning activities and instructional practices that support Common Core, Social Studies, and Health with curriculum maps and correlation guides
- Student Supports: Correlation guide available to guide use of program with Response to Intervention (RTI) Tier 1 and 2 interventions
- Family and community engagement: Student activity booklets for student-family interaction, parent meetings guide, and materials for engaging parents and community members in program implementation, classroom learning, school-wide events, and service-learning
- Onsite and online professional learning opportunities: Onsite and online workshops, technical assistance, and ongoing curriculum and resources updates

Zone 126 will also provide youth development to 6<sup>th</sup> – 8<sup>th</sup> graders through the gender-based programs Dare to be King/Dare to be Queen. The curriculum for adolescent boys focuses on addressing anger, impulse control and decision making. The program will help develop the emotional literacy skills to understand realistic alternatives to violence and to respond effectively to aggression . It is designed to challenge males to confront the never ending journey of manhood and the responsibility of creating our lives by design, not by default. The curriculum for adolescent girls focuses on self-esteem, personal development and womanhood. It features over 24 weeks of research supported activities and sessions that focus on healthy decision-making, body image, anger, and self-awareness to create positive change, invoke a more secure sense of self-worth, as well as foster unity and healthy camaraderie among girls.

Other existing programs, focused on the arts, that will be implemented and coordinated include Ailey in the Arts and Arts Connection Visual Arts and Hip Hop Residencies.

Other new content areas, besides socio-emotional development, being introduced at P.S. 111Q include nutrition, environmental sciences, adult education, and summer programs. City Harvest program will provide an opportunity for students to plant seeds, cultivate plants organically, and harvest vegetables to prepare a true farm-to-table experience. Students will learn about plant biology, food systems and the local food movement through interactive lessons, including food preparation. City Growers will provide a Growing Urban Farmers program providing students the opportunity to meaningfully interact with their urban environment. The NYC DOE Office of Adult Education will be providing ESL and TASC (formerly GED) classes to parents. Zone 126 will connect GED graduates to partner Urban Upbound's work placement assistance program.

For summer, students will be exposed to a sleep-away experience through partner Camp Herrlich and through partner Legal Outreach's Summer Law Institute, a 5 week program for rising 9<sup>th</sup> graders that seeks to inspire students to strive for academic excellence and to pursue careers in the law.

The ELT schedule chosen by P.S. 111Q, 80 minutes for Professional Development remains as scheduled on Mondays for all the staff. Parent Engagement and Other Professional Work on Tuesdays for those teachers working with the ELT will be done before or after the day on Tuesday or on an alternate day. Professional Development in socio-emotional skills, cultural competency, and parent engagement strategies will be provided to both school staff and community partner staff.

Zone 126, the school, and community partners will be conducting extensive family outreach in the form of calls to the home, backpack mailers, home outreach. Zone 126 will be assisting the school in developing a marketing plan to raise the level of awareness of the school's activities in becoming a Community School. The marketing plan will include the creation of brochures, hosting community events, hosting parent events and workshops, and an intentional social media strategy. The Zone 126 parent/family engagement strategy is designed after Dr. Karen Mapp's, former Deputy Superintendent of Family and Community Engagement in Boston Public Schools , work on family engagement. The research conducted by Dr. Mapp showed that those family engagement practices that were linked to learning seemed to have a greater effect on student outcomes.

Principal Jaggon, Director for School Renewal and the Community School Director will meet with Denis Belokostolsky, Deputy Director of Facilities and Chris Mangiero, Director of Space Planning will meet to discuss conducting a needs analysis and feasibility study of the PS 111 kitchen facilities. We will also discuss obtaining an estimated cost for a full service kitchen to support ELT activities.

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

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

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT program will be collaboratively designed with the P.S. 111Q school administration, SLT, and Zone 126. Zone 126 will be responsible for the coordination, implementation, and evaluation of the ELT program. The structure is as follows:

- Creation of a Community School Team (CST) which will include Principal Jaggon, SLT members, Zone 126 leadership (Executive Director, Director of Collective Impact Partnerships, CSD), CBO partners, and community leaders.
- Zone 126 Community School Director (CSD) will oversee the day-to-day implementation and coordination of the various CBO partner programs. The Director will conduct monthly meetings with the CST team to inform progress and illicit dialogue for continuous improvement.
- The Zone 126 CSD will be supervised by the Zone 126 Director of Collective Impact Partnerships, who remains as a viable contact for Principal Jaggon.
- All CBO partnerships will enter into an MOU agreement. All CBO partners and Zone 126 will work and create an Implementation Action Plan which will detail the program scope, expected outcomes, evaluation methodology, and logistics details.
- The CBO partner programs will be evaluated quarterly using the NYSAN (New York State After School Network) Program Quality Assessment tool [http://www.p12.nysed.gov/sss/21stCCLC/NYSAN\\_Self\\_Assessment\\_Tool.pdf](http://www.p12.nysed.gov/sss/21stCCLC/NYSAN_Self_Assessment_Tool.pdf)

Pre and Post surveys, teacher interviews, and focus groups together with student-level school data will be used to evaluate student academic and socio-emotional progress.

Jacob Riis will also support the school with the afters chool program.

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

Task: Identify and recruit P.S. 111Q Community School task force members

Number of work sessions: 1-2

Date: By July 31, 2015

Task: Identify existing partner programs taking place in summer and create action plans

Number of work sessions: 3-4

Date: By July 15, 2015

Task: Zone 126 individual meetings with partners to create Implementation Action Plans

Number of work sessions: 5-10

Date: From June 29 through July 31, 2015

Task: Zone 126 hosts community-level convening to announce launch of P.S. 111Q Community School and facilitate the event

Number of work sessions: 2-3

Date: By August 31, 2015

Task: Zone 126 finalizes Implementation Action Plans and creates a P.S. 111Q school year profile report

Number of work sessions: 4-5

Date: By August 15, 2015

Task: Zone 126 designs grassroots and media outreach plan and incorporates all key stakeholders

Number of work sessions: By August 15, 2015

Date: 3-4

Task: Zone 126 launches family and student outreach

Number of work sessions: n/a

Date: Start August 15, 2015 through September 30, 2015

Task: Zone 126 launches family and student outreach

Number of work sessions: n/a

Date: Start August 15, 2015 through September 30, 2015

Task: Evaluation of ELT progress: Program Quality Assessments of each CBO partner; CST meetings; Socio-emotional growth; Individual CBO program evaluation results

Number of work sessions: n/a

Date: Program Quality Assessments (Quarterly: September 2015, December 2015, March 2016, June 2016); CST meetings (monthly); Socio-emotional growth; pre-survey at the beginning of programs/post-survey (at end of program); End of program report; attendance, retention, academic and/or socio-emotional impact

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

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

We will utilize per-session and per diem for human resources. We will incorporate curriculum resources, consumables, trip costs, trips and instructional supplies. For example, Basketball team, motivation assemblies, books, Fuse Dance Consultants, costumes, Basketball league and referee fees, keyboards, border, trays, caddies, art supplies, read aloud chair, library furniture, chart paper, bulletin board paper, labels, toner, copy paper, publishing paper, notebooks, batteries, Jenga, blindfolds, music stands, equalizers, extension cords, guitars, drum set, iPads, laptops, markers and calculators.

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

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

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

**Part 6 – ELT Progress Monitoring**

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

Zone 126 will conduct quarterly (September 2015, December 2015, March 2016, June 2016) Program Quality assessments of all CBO partner programs. Areas that will be assessed are:

Environment and Climate, Administration/Organization, Relationships, Staffing/Professional Development, Programming/Activities, Linkages between Day and ELT, Student Participation and Engagement, Parent/Family/Community Engagement, Measuring Outcomes and Evaluation. We will also track progress using the Myon reading and Mathletics assessment tools.

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

## Section 7: Community School Description

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

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

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

Goal 1: By end of June 2016, the P.S. 111Q community school program will have leveraged community and city-wide resources to provide the school community with opportunities for participating in programs and services with an integrated focus on academics, health and social services, youth and community development and parent and community engagement as measured by pre-and post-program surveys, program participation, needs and focus groups.

Goal 2: Facilitate 2 community-wide events within the 2015-2016 school year with participation of at least 50 community members at each event.

Goal 3: To attain a minimum of an 85% School Culture satisfaction rating on the 2015-2016 School Survey as compared with the 2014-2015 school survey, resulting in an increase in the positive perception of the school culture as it is aligned to The Framework for Great Schools.

Goal 4: To increase parent School Survey participation to a minimum of 60% in school year 2015-2016 (43% in 2013-2014).

Goal 5: By the end of June 2016, serve a minimum of 25 participants in adult education programs such as ESL, TASC, Computer Literacy, Cooking Classes, and Skill Development workshops.

### **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.

Programs and services will be available to 100% of the student population at P.S. 111Q.

Targeted enrollment will be done for:

- a. Academic programs; target students at Level 1 and Level 2 as first priority
- b. Socio-emotional/mental health programs; target students with IEP needs in behavior intervention
- c. Attendance Improvement program: target students with chronic absenteeism and lateness

**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.

Zone 126 was selected as the lead CBO agency to assist P.S. 111Q in building our Community School. Zone 126 is a local non profit who is driving community transformation for children and families living in Astoria/Long Island City's concentrated pockets of poverty. The organization has been working with the ten PK-12<sup>th</sup> grade NYC DOE schools that are attended by the majority of children living in the three area public housing developments; Astoria Houses, Ravenswood, and Queensbridge. P.S. 111Q has been collaborating with Zone 126 since 2013. The organization has a solid track record in leveraging resources through partnerships with CBOs and other non profit organizations. To date, they have partnerships with the following; Camp Herrlich, The Child Center of New York, City Parks Foundation, City Growers, City Harvest, City Year New York, Community Word Project, CUNY QCC, ENACT, Jacob Riis Neighborhood Settlement House, Legal Outreach, NYC DOE Office of Continuing Education, NYU Langone Medical Center, The Parent-Child Home Program, Socrates Sculpture Park, Summer Advantage USA, Urban Upbound, Year Up New York, The Floating Hospital, HANAC, and the Variety Boys and Girls Club. In 2014, Zone 126 leveraged more than \$1,500,000 in programs and services to serve 1,258 children and families, a 447% increase from 2013. Zone 126 has raised in 2014 more than \$200,000 to help scale partner programs within the partner schools.

Zone 126 is an expert on family and community engagement. They have proven results in increasing parent involvement in the schools and also have strong ties in the community with elected officials, the public housing Resident Tenant Associations, and local businesses. Zone 126 follows the USDOE Family – School Partnership Framework. School and CBO staff will be provided professional development on building respectful and trusting relationships.

Additionally, our school community communicates high expectations to the school's constituents through the following ways:

- o All curricula instruction is aligned to the CCLS for each student.
- o School leaders, teacher leaders and coaches provide professional development for the staff in data analysis of the school, individual grades, and individual classes in various content areas.
- o Weekly professional development sessions and teacher team collaborations.
- o School leaders communicate high expectations to teachers through formal and informal observations, post-observation conferences and curricular planning sessions.
- o Implementation of distributive leadership responsibilities.
- o Our after school and Saturday programs (ESL, Alvin Ailey Dance, Test Preparation, First Ladies). Teachers are working to support students as they develop, enhance and increase their capacity to learn and build their self-esteem.
- o Monthly field trips in alignment with the arts, physical movement, social studies and/or science curriculum for all students PreK-8.
- o Attendance Committee Meetings are held to make certain that all of our students regularly attend school to ensure academic growth. Parent outreach is essential for the home-school connection.

o Consistent evaluation of our safe and inclusive school community at monthly Safety Committee Team meetings. We are constantly monitoring and revising protocols put into place.

o We have established an inclusive school culture revolving around our special needs students in the form of ICT, self-contained, and students with IEPs in general education classrooms.

o Students are discussed and monitored individually at PPT and SIT meetings to ensure continued improvement throughout the school year.

All stakeholders in the school hold all students to the same high CCLS expectations school-wide. Our teacher assistants and special education teachers are provided with professional development to ensure each child reaches their full potential daily.

This school year, our main focus areas are to: (1) build socio-emotional skills for our students, (2) provide a wellness program that not only includes mental health as an intervention, but to also include preventative programs such as nutrition and physical well-being, (3) strengthen parent/family relationships, (4) provide instruction that is customized, inclusive, motivating, and aligned to Common Core, and (5) provide professional development across the board to not only increase professional growth but to also enhance the school culture.

The Zone 126 Executive Director and the Director of Collective Impact Partnerships will take the lead to form the Community School Team, which will be comprised of the Principal, the members of the SLT, Program Managers/Directors of each partner CBO, and community members. Zone 126 will conduct the search for Community School Director (CSD) and present candidates to the SLT team, with the goal of hiring the CSD by June 30, 2015.

The structure that will lead the implementation of the Community School Plan will be the Zone 126 CSD and the Zone 126 Director of Collective Impact. The implementation action timeline includes:

- Individual meetings with CBO partner organizations to create an Implementation Action Plan. The plan will include a program description, expected outcomes, evaluation methodology, and program launch logistic details.
- The Zone 126 CSD will oversee progress of each CBO partner program launch progress.
- Interest and needs surveys will be conducted by the Zone 126 CSD to ensure proper planning.
- Quarterly Program Quality assessments will be conducted by the Zone 126 CSD.
- Zone 126 will supervise the parent consent intake process.

Zone 126 will coordinate, implement, and evaluate the ELT and mental health/wellness components. The ELT will have programs focused on academics (literacy, math, science), socio-emotional development, youth development, and enrichment through the arts. The mental health/wellness program at P.S. 111Q will have long-time partner Western Queens as the mental health provider, while Zone 126 will bring new partners City Harvest who will introduce nutrition and cooking. Zone 126 will also have referral services available via the Floating Hospital and Jacob Riis to provide other health services, such as asthma van, vision, etc. Zone 126 has created evaluation tools that will gather data on socio-emotional development and will be using the New York State Afterschool Network Program Quality Assessment tool. Zone 126 will share results with CST team to reinforce best practices and drive continuous improvement.

Zone 126 has already been conducting five Cradle to Career convenings in the community. They will bring the format of those convenings to the community of P.S. 111Q to create a forum for parents/guardians and community members

to have a voice and to also be able to share community resources. The P.S. 111Q convenings will be held monthly. Attendance will be monitored and outreach practices perfected to ensure progressive increases in attendance.

### **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.

Zone 126 in collaboration with PS/IS 111Q Renewal Schools team will select a Community School Director that fits both the school and CBO culture. The CSD along with the Zone 126 Executive Director and Director of Collective Impact Partnerships will sit on the School Leadership Team (SLT). Zone 126 has a portfolio of 17 partner organizations that provide services from cradle-to-career that have either leveraged funding or take part in a co-fundraising strategy to scale programs and services.

Zone 126 in collaboration with Jacob A. Riis Neighborhood Settlement House via the NYC DYCD COMPASS & SONYC contracts will work together along with PS/IS 111Q to implement the ELT program.

The evaluative tools created for PS/IS 111Q will measure the degree to which the home-school relationship evolves based on parent/guardian involvement in school decision-making processes; buy-in and participation in the community school process; quality and quantity of contact between school and home; and willingness to pursue services offered. For students, the evaluative tools measure changes in socio-emotional competencies (including, academic, self-efficacy, growth mindset, grit, emotional competence, and self-regulation); school connectedness; leadership skills; and academic performance after participating in community school programming. All indicators and measures were designed based on the community schools goals, created by the New York City Department of Education.

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

Zone 126 will coordinate, implement, and evaluate the ELT and mental health/wellness components. The ELT will have programs focused on academics (literacy, math, and science), socio-emotional development, youth development, and enrichment through the arts. The mental health/wellness program at PS/IS 111Q will have long-time partner Western Queens as the mental health provider, which Zone 126 will bring new partners City Harvest who will introduce nutrition and cooking, along with the curriculum Safe Dates. Zone 126 will also have referral services available via the Floating Hospital and Jacob A. Riis Neighborhood Settlement House to provide the other health services, such as the asthma van, vision, etc. Schedules will temporarily be changed to support the programs.

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

- Hiring of Community School Director June 30, 2015
- Program and Service Delivery Planning July 06 through July 24, 2015
- Implementation Partners Planning Meeting July 27 through July 31, 2015
- Implementation Action Plan Write Ups & Finalization August 03 through August 14, 2015
- First Day of School (ELT Program begins) September 08, 2015
- Program Service Delivery Roll Out September 28 through November 06, 2015

- Program Service Delivery Closure June 20 through June 24, 2016

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	K -8 students scoring below a 2.5 scale score on the NYS ELA Exam  Pre/Post Assessments  Running Records  RTI Universal Screener	Guided Reading  Teacher’s College Writing  Foundations  myON  Great Leaps  ELL Academy  ReadyGen Reading Intervention  Differentiated Instruction  Teachers College Writing Strategies  Ready NY English Language Arts Test Prep	Small Group  Push in/Pull out  One to One  Tutoring	During the school day  Saturday Academy  Services are provided before and/or afterschool from October –May
<b>Mathematics</b>	K-8 students scoring below a 2.5 scale score on the NYS Math Exams  Pre/Post Assessments  RTI Universal Screener	Go Math Interventions  Mathletics  Differentiated Instruction  Ready NY Math Test Prep	Small Group  Push in/Pull out  One to One  Tutoring	During the school day  Saturday Academy  Services are provided before and/or afterschool from October –May
<b>Science</b>	Demonstrated need based on teacher observation(s)	FOSS Science Support	Small Group  Push in/Pull out	During the school day  Saturday Academy

	Pre/Post Unit Assessments	Differentiated Instruction  Hands on Experiments/Labs  Buckle Down (Grades 4 & 8)  Urban Advantage	One to One	Services are provided before and/or afterschool from October –May
<b>Social Studies</b>	Demonstrated need based on teacher observation(s)  Pre/Post Unit Assessments	Guided Reading using non-fiction texts  Differentiated Instruction  News ELA	Small Group  Push in/Pull out  One to One	During the school day  Afterschool  Saturday Academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals  Observations  PBIS Data Analysis  Parent Requests  Suspensions  Mental health screenings  As per IEP or at risk students determined by the PPT	Based on At-Risk behavior and intensity:  Can include-  * Peer Mediation  * Referral to outside agencies for evaluation and/or treatment  * RIIS Intervention Support  * Western Queens	Small Group  Push in  One to One  Individual  Family	During the school day  Afterschool  Family (off site)  As needed and/or determined by guidance counselor, SBST, or an administrator.

## 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>All of our staff members are highly qualified and certified to teach in their appointed positions. When recruiting teachers for vacancy positions, a team, comprised of administration and teaching staff, interviews and selects teachers with certifications that match our vacancies. If there is a change in teaching assignment, we ascertain that the teacher takes appropriate coursework to meet the certification requirements for their new certification area.</p> <p>All staff is provided with weekly professional learning based on need, which is either self-, team-, or school-directed. Staff is also encouraged to seek off-site professional learning, view webinars, and facilitate professional learning for their peers. Teachers are informed of leadership opportunities through the DOE and are supported in their professional growth.</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>Professional development for school leaders, teachers, and paraprofessionals is ongoing, and is based on the needs of staff members. Professional learning is chosen and designed according to self, grade and school identified needs and observed needs as measured by Danielson observations conducted by school leaders. We have established a professional development committee made up of instructional coaches, teachers and paraprofessionals. The professional development committee meets on a monthly basis to discuss the needs of the staff and make recommendations to the principal about professional learning that is needed. Professional learning is then offered at a school-wide level during the contractual professional learning times after dismissal on Mondays. If the sessions that are being offered do not meet the needs of individual teachers or grade levels, those teachers and grades have the option to plan for self-guided professional learning opportunities that target various content areas or individual needs. Professional learning is led by school leaders, instructional coaches, team leaders, and teachers. The principal, assistant principal and instructional coaches receive professional development from the network and from DOE providers.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

**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.).
Common Core State Standards workshops are provided to Pre-K parents by the administrators and our Pre-K family worker. In addition Pre-K parents are invited to all parent workshops hosted for families from Pre-K to Grade 8.  Parent workshops may include topics about: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy and mathematics.  Our Pre-K students attend full school day sessions Monday-Friday from 8:00am-2:20pm. Teachers use a thematic approach to providing students with daily reading, science, social studies, mathematics, writing, art and physical education.

**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 Measures of Student Learning (MOSL) team and administrators met to discuss all the DOE and curriculum based assessment options that were available to us as a school. We selected the assessments that were appropriately aligned to our curricula for ReadyGen and Go Math as well as grade level rubric based performance tasks in order to match CCLS standards. After students take these baseline assessments we use the data to help us make adjustments to our instructional program.

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

<p><b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>		<b>Funding Amount</b> Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	262,537.00	X	Pages 12-16, 17-21, 22-26, 27-32, 33-37
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	74,719	X	Pages 12-16, 17-21, 22-26, 27-32, 33-37
Title II, Part A	Federal	69,500.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,007,782.00	X	Pages 12-16, 17-21, 22-26, 27-32, 33-37

#### **<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)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 111**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 111** 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)**

**PS 111** , 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>Jacob Blackweel School</u>	DBN: <u>30Q111</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>-3055</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input 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>1</u>
# of content area teachers: <u>2</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: \_

In tandem with strategies for ELLs, the after-school program will give the scholars an opportunity to make measurable progress in comprehension and fluency through immersion. The after-school program has been designed to service ELLs from grades K-8. Even though 63% of the ELLs in grades 3-8 fall into the Advance and Proficient category on the NYSESLAT, this was not translated into high performance levels on the ELA exam. 58% of our ELLs scored a level 1 on the ELA exam and 56% scored level 1 in Mathematics.

The program will consist of one certified ESL teacher and two content area specialists (ELA and Mathematics). They will teach classes on Wednesdays and Thursdays from 2:30pm to 4:30pm. This program will begin in January 2015 and conclude in April 2015. The scholars will be assigned to two classes: ELA on Wednesdays and Mathematics on Thursdays for a total of 23 sessions.

Our Data Inquiry Team, having analyzed our ELL data and examined our current school structures and practices, feels that a three-tiered approach to learning community support would positively impact student achievement:

Additional differentiated support for ELL students, addressing literacy skills in core academic areas, would benefit the academic growth of our ELLs. This program addresses the core subjects of math, ELA, as well as technology. The scholars will engage in skills based activities in literacy. Reading text and applying the various strategies to develop their skills. They will develop their writing using the Writers' workshop model. Exploring the various genres and technology infused instruction. Finally, developing key concepts in mathematics utilizing the Mathletics program.

The ESL teacher will provide support equally to each class on both days. Scholars will be placed in these classes according to their grade levels. Differentiation will be based on their achievement levels on the NYSESLAT and NYSITELL. Intensive instruction in English language acquisition through the content area and preparation for NYSESLAT testing will be administered using the following software and instructional materials:

Mathletics (computer-based) program

Literacy: skills-based and Writer's Workshop

-  
In addition to the 3 teachers, there will be a supervisor on site. The supervisor is being charged to Title III because (as of this writing) no other after-school program is in operation.

## 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: \_

-  
The ESL teacher will provide PD to the content area specialists. They will learn how to apply ESL

### Part C: Professional Development

strategies to their instruction. The sessions will be 1 hour, once a week. The topics are: The ESL Student and Reading, The ESL Student and Writing, The ESL Student and Listening, The ESL Student and Speaking, The Writing Process, ESL at Home, Mathletics overview, Mathletics and monitoring student progress. The sessions will take place from 3:30PM-4:30PM. The teachers will alternate sessions. They will have a total of 2 hours of PD focusing on ESL strategies in the content area and 2 hours of training with the Mathletics program.

### 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: \_

Parents of ELL students participating in the Title III Afterschool program will be invited to participate in the program with their child/children during scheduled Parent Days. Every two weeks, parents/guardians will be invited to stay to read with their child/children and participate in other literacy activities designed by the Title III teachers to improve reading and writing in English. Parents will receive materials and activities to use at home with their children.

### 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>	<u>\$ 8344.62 Teachers (3)@ 27 sessions</u> <u>\$ 713.34 Supervisor</u>	<u>The content area specialists and ESL teacher.</u> <u>Supervisor- As of this writing, the school does not have any sort of After-school programs in operation other than the Title III program.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$618.12</u>	<u>(PD) 4 sessions, 1 hour, 3 teachers</u>
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>	<u>\$1023.92</u>	<u>Chart paper</u> <u>Markers</u> <u>Picture cards</u> <u>Pencils</u> <u>Books- Scholastic</u> <u>Math flash cards</u> <u>Copy paper</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	<u>\$500</u>	<u>Professional development for the Mathletics program.</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>
<b>TOTAL</b>	<b><u>\$11200</u></b>	<u>_____</u>

**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>30</b>	Borough <b>Queens</b>	School Number <b>111</b>
School Name <b>Jacob Blackwell</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>Dionne A. Jaggon</b>	Assistant Principal <b>type here</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>MaryEllen Tsangalidis</b>
Teacher/Subject Area <b>Carlos Fuentes ESL</b>	Parent <b>Iesha Richardson</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Trecia Parsons</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Dorothy Werner</b>
Superintendent <b>Dr. Philip A. Composto</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 <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>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 <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>290</b>	Total number of ELLs	<b>53</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

Transitional bilingual education program (TBE)	Yes <input 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	0	0	0	0	0	0	0	0					0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0					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>	53	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	37
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	21		3							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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 <u>Spanish</u>	1		8		5		7		5		10		2		9		4		0	0
SELECT ONE <u>Chinese</u>	0		0		0		1		0		0		0		0		0		0	0
SELECT ONE <u>Russian</u>	0		0		0		0		0		0		0		1		0		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	1	8	5	7	5	10	2	9	4					0
Chinese				1										0
Russian								1						0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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)		0	1	3	1	3	2	1	1					0
<b>Emerging</b> (Low Intermediate)		3	2	1	0	1	0	3	2					0
<b>Transitioning</b> (High Intermediate)		2	0	1	1	1	0	1	1					0
<b>Expanding</b> (Advanced)		3	2	4	1	3	0	3	0					0
<b>Commanding</b> (Proficient)		1	0	0	0	2	0	1	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	0
4	6	1			0
5	1				0
6	8		1		0
7	4				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	6								0
4	5	1	2						0
5	1								0
6	6	1	1		1				0
7	4								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 early literacy skills of ELLs in grades K-8 are assessed using the DRA2 assessments for fluency and comprehension. Great Leaps and Wilson assesses phonics, phonemic awareness, letter name fluency, nonsense word fluency, comprehension and fluency. This assessment provides teachers with data on students knowledge of English phonics, letter sound recognition, and academic sight word vocabulary. Students are placed into ability groupings for explicit instruction in phonics through guided instruction in small groups and independent practice at learning stations. questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT DATA PATTERNS A review of the 2013 NYSESLAT indicates: Grades k-8 - 14 Beginners 21 Intermediate 23 Advanced LAB-R - 2 Kgn. Beginners and 3 Kgn. Advanced
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Paste response to question here:
- 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?

Implications for Instruction After a review of the results of the 2015 ELA exam taken by ELL students : Instruction can be supported through the Expanded Learning Time.

  - Instruction in ELA must be differentiated to meet the needs of ELL students and include focused supports for ELL students using data from ELL periodic assessments and NYC performance assessments.
- 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](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All students are screened to provide a baseline of student academic performance. ELL students are screened using the HLIS for home language and biographical information, LAB-R for new Kgn. admits, NYSESLAT for English language acquisition. ELL students are also screened for baseline academic performance using the Wilson and Great Leaps for phonemic awareness, phonics, letter sound recognition, fluency & reading comprehension, Running Record for reading comprehension and reading skills, NYC Performance assessments for Common Core Standards mastery. ELL Baseline data is used to group students for ESL instruction according to NYSESLAT category. Academic baseline data is used to group students for differentiated instruction, academic interventions and afterschool programming. Classroom teachers are provided with Common Core Curriculum materials and instructional support from ESL teachers who push in to assist students with accessing the Core Curriculum. Classroom teachers receive training on best practices in ELL instruction to provide a strong differentiated core instructional program. Classroom teachers monitor progress through daily/weekly formative assessments to adjust and individualize instruction for ELL students. ELL students who are not making progress are identified for additional more intensive support and services.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ELL instructional program is evaluated through monthly analysis of student work samples to track improvement in academic achievement and language acquisition, Student movement from beginner to proficient on the NYSESLAT exam is also used to evaluate the effectiveness of the program. ELL student achievement on the NYS ELA and MATH exams are analyzed to determine increases in ELL students who score level 3 and above as compared to the previous year to track effectiveness of the program. We also review ELL student scale scores on NYS ELA/MATH exams to determine improvement in the number of questions answered correctly.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.  
During registration in September, certified ESL teachers along with the Parent Coordinator, assist the parents/guardians of new students with the completion of registration documents. All registering Parents/Guardians are assisted in completing the Home Language Identification Survey (HLIS) by certified ESL Teachers with the help of native language translators (if needed). The ESL Teachers, with the help of native language translators (if needed) conduct the initial informal interview of newly enrolled ELLs and their parents at this time. If the HLIS indicates that a language other than English is spoken in the home, parents/guardians are notified that their child/children will be placed in an age appropriate class in our school and administered the Language Assessment Battery Revised to determine their eligibility for English Language Development Support Services within ten days. Parents/Guardians are told that they will be notified by mail and phone outreach (with native language translation) of their child's/ children's status and invited to a parent orientation meeting for newly enrolled ELL students within 10 days of student enrollment. During the parent orientation meeting, parents/guardians will view the ELL Orientation video and be provided with written information (in their native language) explaining the types of programs available for ELL students in our school and in other locations in our district. During this orientation meeting, parents/guardians will be assisted with completing the Parent Survey and Program Selection Form. The ESL teachers facilitating the meeting will explain that programs that are not currently available in our school will be established if there are enough students to create a new class. Parents/guardians will also be told that they will have to register their child/children at another school where the program they want is available if there are not enough students to create the new class. ESL teachers will collect and review the Parent Surveys and Program Selection Forms and discuss program placement with the parents/guardians. Within 10 days, parents/guardians will receive notification of their child's/children's program placement and class designation. The English language acquisition is assessed for all ELL students annually using the NYSESLAT (New York English as a Second Language Assessment Test). Students are designated as Beginners, intermediate, Advanced, or Proficient according to their score on this test. Instructional interventions and the duration of their ESL instructional time is adjusted according to their designation. Parents/guardians are notified of student test results by ESL and Classroom teachers during parent-teacher conferences.

(with native language translators if needed). Students who are designated as proficient by the NYSESLAT are provided with additional academic intervention services and ESL services as needed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

**Our Attendance team will monitor Student Attendance. The teachers will monitor student work.**

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Entitlement letters are given to each child to backpack home. We wait two days for their return and then send a second notice. If the second notice is not returned we begin calling home to remind parents/guardians. If the second notice is not returned the default program automatically goes into effect. The ESL teachers keep copies of all letters sent home and dates them. They are housed in a binder in the ESL room. Responses are also stored in a binder separated by grade level, also in the ESL room. The ESL teachers have time built into her schedule for her to process all paperwork, i.e., Parent Survey, Program Selection Forms and copies of entitlement letters. We use the RELC and the RLER to be sure we have all eligible students receiving services.

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

We will print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. We will order NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

**Parents will be informed during the ELL Identification and prior to the 45 day mark of a student being identified as an ELL.**

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

**Parents will participate in Professional Workshop where by a video is shown that explains the Dual Language, ESL and Bilingual models. The ESL teacher will answer all parent questions.**

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

**Parent workshops and ongoing parent phone calls will ensure the timely receipt of forms.**

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

**The ESL teachers utilize a checklist template to determine the forms that have not been returned. The Family Worker assists in making contacts with the parents.**

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

**All letters are backpacked and mailed home. Parents are called to discuss placement.**

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

**All documents are stored in the files of the ESL teachers and in the students' permanent record folders.**

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

**A schedule is created to create a standardized approach for administration. The students are identified, booklets are secured and the administering teachers receive professional learning support. All testing modifications are adhered to. We ensure the timely administration by scheduling the individual test parts for each student.**

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

**Paste response to question here:**

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

**For the past three years the trend that we see is that we have had one hundred percent of our parents accept the program we offer, the Freestanding ESL Program, as they do not wish for their children to attend a different school. Therefore, the program we offer is 100% aligned with the requests of our parents.**

# Part V: ELL Programming

## A. Programming and Scheduling Information

- How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - Freestanding ENL program.  
Instruction for our ELLs consists of the push-in model for Grades K-8 is delivered by the ESL teachers.
  - TBE program. *If applicable.*  
Paste response to questions here:
  - DL program. *If applicable.*  
Paste response to questions here:
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
At a minimum, ALL of our ELLs receive the mandated time of instruction. Often our advanced children are receiving extra as they are a part of the whole group instruction that takes place in the classroom in Grades K-8. The ESL teachers' programs are set to meet all mandated requirements in Grades K-8, servicing Advanced children for 180 minutes per week, Intermediate children for 360 minutes per week and Beginner children for 360 minutes per week.
- 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.  
Our ELA and math content is integrated daily. The ESL teachers pushes-in for one period at the same time the classroom teachers are teaching ELA and Math. It is during this content day that the ESL teachers provides support in the content area. All children in Grades K-8 participate in Science and Social Studies one - two periods per week; this being provided by our speacilaty teachers and ESL teachers. The students participate weekly in all of our ESL classrooms you will find many labels and all vocabulary and word walls enhanced with visuals. Instruction is provided in english as we offer a Freestanding ESL Program.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Our ELLS are evaluated in English, the only language of instruction.
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Evaluation of ELLS in reading, writing, speaking and listening is done by the classroom teachers and ESL teachers in Grades K-8. Evaluation is done by both the classroom teacher and the ESL teachers. These include the administartion of Running Records when applicable, the end of unit ReadyGen assessment, the end of module ReadyGen task and the end of unit Go Math assessments.
- 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 statusPS1111Q has no ELLs that fall into category A or D.  
Newcomers and ELLs receiving services receive, at least, the minimum of mandated minutes of instruction. Most being on the Beginner level receive 360 minutes per week. In addition, they are invited to an after school literacy program that meets twice weekly for one hour sessions. Former ELLs continue to receive ESL services for one year after they receive a proficient. To achieve this the former ELLs maintain their seat in the next ESL classroom. Assessments are administered in English to all. ALL are also invited to participate in an ARTS after school and Saturday program to enhance their education.
- 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.  
Paste response to questions here:
- 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?

Chart

of our ESL classrooms:

- a) visuals abound; in print and via the Promethean board
  - b) labels are in Grades K-8
  - c) ReadyGen and Codex are our literacy curriculum; teachers have been extremely resourceful in locating math, literacy and art activities to enhance the literacy; also located online were additional readers of the books incorporated into the program
  - d) teachers provide on-line access to Pearson and ARIS so parents can access support lessons
- ELLs with IEPs receive their mandated instruction in ESL by meeting with the ESL coordinator, Eleni Matheos. All materials are in English as our program is the Freestanding ESL.

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?
- ELLs with IEPs are serviced by the ESL coordinator by blending with general ed ELLs on the same grade level. In addition, we offer the services of the IEP pedagogogue to these children one period per week.

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

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

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

Chart

\*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.

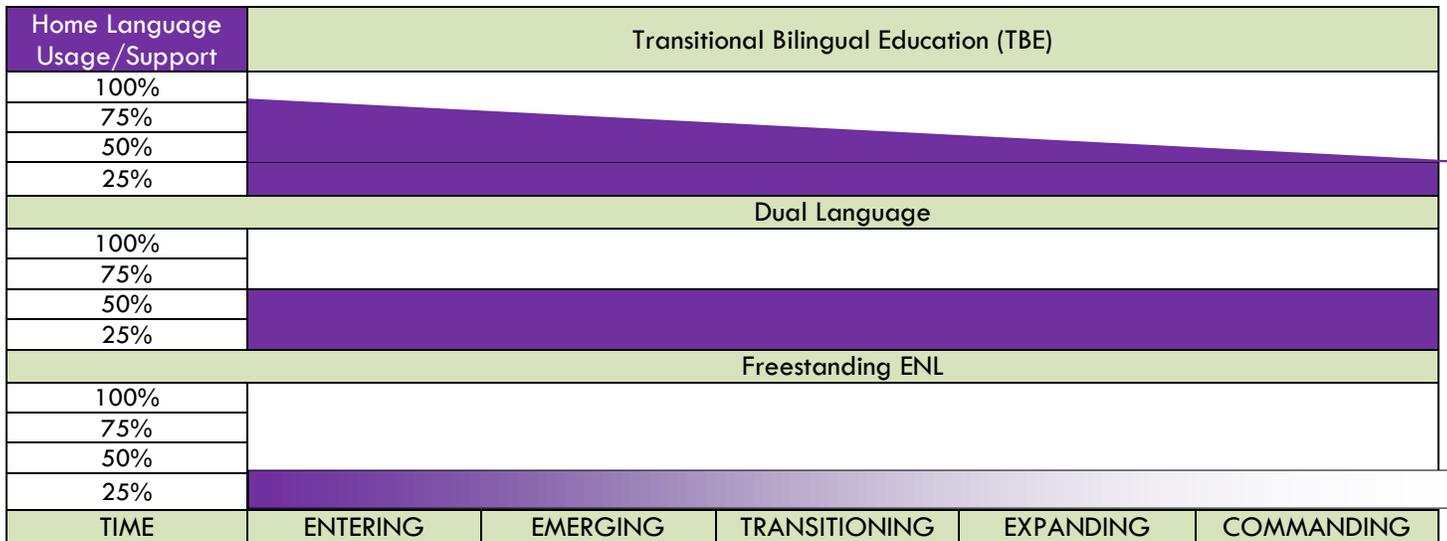


\*Note: “other approved services” does not apply to New York City at this time.

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.  
PS111Q offers the following programs to which ALL ELLs are invited:
- after school literacy program meeting twice weekly for one hour per
  - after school guided reading program meeting twice weekly for one hour per
  - after school homework help program meeting twice weekly for three-quarters of an hour per
  - after school music, art and dance program meeting twice weekly for one and one-quarter hours per
  - Saturday music, art, dance and computer arts program meeting one day per week for one and one-half hours per
  - g) during the school day intervention is provided in a small group by the classroom teacher, the content area specialist, the AIS personnel.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We hold a short meeting once every six weeks between the after school instructors of the afterschool literacy program and the classroom teachers. It is here where we can ascertain if the instruction in the after school program is truly supporting the academic classroom curriculum. At our first meeting we had extremely positive feedback.  
The initial session of the guided reading program ends on 11/26 and already all of the participants have mastered an additional level in reading.  
We base the success of our art programs on attendance, which is approximately 96%; on projects completed by the children and by our end of session dance performance.  
Assessments in the area of literacy consists of the administration of running records, module tasks and unit assessments. Assessments in the area of mat include the end of unit assessments. The content areas of social studies and science have end of unit projects.
12. What new programs or improvements will be considered for the upcoming school year?  
Offering an after school Myon reading program is new for us this year and since our initial session has proved so successful we are in the process of opening up two additional classes.
13. What programs/services for ELLs will be discontinued and why?  
As long as our budget can support our programs we have no plans of discontinuing anything that we now offer.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here:
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.  
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:
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).  
Invitations are backpacked home for all programs offered. Art invitations offer a choice. Invitations for the academic programs are sent to those children that the teacher recommends, as children cannot attend concurrent programs. Presently we offer the following.
- half year of art
  - half year of music
  - each class receives two residencies per year
  - school arts program (art, chorus, instrumental,dance, visual) twice a week
  - after literacy instruction on Tuesdays -Friday-2 hours per week
  - Before school advisory for grades 6-8
  - Saturday Test Preparation
19. What language electives are offered to ELLs?  
Paste response to question here:
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - 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)?

Paste response to question here:

## 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. Professional development plan is scheduled on 4 week cycles that include professional learning in all content and specialty areas.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development, at the school level, is provided on Mondays and Tuesday. There are also customized professional learning sessions offered weekly. All teachers receive professional learning on language acquisition, lesson planning, selecting resources, incorporating technology, etc.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:
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.

Paste response to question here:

### 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.

**Phone logs, checklists and letters are stored with the ESL teachers.**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**We cater to our ELL parents during cultural celebrations, parent breakfasts, instructional support and family workshops that are scheduled by our Parent Coordinator and facilitated by all members of our staff.**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**Yes; our CBO Zone 126 will support Parent Workshops.**
5. How do you evaluate the needs of the parents?  
**We evaluate the needs of our parents through surveys and their responses during parent meetings.**
6. How do your parental involvement activities address the needs of the parents?  
**The parents request instructional support and we provide it.**

### D. Additional Information

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

**Paste response here:**

# Part VI: LAP Assurances

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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **30Q111** School Name: **Jacob Blackwell**  
Superintendent: **Dr. Composto**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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.

Parents that speak languages other than English will have the opportunity to communicate their preferred language of communication upon entry with our School Safety Agent, (SSA). Through a survey of our parents; all notices and communications will go out in English and other dominant languages. We determined from parent feedback and observation that we needed to translate all school parent notices into Spanish, and other languages for our ELL parents. As a result of observation we made of the number of parents who attended our school wide events and the verbal input from parents about their needs, we determined that there was a need to have translators on site for all school parent training workshops, informational workshops, parent-teacher conferences, etc. A survey was sent home that assessed the needs of parents of English Language Learners for translation services. The School Report Card was analyzed to determine the ethnic groups of our school and languages spoken. Home Language Surveys were evaluated and student language and nation of origin determined and added to student biographical data on ATS. Student ethnicity report was generated from this data.

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.

Having translators available, on site has proven to be an asset in our building. We are capable of translating into Spanish, Chinese, Bengali and Urdu. This information was discussed at our School Leadership Team meeting in October and also at our first PTA meeting at the end of September. This information is repeated to our parents/guardians at additional PTA meetings and the Parent Breakfasts.

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## 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.)

Monthly Parent Calendar  
Monthly Parent Newsletter  
Event Flyers  
Notices  
Family Handbook  
Grading Policy  
Letters to Families

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

Parent Orientation  
Parent Teacher Conferences  
Parent Breakfasts  
SLT Meetings  
PTA Meetings

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## 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.

Our written translation services are provided in the following manner: A copy of any and all written communications are forwarded to the appropriate school personnel who then translate the documents. When completed they are returned to the LAC for publication. The appropriate number of

copies, for each language, are forwarded to the appropriate classrooms with the names of those children who are to receive a specific language.

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.

Services will be provided on site and through the services of the over the phone interpreters.

#### **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.)

Our staff will be educated on the available interpretation services in the Teacher's Reference Guide and through the Language Palm Card distributed at professional learning meetings.

#### **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

The school will fulfill Section VII of Chancellor's Regulation A-663 in the following manner: -the above written translation procedure -the above oral translation procedure -the school will provide a copy of the Bill of Parent Rights and Responsibilities to each school family -the school will post a sign, in various languages, indicating the availability of interpretation 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 mechanisms that our school will use to gather feedback from parents on the quality and availability of services will be surveys and questionnaires at the face to face meetings.

