

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q281

School Name:

EAST-WEST SCHOOL OF INTERNATIONAL STUDIES

Principal:

BEN SHERMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: East-West School of International Studies School Number (DBN): 25Q281
Grades Served: 6-12
School Address: 46-21 Colden Street, Flushing, NY 11355
Phone Number: 718-353-0009 Fax: 718-353-3772
School Contact Person: Ben Sherman Email Address: Bsherma2@schools.nyc.gov
Principal: Ben Sherman
UFT Chapter Leader: Gloria Nicodemi
Parents' Association President: Sharlene Tillett
SLT Chairperson: Denise Eng
Title I Parent Representative (or Parent Advisory Council Chairperson): Denise Eng
Student Representative(s): Pamela Benitez
Qiqi Lin

District Information

District: 25 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Joel Mendoza
Director's Office Address: 52 Chambers Street
Director's Email Address: jmendoza@schools.nyc.gov
Phone Number: 212.374.2402 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), 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.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ben Sherman	*Principal or Designee	
Gloria Nicodemi	*UFT Chapter Leader or Designee	
Sharlene Tillett	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Pamela Benitez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Qiqi Lin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
David Bantz	Member/ UFT	
Davin Ganpat	Member/ UFT	
Mara Markinson	Member/UFT	
Jamie Eckartz	Member/PTA	
Denise Eng	Member/ PTA	
Wendy Giron	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anitra Michelle	Member/ PTA	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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 CEP 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 Comprehensive Educational Plan (CEP) 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 activities and strategies 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 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 two (2) to five (5) goals and action plans that align with the first five 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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 4: CEP Overview

Develop a narrative summary that includes:

1. 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The East-West School of International Studies trains students to become experts in an Asian culture and language while preparing for a career in an international world. Our core competencies are English, math, science, technology, and language. East-West students will graduate with a Regents diploma, proficiency in an Asian language, and the ability to use technology as a tool for lifelong learning and communication in preparation for college success.

We believe that the Asian language and arts, history, business opportunities, and technology hold significant interest for New York City students. For these students, Asian culture provides a unifying theme to their high school careers to motivate them to deeper studies and to keep them focused on graduating high school with a world view.

The school must be a safe place for teaching and learning. We believe all children can learn. We have high expectations for every child to learn and achieve to the best of his/her ability. Through ongoing assessment, we adjust our lessons to meet the needs of our students. When staff, parents, and community work together, children succeed. We are teaching today for the world of tomorrow that our children will live in.

The East-West School will prepare New York City students of all racial and socioeconomic backgrounds for a four-year college and for a productive professional life working with cultures beyond their own. We also believe that a focus on Asia can help students develop guiding values such as community, discipline, high standards, and perseverance.

East-West is a small comprehensive 6-12 school inspiring students to explore the world at large, yet having a special focus on Asian language and culture. The school will have an emphasis on the guiding values of self discipline, community, high standards, and perseverance. Together, we create opportunities for our students' success.

Special student populations at East-West are: ENL population ranging from Entering level through Commanding, Special Education population (13%) including ASD NEST, and Title I.

The needs of the ENL Population are teachers with ESL certification and separate and integrated instruction depending on level of proficiency. ASD NEST students need separate classrooms, 1.5 speech teachers, physical therapist, NEST Coach, occupational therapy, perspectives lab, group and individual counseling, and ICT in all subjects. Special Education students need SETTS, ICT in all core subjects, speech, occupational therapy, group and individual counseling, and/or SC classes.

Over the past year, East-West made the most progress in Effective School Leadership, with almost all of our teachers rated Effective or Highly Effective and the development of structures to support leadership growth in the school. One particular element of this framework that we excelled at particularly was developing and delivering social-emotional support that drives student achievement.

Our key areas of focus this year are Strong Family and Community Ties and Supportive Environment. While our Quality Review found high levels of parent engagement from parent interviews, our school survey results indicate this is an area in which additional strategies can be implemented to improve Strong Family and Community Ties.

At East-West, we believe in rigorous and differentiated instruction to teach students the skills necessary for success in college and careers in a world in which Asia continues to grow in importance. At the heart of our classrooms you will see

teachers and students involved in all components of the Workshop Model to achieve the Common Core Learning Standards.

25Q281 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	664	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	3	# SETSS	8	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	16	# Drama
# Foreign Language	26	# Dance	10	# CTE
School Composition (2013-14)				
% Title I Population	68.2%	% Attendance Rate		93.1%
% Free Lunch	69.1%	% Reduced Lunch		14.5%
% Limited English Proficient	14.0%	% Students with Disabilities		13.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	16.0%	% Asian or Native Hawaiian/Pacific Islander		66.6%
% White	4.2%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.0%	% Teaching Out of Certification (2013-14)		21.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		5.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.3%	Mathematics Performance at levels 3 & 4		69.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		81.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.2%	Mathematics Performance at levels 3 & 4		88.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.2%	% of 2nd year students who earned 10+ credits		86.7%
% of 3rd year students who earned 10+ credits	82.2%	4 Year Graduation Rate		92.0%
6 Year Graduation Rate	98.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After conducting a comprehensive assessment of our school’s academic program, we noticed that currently, 26% of current second year high school students are off track for graduation. This data came from the Student Sorter and the Progress Report. The school progress report for the last three years showed that students in their second year of high school dropped in credit accumulation.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 30, 2016, 85% of current second year high school students will be on track for high school graduation as measured by the student sorter.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Team teaching classes for Social Studies and ESL.	ESL in the lowest third	September 2015-June 2016	Kent Kleiman, AP; Davin Ganpat, SS; Nicholas Jacobson, ESL; Judy Lee, ESL
Advisory program for incoming 7 th and 9 th grade students.	Lowest third 7 th and 9 th graders	September 2015-June 2016	Kent Kleiman, AP; Davin Ganpat, Marisa Miller, LaToya Patterson, Devon Williamson, Jennifer Brainsky- Advisory Team
Student orientation at the start of the year for the first two days of school, including information sessions on credit accumulation	All incoming students in grades 6 to 12.	September 2015	All teachers and guidance counselors.
Parent workshops for PupilPath and New York City Schools in English, Chinese and Spanish.	All parents and guardians	Quarterly beginning September 2015	Parent Coordinator and Community Assistants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. The school will eliminate several elective courses so that it can create Advisory courses in grades 7 and 9. 2. Advisory courses will be capped at 20 students instead of the contractual 34 students. 3. The school will allocate financial resources to support professional development for Advisory teachers. 4. The first two days of school will have time dedicated to supporting this goal. 5. A core group of the advisory teachers will meet every Monday for 80 minutes of professional development. 6. Advisory teachers will receive per session for summer, after-school, and weekend trainings.

Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January 2016 , as measured by credits accumulated through the Fall 2015 semester, at least 75% of the second year high school students will be on track for high school graduation according to the Student Sorter.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

On our 2013-14 NYC School Survey, 77% of students responded that “most adults at my school care about me” and 81% responded that “at my school, there is an adult whom I trust and can go to for help with a problem.” Only 65% of students responded that “at my school, most adults treat all students with respect.” According to the Quality Review Report, “there are missed opportunities for strategic high-quality support.”

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2016, 85% of students will respond favorably to questions about trusting and caring relationships with staff members on the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will implement an Advisory program for 7th and 9th grade students to complement our current 12th grade advisory program.</p>	<p>7th, 9th, and 12th graders</p>	<p>September 2015 to June 2016</p>	<p>Advisory Committee; Professional Development Committee</p>

All students will write daily 1-page journal entries in one core or elective course. Teachers will provide on-going supportive feedback and affirmations.	High School students	September 2015 to May 2016	Social Studies teachers
Students will engage with staff members in student-led extracurricular activities.	All students	October 2015 to May 2016	All teachers, College Counselor, Parent Coordinator
Advisory students will practice taking surveys and we will use the results of their surveys to fine tune the culture of the school	7 th , 9 th , and 12 th graders	September 2015 to April 2016	Advisory Teachers, Test Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. The school will eliminate several elective courses so that it can create Advisory courses in grades 7 and 9.											
2. Advisory courses will be capped at 20 students instead of the contractual 34 students.											
3. The school will allocate financial resources to support professional development for Advisory teachers.											
4. The first two days of school will have time dedicated to supporting this goal.											
5. A core group of the advisory teachers will meet every Monday for 80 minutes of professional development.											
6. Advisory teachers will receive per session for summer, after-school, and weekend trainings.											
Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 80% of students will respond favorably to questions about trusting and caring relationships with adults on an in-house survey. The survey will be modeled on the Environment section of the School Survey.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2013-14 NYC School Survey, only 45% of teachers agreed that “overall, my professional development experiences this school year have provided me with content support in my subject area.” In the 2014-2015 Quality Review, the school received only a Proficient rating in Section 1.2.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher professional development will be differentiated based on teacher need. Professional development will be structured into the following concurrent groups: 1) First Year Teacher Circle; 2) Second Year Teacher Circle; 3) Third Year Teacher Circle; 4) Smart Board Initiative Technical Skills Development

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher professional development time will be divided into differentiated groups of teacher professional development three times a month. In addition, there will be monthly professional development based on surveys of teacher interest.</p>	<p>All teachers and paraprofessionals.</p>	<p>All Mondays from September to June</p>	<p>Professional Development Committee; Teacher Leaders</p>

Teacher leaders will attend outside professional development to turnkey as in-house professional development.	Teacher leaders	Quarterly	Professional Development Committee
Advisory professional development will be held as separate sessions to allow teachers to receive professional development in multiple areas	Advisory teachers; Advisory Committee members	September-June	Advisory Committee
Monthly ELL Professional Development with our Affinity Group, New Visions for Public Schools. ASD NEST teachers attend weekly in-house professional development as well as monthly outside professional development at New York University.	ELL teachers; ICT, Special Education, and NEST teachers	July 2015-June 2016	ELL teachers; ICT, Special Education, and NEST teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
80-minute professional development block will be reconfigured to allow for differentiated groups to occur concurrently. Teacher leaders, our literacy coach, our principal, and our assistant principal will lead the professional development sessions. Two teachers who are members of Math for America will provide professional development to the math department. Department Chair meetings will take place every Thursday afterschool; teachers will be paid per session for the meetings and for additional professional development work done outside of the meeting time. We will utilize \$16,000 from our ASD NEST funds to pay for a NEST coach. We will create two Compensatory Time positions: Special Education ASD NEST, and Special Education, and these two teachers will lead professional development for their teams. Departments will be empowered to propose department budgets to purchase resources including professional development .											
Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.
After each session, teachers will provide feedback about the professional development they have just received. After each 8-week cycle, the Professional Development Committee will review feedback from teachers and adjust the next cycle based on the feedback. By the end of January 2016, 75% or more of teachers will respond affirmatively to a survey question that asks if they have received Professional Development relevant to their needs.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Currently, 85% of teachers are rated “Highly Effective” on Measures of Teacher Practice. According to the 2013-14 NYC School Survey, only 79% of teachers responded that “school leaders give me regular and helpful feedback about my teaching.” In addition, our 2014-15 School Quality Review points out that, “not every student in groups was accounted for to contribute to the completion of (a) task,” one of the key indicators for teachers receiving Highly Effective ratings on the Danielson rubric.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 95% of returning teachers will be rated “Highly Effective” on Measures of Teacher Practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Differentiated professional development schedule (first year teacher circle, second year teacher circle, third year teacher circle, literacy coach, ESL, writing for college,</p>	<p>Returning Teachers and Paraprofessionals</p>	<p>August 2015- June 2016,</p>	<p>Professional Development Committee, Teachers, Department Chairs,</p>

weekly mathematics department professional development, and NEST coordinator to work with NEST teachers) and additional in-house professional development to support teachers in classroom instruction.		Weekly and Monthly	Assistant Principals, Principal, NEST Coordinator
Timely (<=48 hours from observation), face-to-face individualized feedback for all formal and informal observations	Teachers	Daily	Assistant Principals, Principal
Department and department chair meetings	Teachers	Weekly	All teachers and department chairs
Principal's Listening Sessions	Teachers	Weekly	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher leaders will facilitate professional development. Teacher schedules will be aligned to promote co-planning, coaching and other professional development. Split C6 Periods to accommodate department meetings. Literacy coach 2 days/ week and our Affinity Group New Visions. New Visions a2i and UTR programs. AP Expansion for AP Environmental Science and AP English. Per diem will be used to hire substitute teachers so that our regularly appointed teachers can attend outside professional development as well as in-house, full day professional development. Per session funds have been budgeted for Department Chairs to plan content-specific professional development for their departments. Per session funds have also been budgeted for ASD NEST professional development.											
Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 29, 2016, 50% of all required teacher observations will be entered into Advance.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

On our 2013-14 NYC School Survey, only 52% of parents responded that they have “been invited to an event at your child’s school” more than three times during this school year.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 29, 2016, the school will have invited parents to school a minimum of four times per month throughout the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent workshops and meetings (FAFSA, Skedula, curriculum, principal’s cabinet)</p>	<p>Target parent groups</p>	<p>Monthly, Weekly</p>	<p>Teachers, Assistant Principals, Principal, Guidance Counselors, UFT Chapter Chair, College Counselor, Parent Coordinator</p>

Orientations and open houses	6 th - and 9 th - grade incoming families	September 2015, October 2015, March 2016, May 2016	Assistant Principals, Principal, Parent Coordinator
Performances, Games, and Competitions	All parents	Monthly	Teachers, Department Chairs, Assistant Principals, Principal
“First Fridays”- All parents are invited to attend their child’s Friday morning classes the first Friday of every month	All parents	Monthly	Teachers, Assistant Principals, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Postcards will be sent weekly to all parents. Phone blasts in multiple languages will go out one week before each school event. Parents will be invited to visit East-West school on the first Friday of every month. Per session will be allocated for teachers and other staff members to organize and supervise evening and weekend events designed to raise student achievement through increased family involvement.											
Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of January 2016, parents at each grade level will have been invited to school at least 20 times.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: 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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Attendance, IEP status, Lowest third status, Regents exam grade	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day
Mathematics	Attendance, IEP status, Lowest third status, Regents exam grade	CMP Math	Small group; one-to-one; tutoring, etc.	During the school day; after the school day
Science	Attendance, IEP status, Lowest third status, Regents exam grade	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day
Social Studies	Attendance, IEP status, Lowest third status, Regents exam grade	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance, At-risk status, Lowest third status, IEP mandates	Counseling; college counseling; peer mediation	Group; one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring fairs; targeted outreach through New Visions; NYU and Queens College outreach; training site for student teachers; New Visions/Hunter College UTR program. Monthly ELL Professional Development with our Affinity Group, New Visions for Public Schools. ASD NEST teachers attend weekly in-house professional development as well as monthly outside professional development at New York University. Teacher professional development will be differentiated based on teacher need. Professional development will be structured into the following concurrent groups: 1) First Year Teacher Circle; 2) Second Year Teacher Circle; 3) Third Year Teacher Circle; 4) Smart Board Initiative Technical Skills Development

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Literacy Coach; MTR Coaches; New Teacher Circle; 1-1 Peer Coaching

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In addition to the MOSL Committee process which ensures that teacher voice is represented in the selection of appropriate multiple assessment measures and professional development around assessments, we also listen to the suggestions of our Professional Development Committee, our bi-weekly Grade Teams, our bi-weekly Department Teams, and our weekly Department Heads Committee. One of the main professional development themes of the year is to improve assessment practice.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$297,195	X	11, 13, 15, 17, 19
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	11, 13, 15, 17, 19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,714,804	X	11, 13, 15, 17, 19

¹**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.

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

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

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **East-West**, 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.

Our school 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 our school community

To increase and improve parent involvement and school quality, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;

- 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;

East-West School of International Studies

School-Parent Compact (SPC)

East-West , 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.

“We, the school and parents agree to work cooperatively to provide a successful learning environment for all of our children.”

We will 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;

We will support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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;
- 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;

We will 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;

We will 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;
- 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;

Parent/Guardian

I will 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;

I will check and assist my child in completing homework tasks, when necessary;

I will encourage my child to follow school rules and regulations and discuss this Compact with my child;

I will participate, as appropriate, in the decisions relating to my child's education;

I will 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;

I will respond to surveys, feedback forms and notices when requested;

I will become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

I will take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

I will share responsibility for the improved academic achievement of my child;

Student

I will attend school regularly and arrive on time;

I will complete my homework and submit all assignments on time;

I will follow the school rules and be responsible for my actions;

I will show respect for myself, other people and property;

I will try to resolve disagreements or conflicts peacefully;

I will always try my best to learn.

I have received and read a copy of the East-West School of International Studies Parent Compact. I will maintain an ongoing and meaningful relationship with the school, and do my best to follow the compact.

Parent's Name: _____ Parent's Signature: _____

Student's Name: _____ Student's Signature: _____

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>East-West School Q281</u>	DBN: <u>25Q281</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>63</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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: The program will be a supplement to our ESL program during the day, supporting the ELLs learning through the 5 primary components of ESL instruction, Writing, Reading, Speaking, Listening, and Culture. We will support the students in social and real life experiences to help them develop their English language skills.

- Students will be given the opportunity to work with 4 ESL teachers in small settings on high interest activities after school from the start of the term on February 2 and continuing until regents week with the final day on June, 15 2015. Mr. Demeo, Ms. Lee, Ms. Choi and Ms. Chang are each certified ESL teachers and work with the students during the day on ESL instruction.

- We will offer two different classes to support learning English outside of the standard ESL classroom.

- American Culture: Ms. Lee

We will focus on developing the students knowledge of American culture along with English language development though classes on American music and television. Classes will be given in English.

Schedule: Starts February 4 and ends June 10th. The program will take place weekly on Wednesdays and run for an hour after school with 21 sessions through the end of the school year.

10 students

- Explore New York: Mr. DeMeo

We will also have a class on New York City in which students do walking tours of Queens and Manhattan. Students will work in afterschool classes that are hands on and provide students with multiple ways to approach learning as new English speakers.

Schedule: Starts February 5th and ends June 11th and will run every week for 2 hours afterschool each with 20 sessions through the end of the year.

10 students

- Subject Review support and Writing Preparation: Ms. Choi, Ms. Chang

We will support students in writing skills development for intermediate and advanced students, with two sections, one for Middle School and one for High School each for 1 hour and 30 minutes.

Schedule: Starts 1/27 and ends 4/28 with 12 sessions for 3 hours after school.

20 students

- Supplemental Small group instruction in content areas: Ms. Lee,

Differentiated instruction of ELA and Social Studies targetting students who are off track in class grades, with a focus on middle school students in the morning.

Schedule: The program will take place on 1/16 to 6/5 on Friday mornings 7:15am to 8:15am for 20 sessions.

- 18 students

Part D: Parental Engagement Activities

understand messages being sent home from the school.

- Adult Literacy classes that will help parents develop their skills in English and aid in the support of their children. 3 hour classes one time a month. 1/10, 2/7, 3/7, 4/25, 5/2, 6/6.

Ms Chang, Ms. Hu (translator), Ms. Lee,

11am - 2pm

20 parents

- Examples: Supporting Student Homework at Home, Skedula Nuts and Bolts: How to support your child 2/7, 3/7

- Parents will be notified through letters and postcards home with translation, phone calls from our Chinese, Korean, and Spanish speaking community assistants, PTA meetings, PTA announcements, and announcements at our morning meetings.

Part E: Budget

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

Allocation Amount: \$11200

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q281** School Name: **East-West School**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

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

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

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

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

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

Home Language Identification Survey, Student Emergency Contact cards, and annual survey conducted by the Parent-Teacher Association and the Parent Coordinator are reviewed to determine preferred method of communication of parents for both oral and written communication.

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.

English, Chinese, Spanish, Bengali, Korean, Japanese

Part B: Creating a Communications Calendar

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

Parent-Teacher Conference announcements, after-school program information, New York State testing dates, Parent-Teacher Association letters and bi-weekly postcard announcements are all translated and disseminated by hard copy to parents by being sent home with students. School website also includes translations of announcements.

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-Teacher Conferences, held four times per year in September, November, March, and May; Parent-Teacher Conferences, held monthly; Financial Aid Workshop, held in December; IEP meetings; First Fridays, in which parents are invited to visit the school once a month. Anticipated informal interactions include parent-contact time, phone calls advising parents of student attendance, and phone blasts advertising upcoming events.

Part C: Providing Language Assistance Services

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

Parent Coordinator provides written translation of documents in Spanish; the school employs a part-time Chinese-language translator who assists in the written translation of documents into Chinese. Bengali-speaking paraprofessional assists with translation of documents into Bengali. Japanese and Korean language teachers assist with translation of documents into Japanese and Korean. School also uses the Department of Education Translation & Interpretation Unit services.

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

Part-time Chinese-language interpreter and Chinese-speaking school aids assist with interpretation in face-to-face meetings such as Parent-Teacher conferences and intervention meetings with parents. Staff also use NYC DOE over-the-phone interpreters through the Translation and Interpretation Unit. Parent Coordinator provides interpretation in Spanish during face-to-face meetings such as Parent-Teacher conferences and intervention meetings with parents. Phone blasts are also recorded in Spanish and Chinese. Bengali-speaking para assists with interpretation in Bengali for parent communication.

Japanese and Korean language teachers assist with interpretation in Japanese and Korean during parent meetings and phone calls. School also uses the Department of Education Translation & Interpretation Unit services.

Part D: Training Staff on Policies and Procedures

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

Professional development sessions will be offered to teachers and other staff members learn how to use the over-the-phone interpretation service and other translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Notification Requirements are fulfilled and available in visible locations.

Part F: Monitoring and Quality Control

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

Parent Coordinator conducts outreach to parents to confirm that parents are receiving and understand messages sent out; school will conduct survey to assess parent satisfaction with translation options available.