



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

<b>DBN: (i.e. 01M001):</b>	<b>09X022</b>
<b>School Name:</b>	<b>J.H.S. 022 JORDAN L. MOTT</b>
<b>Principal:</b>	<b>EDGAR LIN</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Jordan L. Mott Junior High School School Number (DBN): 09X022  
Grades Served: 6-8  
School Address: 270 E. 167<sup>th</sup> Street, Bronx, New York 104456  
Phone Number: 718.681.6850 Fax: \_\_\_\_\_  
School Contact Person: Brandy Franklin Email Address: bfranklin@schools.nyc.gov  
Principal: Edgar Lin  
UFT Chapter Leader: Michele Barrow  
Parents' Association President: Magaly Cordova  
SLT Chairperson: Michele Barrow  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Jane Golden**

**District Information**

District: 09 Superintendent: Leticia Rosario  
Superintendent's Office Address: 1245 Washington Ave, Bronx NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718.579.7143 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Ave, Bronx NY  
Director's Email Address: JRuiz@schools.nyc.gov  
Phone Number: 718.828.2440 Fax: \_\_\_\_\_

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

### **The Objective**

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

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

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

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

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

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

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

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

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

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

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

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

<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)
	Edgar Lin	*Principal or Designee	
	Michele Barrow	*UFT Chapter Leader or Designee	
	Magaly Cordova	*PA/PTA President or Designated Co-President	
	Luis Lopez	DC 37 Representative (staff), if applicable	
	TBD	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	TBD	Community School Director (staff)	
	TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

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

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

MS 22X is located in the Morrisania area of the Bronx which is consistently identified as one of the poorest communities in the nation and has one of the highest crime rates nationally as well. During the first part of our strategic plan, we worked to improve the safety and tone of the school. Systems and structures were implemented and embedded so that all students, staff and parents understand the expectations and, as a result, there have been marked improvements. Additionally, all staff has been trained in PBIS protocols as well as TCI and Restorative Circles. The implementation of these strategies has had an observable and measurable positive effect on the school culture. To date, incidents are reduced from 171 last year to 90 this year. School suspensions have been drastically reduced as well, from 100 to 52 this year. Additionally, these systems and strategies have positively impacted the school wide perception of safety which has contributed to a marked increase in attendance. Last year, our attendance rate was 85.8% and this year, to date, our attendance rate is 90%. We expect continued improvement in these areas in order to create the positive culture for learning that is our goal. The school's mission is to ensure high level learning for all. Additionally, we believe that it is imperative to create an environment that conveys high expectations and offers opportunities to our youngsters. In order to accomplish this, we have engaged in several partnerships designed to help us build our internal capacities. We have partnered with *Teachers College* to provide professional support to faculty in the areas of reading instruction; additionally, we are working with *Teachers College Writing Project*. We are linked with *Teaching Matters* to provide coaching support in math and ELA as well as for curriculum refinement and for supporting teacher inquiry teams. For additional coaching for teachers, we are engaged with *Math in the City* as well. We are currently partnering with *Pearson* to become a model CMP3 School. MS 22X has collaborated with *R-BERN* at Fordham University for support for teachers who instruct English Language Learners. The *Learning through Expanded Arts Program (LEAP)* has provided enrichment activities for our students and recently, through the Community Schools Initiative, we have initiated a partnership with *Sheltering Arms*, which will provide our students with social/emotional programs and supports as well as additional resources for academic interventions.

The school believes that, *if across all classrooms students are provided with a variety of reading strategies that prepare them for making meaning of text and are supported to use academic vocabulary to further their language development, then all students will be able to read independently and access information that will support their ability to make meaning of their school, their communities and the world beyond .*

The community is comprised largely of Latino, African American and, most recently, West African families. The student population includes 30% English Language Learners (ELLs) and 20% Students with Disabilities (SWDs). Both special populations require additional supports and targeted instruction to meet their needs. Our ELLs are receiving specific English as a Second Language instruction and strategies and all teachers are meeting their learning needs by explicitly teaching vocabulary across content areas. Our SWDs are receiving appropriate academic and behavioral supports which include scaffolding their learning, to ensure that they have access to and success with the school curriculum.

We have made great progress in several elements of the Capacity Framework. In the Capacity Framework Element: *Supportive Environment*, there have been observable and measurable improvements over the last year. As indicated above, there have been drastic reductions in the numbers of incidents and suspensions while attendance has increased.

Teachers and students now report feeling safe and supported and a culture for learning has been established. Progress has been made in the Element: *Collaborative Teachers*. Teachers have demonstrated that they are committed to increasing student outcomes. They have consistently met in both content and grade teams to plan and adjust curriculum and have engaged in inquiry around problems of practice based on analysis of student work and assessment data. Their collaborative work has resulted in a consistently implemented curriculum across classrooms that have resulted in improved instruction and student achievement. There has been enormous progress made in the Element: *Effective School Leadership*. On a recent survey, teachers agreed that the principal cares about his faculty and students and provides supports to them in many ways. As a result of the systems and structures put in place by the principal, teachers have been supported by providing them with the opportunities for professional learning that have moved to improve their practice. They have been given a voice in decisions affecting all aspects of the school and teacher leaders have been nurtured and developed. The principal also sets high standards for teacher/staff performance and for accountability. Students have benefitted from the training of staff and from the behavioral and procedural systems implemented. There has been great progress and improvement in the Element: *Trust as demonstrated by the collaborative nature of the staff, the respect shown to students, the willingness of faculty to support and share responsibility/accountability with administrators and the attendance at school wide functions to which parents are invited. With the development of trust, the school has made progress in the area of family and community partner engagement. More than 75% of parents have attended curriculum nights, family nights and caregiver conferences. Recently parents and community came out to celebrate MS 22 Day.*

The Element that has presented the greatest challenge is: *Rigorous Instruction*. While there have been observable improvements in teaching practice, the consistent impact on student performance has not yet been realized. Recent data indicate that student performance in mathematics has significantly increased. ELA outcomes increased in Grades 6 and 7 but improvements in teacher practice have not translated to improved student performance in Grade 8. Our work in this area continues.

As indicated above, we have partnered with *LEAP* to provide extended day enrichment services to our students. Students have participated in sports, theater and dance programs throughout the year. *LEAP* has operated independently but has been collaborative and supportive in all things requested.

Although our past extended learning opportunities have been those described above, our recent selection of *Sheltering Arms* as our Community School CBO promises to provide opportunities for extended learning time in both academic support as well as enrichment.

We have also recently been selected as a Renewal Showcase School for demonstrating promising practices. As a Renewal Showcase School, we will be hosting other Renewal Schools for inter-visitations and learning opportunities.

**09X022 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	492	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	6
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.1%	% Attendance Rate			85.2%
% Free Lunch	89.8%	% Reduced Lunch			1.9%
% Limited English Proficient	33.9%	% Students with Disabilities			22.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			27.9%
% Hispanic or Latino	69.5%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.66	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			34.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			7.21
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.7%	Mathematics Performance at levels 3 & 4			1.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			18.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			28.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><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.	E
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.	E
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.	E
<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><b>School Strengths:</b></p> <ul style="list-style-type: none"> <li>Our faculty are committed to providing high-level (grade-level and beyond) learning experiences for our students</li> <li>Faculty holds a strong collaborative culture through organizing structure of teams.</li> </ul> <p><b>School Needs:</b></p> <ul style="list-style-type: none"> <li>NYS ELA and Math Exam data indicates that few students are performing at or above grade level, yet core course pass rate for ELA and Mathematics remains high. This indicates a lack of rigor in learning expectations and a disconnect between what, as a school, we want students to learn and what grade-level learning represents .</li> <li>Refining and adjusting CCLS-aligned curricula across content areas to ensure rigor and multiple-entry points for all students.</li> <li>Implementation of systematic approach to academic interventions to ensure all student are on pace to meet high-level learning targets.</li> </ul>		

## **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)

CCLS-aligned curricula will be implemented across all content areas: Expeditionary Learning for ELA, CMP3 for mathematics. Curricula will be scaffolded for all students via multiple entry points of process, product, and/or content. Instructional shifts will be evident in teacher practice as well as student talk and writing samples across all content areas. Expanded learning time will provide opportunities to answer two PLC questions – What will we do when kids don't learn and What will we do when kids do learn? ELT will provide interventions and enrichment opportunities aligned to tier 1 instruction that will ensure student standard mastery. At 09X022, teaching practices align to 22's 22 – a set of fundamental instructional must have's and must do's that align with the Danielson Framework for Teaching (see below).

### **DOMAIN 1: High-level learning occurs when we PLAN and...**

1. Learning/Language Objectives meet the 22 way when they...
  - o begin with "We will be able to..." (WWBAT)
  - o are posted throughout the duration of the lesson
  - o are derived from CCLS essential standards
  - o describe specifically what students are expected to know and be able to do by the end of the period
  - o include academic vocabulary ( [Depth Of Knowledge Levels 2-4](#); [22's Tier 2](#) )
  - o include the process by which students will reach LO
2. Lesson plans for all subjects include:
  - o Learning Objectives
  - o [Anticipatory Set](#) /Do Now
  - o higher order questions & activities (DOK aligned)\*
  - o a logical progression of activities leading to demonstrating mastery of the LO

- o Kagan Structure
  - o multiple-entry points (process/product/content)\*
  - o Purposeful groupings based on assessment data
  - o a closure with an opportunity for student reflection
3. Learning Objectives progress toward mastery of essential standards
  4. There is evidence that assessments informed planning

**DOMAIN 2: High-level learning occurs when our LEARNING ENVIRONMENTS have...**

0. Teachers who greet and welcome students from the doorway as they enter
1. Unit-appropriate Tier 2 and Tier 3 Word Wall accessible to students
2. Posted student work, within the current unit, with actionable feedback aligned to a rubric
3. Current unit artifacts of teaching and learning on the walls or bulletin boards
4. RORS behavior expectations posted and reinforced (as necessary) during the lesson
5. Lesson plans available in digital or hard copy during the lesson
6. Routines for safe and fast student movement and transitions (need exit routine posted)
7. Student work organized by unit and/or standard in portfolios
8. Teachers monitor and track student progress towards RORS.

o track RORS

♣ following routines (entry routines/learning routines/exit routines)

♣ classroom behavior

♣ attendance

**DOMAIN 3: High-level learning occurs during INSTRUCTION when...**

0. Teacher facilitates the unpacking of Learning Objective resulting in:

o students being able to express in their own words what they're learning and why they're learning it

o how it fits within unit goal

1. There is an activity for students to do when they enter that connects to the day's learning or meets student needs
2. There is a closure activity to reflect on progress toward the LO based on the lesson's work

3. Meaning-making or text-reading occurs in every period. There is a routinized annotation/coding process
4. Students interact purposefully using a Kagan structure in every lesson
5. There are at least 3 DOK Level 2-4 (higher order) questions/prompts
  - o Teacher provides wait time for thoughtful responses and encourages extension
6. Multiple entry points aligned to the Learning Objective
7. In every classroom, faculty will provide feedback to student responses to initiated questions (IRF vs. IRE). In every classroom, teachers will use Accountable Talk stems to facilitate students' extension and enrichment of discussions that invite comments from their classmates and challenge one another's thinking.

Multiple entry points to ensure success for all students are provided via either process, product and/or content. Consistency is supported through school-wide commitment to 22's 22 and monitoring. Across all content areas, common formative assessments will be refined and data will be collected and analyzed by classroom teacher, teams, and instructional coaches/supervisors to ensure course corrections in pedagogy and content to ensure high-level student learning. In two years, 09x022 expects it's Performance Index in ELA to be 57 and 51 in math. An increase of 14% and 26% respectively.

### **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, across all content areas faculty will collaboratively refine CCLS-aligned curricula and common formative assessments aligned to each instructional unit. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Dis-aggregate NYS ELA and Math data and review current CCLS-aligned curricula (Expeditionary Learning, CMP3 and Engage NY) to determine gaps, and adjust to meet the needs of our student population and our school instructional focus</p>	<p>Content faculty, grade level teams, content area supervisors, and coaches, ELA and Math consultants.</p>	<p>June 2015 – September 2015</p>	<p>Content faculty, grade level teams, content area supervisors, and coaches, ELA and Math consultants.</p>
<p>Ongoing professional development and in classroom support for teaching reading and vocabulary strategies to support instruction in all content areas</p>	<p>Content areas teachers</p>	<p>Monthly, Sept. 2015 – June 2016</p>	<p>CPET, content supervisors, TMI coaches</p>
<p>Collaborative team meetings based on supportive, trusting relationships among teachers, coaches and supervisors are scheduled into every teacher’s schedule for the revision and creation of pacing calendars, units of study, and common formative assessment.</p>	<p>Content teacher teams</p>	<p>Weekly, Sept. 2015- Jun. 2016</p>	<p>Content area coaches, supervisors, principal</p>
<p>In PLCs, collaborative teacher teams monitor results of common formative assessments to chart growth and impact of target reading strategies, vocabulary instruction and progress toward ccls and content standards to support each other in adjusting curricula, units of study and or lessons as appropriate</p>	<p>Content area teacher teams</p>	<p>6 times yearly, Sept. 2015- Jun. 2016</p>	<p>Content coaches and supervisory, cpet consultants</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>Increased hiring of pedagogical staff to ensure true teaming. Additional SPED and ESL faculty to ensure all students needs are met, including SWDs and ELLs. CCLS aligned curricula; Engage NY resources; Curriculum coaches; Instructional Coaches; per diem substitutes. Community Schools CBO support. SBO selection of Option 1 allows for contiguous planning of Professional Development across the school.</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	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>During January 2016, we will review unit plans and lesson plans for 100% inclusion of specific reading strategies and 100% inclusion of academic vocabulary instruction 100% of mid-term grades will align with results of December benchmark assessments</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 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><b>5.3 2014 SDE Review Finding (IIT)</b></p> <p>While school leaders have implemented systems and informal practices to address the physical safety and the social and emotional development health of all students, there is limited evidence that there is any clear and consistent structure that supports an intellectually safe learning environment that would nurture academic and social success for all sub-groups of students.</p> <p><b>School Strengths:</b></p> <ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Strong system of student support (dean and guidance counselor staffed in every grade).</li> <li>Professional development in Restorative practices, TCIS, and LSCI.</li> </ul> <p><b>School Needs:</b></p>		

- Continue building of teacher capacity to support student social and emotional developmental health.

Institute a research-based program school wide that supports positive behavior and that will create the conditions for academic success.

## **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?

The vision of 09X022 works to ensure a safe and supportive culture of learning where adults believe that kids can learn and all children will learn because of what we do. All stakeholders describe 09X022 as a place where all constituents work to ensure high-level student learning for all. CBO partners provide supports that work to remove all barriers to student learning, including social and emotion growth and health of our students. Student voice and leadership is supported via a formal advisory structure as well as formal student government where students play an important role in school-wide decisions. In addition, one eighth and one seventh grade student will be included in the SLT. 09X022 has adopted the PBIS framework to support social-emotional learning. We also work incorporate Restorative practices as well as working to ensure that 100% of faculty and staff are trained in Life-Space Crises Intervention techniques. 09X022 believes in preventative measures and frequent data monitoring to improve student social-emotional skills. Faculty will track behavioral data daily and engage in inquiry cycles to support improved student social-emotional skills. Counseling services are provided as a result of identified needs based on data and findings of the inquiry cycles.

School guidance counselors have developed a social- motional learning framework and continuum based on CASEL. Students and faculty will be surveyed 3 times to determine growth. Data will also indicate improvements in student social emotional learning.

09X022 believes in preventative measures and frequent data monitoring to improve student social-emotional skills. Faculty will track behavioral data daily and engage in inquiry cycles to support improved student social-emotional skills. CBO and other service providers will be included in all inquiry team cycles and discussion.

Attendance and chronic absenteeism will improve via a intentional system of data collection and monitoring. Students with patterns of chronic absences will be identified and assigned an attendance mentor. Attendance mentors will track student attendance, outreach to families and CBOs, and coordinate supports needed to ensure student attendance in school.

## **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 all faculty will engage in monthly inquiry cycles focusing on strategies and skills to support student socio-emotional developmental health, resulting improvements in faculty and student responses for all four indicators of the 2015-2016 NYCDoE Learning Environment Survey and 91% or better attendance.

**Part 4 – Action Plan**

<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> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Implement professional development on PBIS (Positive Behavioral Intervention and Supports) for all staff at both MS 22x and MS 323x (co-located with MS 22x) for consistency, coherence and positive approaches to student behavior	All Staff	August 2015- June 2016	Assistant Principals, Grade team leaders, CBO support personnel, PBIS Committee
Establish PBIS committee (including all constituents) to create the school based structures, common behavioral expectations , rituals and routines to be implemented by all staff (including kick-off's, incentives, celebrations, recognitions, etc	All faculty and Staff	September 2015 – November 2016	Assistant Principals, Grade team leaders, CBO support personnel, PBIS Committee
Refine the school ladder of referral that aligns with PBIS and Restorative Justice Framework and disseminate information	All Staff	January – June 2016	Assistant Principals, Grade team leaders, CBO support personnel, PBIS Committee
Administrators and key committee members monitor staff for fidelity of implementation and consistency throughout the school/building	All Staff	January – June 2016	Principal, Assistant Principal

**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.

Youth development coaches; Instructional Coaches; per diem substitutes.

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

X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>	X	<b>C4E</b>
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	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>November 2015 – examine incident and suspension data for 5% reduction</p> <p>December 2015-analyze attendance data for 20% improvement for chronic absentees</p> <p>January 2015- review referral data to determine 100% adherence to referral procedures</p> <p>During February 2016 progress toward 100% fidelity of implementation of pbis will be determined</p> <p>January 2016-monitor incident data for 5% reduction in level 5 and 5 occurrences</p> <p>January 2016 – monitor incident and suspension data for minimum of 5% reduction</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 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.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
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).	E
<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><b>4.2 2014 SDE Review Finding (IIT)</b></p> <p>Teachers formally and informally engage in conversations on strategic instructional practices and decision-making, but there is little evidence that teachers consistently use data and research-based strategies to adjust their practices to meet the needs of all sub-groups of students.</p> <p><b>2014 NYS ELA and MATH Data</b></p> <p>ELA - 5.6% of students scored at Proficiency or above</p> <p>Math- 1.9% of students scored at Proficiency or above</p> <p><b>School Strengths:</b></p> <ul style="list-style-type: none"> <li>We provide high level professional development opportunities and coaching for teachers to learn research based practices that will improve their own pedagogy and result in increased student outcomes</li> <li>Our faculty are eager to improve their own practices and student outcomes</li> </ul>		

- The school has the ability to track the development of faculty toward improved effectiveness in all components of the Danielson Framework, with an emphasis on questioning and discussion techniques, student engagement, and the use of assessment to inform instruction.

**School Needs:**

- Based on student achievement data and both internal and external feedback, it will be important to train faculty for and implement common, consistent strategies for reading support so that students will be able to access the curriculum in all subject areas.

It will be important for collaborative teacher teams to adjust curricula, units and lessons to embed reading supports.

**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?

09X022 is organized in teams. Each grade level is composed of 2 teams focusing on delivering rigorous instruction to our students. One team focuses on providing rigorous instructions to students with disabilities while the other team focuses on providing rigorous instruction to our English language learners. In addition to professional developme times allotted after school, weekly common planning time is built into all faculty schedules. At 09X022, faculty adhere to our 22 *Must Have* fundamental when designing and implementing instructional practices. 22’s 22 are below:

**DOMAIN 1: High-level learning occurs when we PLAN and...**

1. Learning/Language Objectives meet the 22 way when they...

- o begin with “We will be able to...” (WWBAT)
- o are posted throughout the duration of the lesson
- o are derived from CCLS essential standards
- o describe specifically what students are expected to know and be able to do by the end of the period
- o include academic vocabulary ( [Depth Of Knowledge Levels 2-4](#); [22’s Tier 2](#) )

- o include the process by which students will reach LO

2. Lesson plans for all subjects include:

- o Learning Objectives

- o [Anticipatory Set /Do Now](#)

- o higher order questions & activities (DOK aligned)\*
- o a logical progression of activities leading to demonstrating mastery of the LO
- o Kagan Structure
- o multiple-entry points (process/product/content)\*
- o Purposeful groupings based on assessment data
- o a closure with an opportunity for student reflection

3. Learning Objectives progress toward mastery of essential standards

4. There is evidence that assessments informed planning

**DOMAIN 2: High-level learning occurs when our LEARNING ENVIRONMENTS have...**

- 0. Teachers who greet and welcome students from the doorway as they enter
- 1. Unit-appropriate Tier 2 and Tier 3 Word Wall accessible to students
- 2. Posted student work, within the current unit, with actionable feedback aligned to a rubric
- 3. Current unit artifacts of teaching and learning on the walls or bulletin boards
- 4. RORS behavior expectations posted and reinforced (as necessary) during the lesson
- 5. Lesson plans available in digital or hard copy during the lesson
- 6. Routines for safe and fast student movement and transitions (need exit routine posted)
- 7. Student work organized by unit and/or standard in portfolios
- 8. Teachers monitor and track student progress towards RORS.

o track RORS

♣ following routines (entry routines/learning routines/exit routines)

♣ classroom behavior

♣ attendance

**DOMAIN 3: High-level learning occurs during INSTRUCTION when...**

0. Teacher facilitates the unpacking of Learning Objective resulting in:

o students being able to express in their own words what they're learning and why they're learning it

o how it fits within unit goal

1. There is an activity for students to do when they enter that connects to the day's learning or meets student needs
2. There is a closure activity to reflect on progress toward the LO based on the lesson's work
3. Meaning-making or text-reading occurs in every period. There is a routinized annotation/coding process
4. Students interact purposefully using a Kagan structure in every lesson
5. There are at least 3 DOK Level 2-4 (higher order) questions/prompts
  - o Teacher provides wait time for thoughtful responses and encourages extension
6. Multiple entry points aligned to the Learning Objective
7. In every classroom, faculty will provide feedback to student responses to initiated questions (IRF vs. IRE). In every classroom, teachers will use Accountable Talk stems to facilitate students extension and enrichment of discussions that invite comments from their classmates and challenge one another's thinking.
8. There is daily, meaningful evidence of student progress toward the LO. Teacher checks for understanding and monitors student progress toward the LO during the lesson
  - o tracking classwork completion
  - o tracking classwork mastery

Faculty plan collaboratively in content as well as grade teams. Needs of high achieving students are met via multiple entry points and ELT enrichment opportunities. Student safety is ensured via our RORS value system (be Respectful, be Organized, be Responsible, be Safe and school-wide use of Restorative practices and LSCI strategies. In addition to common formative assessment by content, faculty also track classwork completion (effort), Learning Objective mastery, RORS behavior and student attendance. Inquiry teams review data in a systematic basis to determine next actions to meet student needs. CBO partners will be included in all inquiry conversations to support student success.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – 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, reading strategies supporting each student's meaning-making of text and academic vocabulary development will be integrated into CCLS-aligned curriculum in all content areas. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).

**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>• 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 teacher-parent collaborations to improve student achievement.</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>Providing teachers with a variety of research-based reading strategies for meaning-making to support students in their comprehension of text</p>	<p>All content area teachers</p>	<p>September 2015 – November 2016</p>	<p>Cpet consultants, TMI coaches, content coaches, supervisors and principal</p>
<p>Content supervisors and coaches support and monitor the explicit teaching and practice of academic vocabulary that supports language development and further improves students’ ability to comprehend texts and participate successfully in instructional tasks through frequent informal and formal observations with targeted, actionable feedback</p>	<p>All teachers and students</p>	<p>September 2015 – November 2016</p>	<p>Content coaches, supervisors and principal</p>
<p>Engage teachers in collaborative, supportive team meetings to engage in inquiry cycles to analyze student assessment data and adjust their instruction and instructional groupings based on student needs for differentiated classroom instruction and for intervention</p>	<p>Teacher teams</p>	<p>September 2015 – November 2016</p>	<p>Content coaches, supervisors and principal</p>
<p>Develop trusting relationships with teachers by providing them with a repertoire of strategies to support their ability to differentiate the instructional process, and content and product.</p>	<p>All teachers</p>	<p>September 2015 – November 2016</p>	<p>Content coaches, supervisors and principal</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>CCLS aligned curricula; Engage NY resources; Curriculum coaches; Instructional Coaches; per diem substitutes.</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	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

By January 2016—classroom observation data captured in faculty development tracker will reflect

Reading strategies implemented in 100% of classrooms.

BY January 2016- Examine progress monitoring data for 75% improvement (student outcomes) to determine effectiveness of interventions and re-tiering of students in ELA and Mathematics with focus on SWDs, ELLs and Lowest-third students.

**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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
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).	€
<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>2.5 2014-15 SDE Review Findings (IIT)</p> <p>The school leader established clear SMART goals and a long-term vision that effectively manages fiscal and programmatic resources. Additionally, the school leader supports and recognizes the importance of all stakeholders in the academic, emotional and social well-being of all sub-groups of students. However, although some stakeholders might not be able to articulate the vision in a meaningful way, it is clear that teachers, staff, students, and parents understand the spirit of this vision and voice support for it.</p> <p>ADVANCE OBSERVATION DATA</p> <p>2013-14 – Approximately 60% of teachers scored below Proficient levels on Danielson Components 3b (Questioning and Discussion), 3c ( Student Learning), 3d (Using Assessment in Instruction)</p> <p>School Strengths:</p> <p>The school has articulated a clear instructional focus school wide which is known and shared by all stake holders and is being systematically and consistently supported and monitored.</p>		

Teachers are participating in professional learning opportunities, including coaching , with supportive, actionable feedback for improvement.

Supervisors and coaches have developed consistency in observing and identifying areas of need/growth for teachers

Teacher observation data is charted and frequently analyzed to determine areas of focus for professional development and additional coaching.

Based on Advance observation data and feedback from the IIT Review, it is clear that teachers practices in delivering rigorous instruction is a critical area in need of improvement.

School leader will also participate in PLC@Work Institutes to increase leadership capacity. Annual school-wide retreat to ensure team cohesion and alignment with school vision will support ensuring high-level learning for all.

## **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?

09x022 will continue to refine our Faculty Develop Tracker aligned to Danielson and 22’s 22. Professional development decisions will be based on trends identified through data collection. 09X022 will continue to partner with existing supports – Teaching Matters Incorporated, Center for the Professional Education of Teachers and is pursuing a new partnership with Solution Tree, Inc. CBO partners will be involved in data inquiry cycles focusing on both standard mastery and social-emotional health. Student and teacher programs will be organized into teams to ensure maximum teaching and learning time. Fiscal capital will be aligned to ensure success of our school mission – ensuring high-level learning for all.

Teacher observations will be scheduled based on faculty ADVANCE choices. At 09X022, observations are delineated between coaching and ADVANCE observations. Faculty are notified prior to any ADVANCE observations. By October 15, all faculty will have had 1 ADVANCE informal observation conducted by assistant principals. Principal will conduct mid-line informal/formal observations between December and February.

09X022 works to create authentic PLCs where all faculty/staff are expected to practice reciprocal responsibility. All expectations are transparent and all and all are expected to make commitments. 09X022 has begun work adopting Skedula, which allows for transparency and sharing with multiple constituents.

Assistant principals will be responsible for ensuring high-level learning for specific content areas and ensuring an RORS learning environment. Community School Director will ensure coordination and alignment of ELT program and all external support organizations.

**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, using the observation process based on the Danielson Framework, 80% all faculty will demonstrate improved delivery of rigorous CCLS-aligned instruction in all content areas that meets the needs of all learners as indicated in observation data of Danielson 3C. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).

**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 parent leadership and engagement as a key lever for school improvement.</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>Develop and implement a year-long schedule and tracking system for informal and formal observations.</p>	<p>Principal, assistant principals, instructional coaches</p>	<p>August, 2015</p>	<p>Principal, Renewal Coach</p>
<p>Leadership coach learning walks with administration will be conducted throughout the year to support further development of providing targeted feedback to teachers</p>	<p>Principal, assistant principals, instructional coaches</p>	<p>September 2015 – November 2016</p>	<p>Principal, Renewal Coach</p>
<p>Administrators will use observation data to develop targeted professional learning experiences for teachers in all subjects.</p>	<p>All faculty</p>	<p>September 2015 – November 2016</p>	<p>Administration Team</p>
<p>Teacher will engage in intervisitations to observe best practices in designing coherent instruction (1e)</p>	<p>All faculty</p>	<p>September 2015 –</p>	<p>Principal, Assistant Principals</p>

and engaging students in learning (3c) to plan next steps for implementation in their own classes to develop peer support and trusting relationships among colleagues		November 2016	
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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.											
All faculty; Assistant Principals and Instructional coaches; common planning time built into school calendar and weekly schedules.											
<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	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	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.											
December 2015 – Faculty observation data and common learning assessments will be analyzed to ensure that 100% of observation data aligns with student learning outcomes for all faculty.											
February 2016 - Faculty Development Tracker will indicate all faculty increasing their proficiency in implementing questioning and discussion techniques (3b), student engagement (3c), and using assessment in instruction (3d) of the Danielson Framework by one level (e.g. ineffective to developing; developing to proficient; proficient to highly effective).											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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
<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><b>6.4 2014 DTSDE Review Finding (IIT)</b></p> <p>School leaders and staff members demonstrate care and concern for students and parents. While the school has a number of strategies and programs in place that provide outreach opportunities, not all communication with the parents/guardians is provided in the primary language of school population, thereby restricting opportunities for families to understand, participate and benefit from the home-school connection. This limits the participation of an invaluable group of stakeholders in providing the support that is critical for every child’s academic success and social and emotional health.</p> <p><b>2014 Learning Environment Survey</b></p> <p>According to NYCDoE Learning Environment Survey 13-14, over 90% of parents surveyed (a survey response rate of 82%, 28% higher than the city average) indicated satisfaction with the school in three key areas – Instructional Core, Systems for Improvement, and School Culture.</p> <p><b>School Strengths:</b></p> <ul style="list-style-type: none"> <li>The school faculty consistently reach out to parents and engage in communication with parents regarding student progress</li> </ul>		

- The school conducts parent nights and other school celebrations that bring out more than 75% of parents
- The school faculty coordinate outreach efforts to families to provide maximum support
- The school sends a handbook home to parents that delineates all requirements and expectations in the beginning of the school year.

**School Needs:**

- Additional work needs to be done in supporting faculty interactions and collaboration with families to support student social and emotional development health to support student success.

Multiple pathways for communicating with parents need to be explored and implemented to ensure that all parents/families are included.

**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?

A Family Engagement Center supervised by Community Schools Director and staffed by 09X022 will be housed on premise. Monthly family engagement activities that address parent needs will be planned. School Safety Officers and staff will be involved in community engagement activities to ensure a welcoming environment. CBO partners will provide training to support SSA and school staffs’ understanding of student and parent demographics. CBO partners will conduct out-reach and engagement activities to ensure that all families feel welcomed in included in their child’s education. Dedicated space will be provide for the Family Engagement Center.

Adult education classes are already offered – Basic Education which leads to a GED and ESL and currently serves over 90 students. Adult education program will be expanded based on parent and community needs.

Families will be able to access and understand student data and progress via training on Skedula’s Pupil Path platform. Families will have real time access to student attendance, academic, and behavioral data.

**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, all faculty will engage in meaningful collaboration with families to promote shared responsibility for student academic progress and social-emotional growth and well-being resulting in 60% of all parent respondents reporting “very satisfied” on all four indicators of the 2016 NYCDoE Learning Environment Survey

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Faculty training in community engagement strategies</p>	<p>All faculty and staff</p>	<p>Sep. 2015 – June 2016</p>	<p>Community Schools Director, Parent Coordinator; Grade Team Leaders; School administration</p>
<p>Caregiver workshops to increase caregiver understanding of data to support family ability to trust and partner with the school to support student learning.</p>	<p>Members of the school community – parents, caregivers, guardians</p>	<p>Sep. 2015 – June 2016</p>	<p>Community Schools Director, Parent Coordinator; Grade Team Leaders; School administration</p>
<p>CBO and external counseling services to engage families in social and emotional health development</p>	<p>Targeted caregivers and families in crisis</p>	<p>Sep. 2015 – June 2016</p>	<p>Community Schools Director; Grade Team Leaders; School administration</p>
<p>Establish protocols for conducting learning walks with groups of parents to develop a greater understanding of academic requirements and respect and trust between parents and teachers.</p>	<p>Caregivers</p>	<p>Sep. 2015 – June 2016</p>	<p>Community Schools Director, Parent Coordinator; Grade Team Leaders; School administration</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.

Parent engagement funds; Parent Coordinator; Guidance Counselors; Per session for after-school training. Sheltering Arms personnel. SBO Option 1 for AM parent/family engagement.

**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		21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Caregiver Survey will be distributed in November 2015 and February 2016 to track caregiver satisfaction with expectation of 5% improvement in three key areas – instructional core, systems for improvement and school culture to make necessary adjustments.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 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.
<p>The goals of the ELT is very specific and will focus on the following measurable outcomes:</p> <ul style="list-style-type: none"> <li>• Higher classroom grades and work quality</li> <li>• Higher level of engagement and understanding of targeted subject areas</li> <li>• Increase in vocabulary and comprehension</li> <li>• Lower incidents of anti-social behavior and improved attendance</li> </ul> <p>The ELT will use existing benchmarks such as the NYS Math Screener and other progression toward mastery tools in targeted subject areas. There will be an ongoing analysis of student classroom work based upon grades submitted by classroom teacher as recorded on ATS; specific reports culled from ATS will as be used to analyze students attendance; the school OORS reports will be used to assess student behavior; the existing RORF classroom behavioral log will be used assess ongoing student behavior. These logs help determine if particular students need additional attention. We work with an itinerant MSW to engage students exhibiting at-risk behavior, helping to manage their conduct through counsel and guidance. Required intervention for student behavior issued will be addressed anger management and conflict resolution services provided through Bronx Work; counseling for presented mental health needs will be provided through direct services from on-site school partners, ASTOR and Sheltering Arms social workers and therapists.</p>

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Through an SBO approved by the faculty, 09X022 will adhere to Option 1 of the NYCDOE ELT Model. ELT is compulsory and will be held between 3p.m. and 4p.m. daily. ELT will target 91% of students on a daily basis; this percentage is closely allied with the school’s current daily attendance rate				
The Collaborations with the school to identify students who may be struggling in the targeted areas; work with other CBO partners in the school building to remove barriers to learning; identify area of struggles				
Engage parents through collaboration with the school’s Parent Teacher’s Association and Program Coordinator to encourage stronger parent participation in student academic performance.				

Collaborate closely with teachers to ensure continuity of service in HW and other related classroom assignments; work with LEAP, Bronx Works and Sheltering Arms to provide seamless continuity of service from school to after-school.

Provide incentives to encourage student's participation (perfect attendance, highest grade for a particular time period.

Work with mental health providers to support participants/students to removed barriers to learning

Possible Saturday academy to address targeted areas of deficiency.

### **Part 3 – ELT Program Description**

**Target Population:** The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

ELT will provide hand-on material that will augment regular school day learning; peer tutoring and mentoring will encourage student engagement activities aligned classroom activities. School trips destinations will be directly related to what they are studying during the school day; for example if students are learning about Latin American history, a trip to El Museo Del Barrio will be planned. Student will be encouraged to do mini-projects and presentations around subject areas.

The ELT intends to use regular school day staff on Wednesday to Friday; on Monday and Tuesday the ELT will be staffed by LEAP and Sheltering Arms staff while teachers attend mandatory professional development. LEAP and Sheltering Arms staff will ensure continuity of subject matter taught by regular teacher through close collaboration and sharing of classroom material and learning strategies.

The ELT will provide a mixed curriculum of academic and cultural enrichment components through collaboration with the existing DYCD SONYC program managed with a CBO partner, LEAP. Student will be able to choose from a plethora of fun and education components such as dance, music, drama, poetry, Arts, Sport/Athletics, homework help, and STEM or literacy enrichment.

The ELT will engage different styles of learning to address the different needs of the student population at different spectrum using qualified existing school staff. The school presents a high number of ELL students who will be offered additional language classes that will comprise reading, vocabulary and reading comprehension skill. The ELT will wrap-around and existing Saturday academy which will provide additional help for students with low achieving student, especially those with level 2 on lower on standardized math and ELA exams. In collaboration with three other on-site CBOs, Bronx Works, ASTOR and Sheltering Arms, students with behavioral challenges will be provided with

comprehensive conflict resolution and anger management counseling as well clinical therapy. These logs help determine if particular students need additional attention. We work with an itinerant MSW to engage students exhibiting at-risk behavior, helping to manage their conduct through counsel and guidance.

ELT academic enrichment activities will be mandatory for all students; however, student will be able to choose from a number of recreation and cultural enrichment components, such as dance, music, drama, sports, arts, poetry as part of the existing SONYC after school program. Youth Leadership and service learning activities will be offered on a daily basis as well as additional literacy enrichment and homework help.

Student will be able to choose from a number of recreation and cultural enrichment components, such as dance, music, drama, sports, arts, poetry as part of the existing SONYC after school program.

Community educators will receive professional development through collaboration with DOE staff as well as through the Department of Youth and Community Development (DYCD) and its subcontractors, The After School Corporation (TASC) and the Partnership for After School Education (PASE); as well as required mandatory professional development training through the Department of Health and Mental Hygiene (DOHMH). Community educators will also be a part of the Student Leadership Team (SLT). In addition to internal training opportunities, Sheltering Arms works in partnership with several leading training organizations and professionals to increase staff knowledge and strengthen their skills. Staff members participate in 15 to 30 hours of training a year as required by the SACC requirements. Our priority is to build a strong staff team ready to implement an effective, high quality, safe and successful out-of-school-time program. Sample training topics include: *Keys to a Positive Camp Experience; Effective Staff- Models for Positive Youth Development; Maximizing Our Impact; Creatively Managing Group Dynamics; Creating An Asset-Rich Learning Environment and Activities; Who Me? I'm No Artist! Theme-Based Activities that Promote Learning; Designing Summer Learning and Fun; Camp Safety and Risk Management .*

The ELT will target all attending students of the school. However, those students singled out for special needs will be identified by the school for additional tutoring, test prep and other services provided through the Saturday Academy or other required services. In order to identify students in need of academic support, we will utilize the expertise and familiarity of teachers, guidance counselors, the principal, and parents. Teachers will be able to provide recommendations on which students are struggling academically or may be in need of guidance. Parents will be informed about the program during the summer before the program starts; during school year they will be kept abreast of their child's program through progress reports, correspondences and personal conversations with the Community School Coordinator. Furthermore, Ongoing communication between parents and afterschool staff will also be offered. Parents will be engaged when they come to pick up their child as well as at social events. They will be informed of any academic challenges or behavioral issues such as absenteeism. Positive communication will also be critical to establishing relationships and promoting involvement. Parents will be notified of student achievements such as improved test scores or behavior and encouraged to attend their children's performances.

#### **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.

ELT will be implemented via coordination between school administration and Community Schools Director. ELT will be supervised by a designated assistant principal in conjunction with the Community Schools Director. CBO's to be involved with be Sheltering Arms and Learning through the Expanded Arts Program (LeAP).

Sheltering Arms will support academic remediation and enrichment. LeAP will support enrichment activities focused on STEAM education.

Program effectiveness will be measured on student academic improvements measured on monthly basis, matching student participation with desired student outcomes.

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

ELT program will commence in September 2015 and end in June 2016

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

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

Participating faculty and school administration; Sheltering Arms staff; Learning through the Expanded Arts Program (LeAP) staff. SBO Option 1 allows for all faculty to participate in ELT.

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

**Part 6 – ELT Progress Monitoring**

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

By February 2016, 50% of students will make a minimum of 1% gain in ELA and Math based on standard mastery as determined by common formative assessments.

By February 2016, there will be a 2.5% reduction in suspensions and incidents.

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

## Section 7: Community School Description

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

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

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

By June 2016, 100% of the students in Levels 1 and Levels 2 will, by NYS ELA and Math assessment data, score above the 50<sup>th</sup> percentile in median adjusted growth.

By June 2016, Sheltering Arms' collaboration in and support of 09X022's strategic attendance intervention plan will result in an attendance rate for 09X022 of 91.7% or higher.

By June 2016, the number of level four and five incidences and suspensions will be reduced by 10% as a result of social-emotional interventions implemented by MS 22 and Sheltering Arms.

By June 2016, Sheltering Arms will support all faculty will engage to in meaningful collaboration with student families to promote shared responsibility for student academic progress and social-emotional growth and well-being resulting in an increased in rates of satisfaction on all four indicators of the 2016 NYCDoe Learning Environment Survey.

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

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

The full scope of the Community School services that will be offered at MS 22 are still evolving . Sheltering Arms and the Principal are working together to assess needs and available resources. Among many other things, Sheltering Arms plans to source connections within its own internal existing programming to meet identified needs. The agency has service hubs in the South Bronx within one mile of MS 22 (specifically at the Paul's House and Annex locations). The agency offers a wide range of services including evidence-based foster care preventive services, youth services and early education programs. As a result of Sheltering Arms' 10 year old Early Head start programs and afterschool programs at MS 302 and PS 75, Sheltering Arms has many established community partners including maternal/child services; immigration services; ESL, GED, and vocational training, food pantries and farmers markets, affordable healthcare, housing services, corporate volunteer programs, and more. Following an inventory of existing service needs, the Community Schools Director will conduct targeted partnership building efforts based on any observed gaps. S/he will take ownership of these relationships, promoting positive interactions with the school and surrounding community.

The vision for the collaboration between Sheltering Arms and MS 22 is to provide students with a range of targeted supports to remove barriers to academic success. Based on school statistics as well as needs identified by school personnel, services provided by Sheltering Arms will focus on academic enrichment, language services, mentorship, and connections to housing and childcare services, with mental health supports as needed. To address any service gaps for these key areas that will become evident, we will develop new partnerships and leverage the agency's fundraising capacity to acquire in-kind resources and supplementary funding.

With only 2% of the school's students meeting state standards in math and 6% in English last year, academic enrichment through afterschool and summer programs and extension of learning into the home is needed. Enrichment will be provided through homework help and tutoring, academic clubs and activities, and educational trips. Kidz Lit and Kidz Math curricula developed by the Developmental Studies Center and employed at other afterschool sites will be implemented and adapted for the school's needs. It will be a highly collaborative process, including students, teachers, afterschool staff, and parents. Teachers will help identify struggling students for targeted recruitment efforts for enrichment programs. They will also be consulted in the development of extended learning curricula to ensure alignment with school and state standards, reinforcement of challenging subject areas,

and to prevent duplication of instructional approaches to retain student interest. During orientations, workshops, and parent-teacher meetings, parents will be encouraged to take an active role in their child's education by providing homework assistance, taking their child on educational trips, watching educational films, and other activities.

As a school where approximately 34% of students are English Language Learners, MS 22 requires a comprehensive ESL program during the school day and extended learning hours to help those students match the literacy competency of native born speakers. Additionally, immigration often leads to emotional and practical transition issues as well as challenges to social bonding and communication, which would be addressed through targeted group counseling efforts.

The school has also identified a significant population of students with at least one incarcerated parent. These students will be provided with emotional supports through group and individual counseling to address issues of traumatic separation, loneliness, and antisocial behavior. Sheltering Arms will also support us in creating mentorship opportunities to offer positive role modeling and ongoing guidance.

School leadership has noted a high number of single parent households and families in shelters or temporary housing, both requiring support services. We both believe students from both groups could benefit from group counseling interventions due to a lack of parental involvement in the former and the stigma and emotional challenges around homelessness and transition in the latter. Single parents would be connected to resources such as affordable early childhood education options for younger children and afterschool programs for older children, to ensure their children are cared for while they work or search for a job. Families in shelters and temporary housing would work with case managers to achieve more stable housing and learn how to navigate the NYCHA system.

After identifying existing internal programs and external partnerships to provide these services, the agency will work with the Principal to determine the gaps that need to be filled to address the full scope of needs. The Community School Director will take the lead on developing new community partnerships. Recognizing the need for funds and resources beyond the budget of this contract, the agency will work with the Principal to seek out additional resource and funding streams for the school as Sheltering Arms has done with its afterschool programs through Resiliency and Advantage grants from OCFS and for its ECE program through major gifts from the Robin Hood and Tiger foundations and a special grant for Smart Boards.

**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.

1. The Community School Director (CSD) will be adaptable to the specific and changing needs of the school. Additionally s/he will be a highly capable communicator, analyst, liaison, and relationship builder to ensure effective allocation of resources and integration of services to address the full range of issues affecting families. The CSD will build a strong working relationship with the school and collaborate on the implementation of a needs assessment,

conduct targeted community partnership building, and facilitate resource connections for the school's families. Sheltering Arms' School-based Programs administrators, Human Resources (HR) and Finance departments will support the CSD in program operations and staff supervision.

The CSD's first task will be establishing relationships with school leadership to understand the school's vision, environment, and population. S/he will then work with the school to create an implementation strategy for a needs assessment. Through an inventory of existing internal and external resources and surveying for outstanding needs, the CSD and school leadership will establish focus areas to establish improvement goals and develop resource connections.

To ensure that families are connected to necessary resources, the CSD will generate awareness of these services by coordinating presentations and workshops for students, families, and staff. While firsthand presentation to students and families is essential, including teachers and guidance counselors will be critical to promote referrals and remove stigma for those students and families hesitant to utilize services.

2. Sheltering Arms is working collaboratively with us to develop a plan to offer Expanded Learning Time (ELT) programming. This programming will be aligned with the school's vision, with focus areas developed based on results from state exams and report cards, as well as expressed needs and interests. Sheltering Arms will reinforce curricula through the integration of key educational areas (literacy, STEM, 21st Century Skills) into clubs and activities rather than simply extending instruction. To ensure that students remain stimulated, Sheltering Arms will offer interactive learning through educational films and follow-up discussions, experiments, independent research projects, and educational games. In partnership with teachers from each grade, they will customize curricula based on student needs and ensure programming aligns with school and state goals, sharing syllabi to facilitate the development of complementary services.

To assess program effectiveness and student progress, we will implement pre- and post- testing in science, math, literacy, and 21<sup>st</sup> Century Skills. The first three will be aligned with Common Core standards, while the latter will be based on the Partnership for 21<sup>st</sup> Century Skills' Framework for 21<sup>st</sup> Century Learning. The results will help us determine areas of need, identify struggling students, and inform the direction of programming and instruction.

Beyond academics, students will have improved access to cultural resources and recreation. We will offer cultural programming that will ensure that the youth are exposed to music and art, which will enhance learning by reinforcing concepts and boosting the ability to retain information. We will provide opportunities to promote interest and skills development in the arts, supplemented by immersion through trips to cultural institutions. We will offer high-quality recreational activities such as sports and dance that result in skills development, promoting movement and fitness during program hours and beyond.

As for mental health programming, MS 22 will work with Sheltering Arms to leverage the agency's substantial mental health experience and expertise serving a middle school population to coordinate and plan holistic school-based mental health services. This approach will include providing services in a neutral (non-clinical) setting within a safe, destigmatizing school environment. The approach will include working collaboratively with school and CBO staff to conduct home visits, provide counseling, offer educational/enrichment sessions and behavior modification activities.

3. Sheltering Arms is committed to and has substantial experience engaging families and community members as partners in education. The agency recognizes the importance of extending learning beyond the classroom and into the household and community. In an effort to increase family and community involvement at MS 22, parents and community members will be invited to participate in Visioning Sessions prior to the beginning of the school year. These Visioning Sessions will encourage families and community members to provide input into program design, and gain a deeper understanding of the Renewal Schools and Community Schools initiatives. In collaboration with the school's Parent Coordinator and others, Sheltering Arms will plan and implement family events incorporating the expertise of community partners. For example, offerings will include parent/child cooking workshops, art classes, career workshops etc. Social bonding between parents and children will be promoted by inviting parents to attend trips and social events. Community partners will be engaged to offer families a wide range of cultural and

educational opportunities. Parents will be invited to holiday events and cultural nights where they will be encouraged to forge relationships with other parents and to create formal and informal support networks. Families will be engaged to attend student performances and to support children in their chosen interests and take part in their successes. Volunteer opportunities will be created for parents throughout the school year in an effort to get them into the school building and motivated to play a greater role in their child’s education. Sheltering Arms and the MS 22 Parent Coordinator will work to assemble parent volunteers that can help organize events, and will help parents learn to take the lead on activities.

Ongoing communication between parents, school, and Sheltering Arms staff will take place during parent-teacher conferences, social events, afterschool pickup and via phone. Parents will be informed of students’ academic challenges, behavioral issues and absenteeism. Parents will also be engaged around positive student achievements such as improved test scores and/or behavior, and student participation in the activities offered.

At the end of the school year, parents, students, school staff, employees, and partners will be asked to complete satisfaction surveys giving them an opportunity to provide feedback on the activities offered. They will be given opportunities to evaluate safety, efficacy of the program initiatives, and student engagement. All stakeholders will be asked to offer suggestions on how to improve the school and program s . This input and feedback will be thoroughly and consistently considered in the design phase of programs for the following year.

4. The Principal and the CS Director will meet weekly with select Assistant Principals, key staff, and partner CBOs to analyze trends and discuss individual student progress. The Principal and CS Director will access all available tools and trainings offered

**Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

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

The Principal, Community School Director and other key staff from Sheltering Arms will work together with school based staff and existing high quality partner CBOs to implement, oversee and assess programming.

The Principal and Sheltering Arms are working together to plan the ELT programming. Existing community partners and existing CBO partners will be engaged in the planning and implementation as appropriate.

The Community School programming will be continuously discussed and evaluated to assess its impact on student achievement. As discussed above, pre- and post-testing will be implemented and ongoing assessment of student grades and test scores will be used to assess impact on student achievement.

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

The Principal and Sheltering Arms are working together to determine staffing needs and assess the need for schedule adjustments

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

Implementation of the Community School model at MS22 began as soon as Sheltering Arms was notified of the contract award (May 2015). There have already been several meetings between the Principal and senior Sheltering Arms staff, and these meetings and discussions are scheduled to continue over the next several weeks and throughout the summer months. It’s too early at this stage to determine the timeline for completion of implementation and oversight.

**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>	Degree of Reading Power Assessment with secondary screener "WIST" for students who's reading level is labeled "At-risk."  Performance on Common Formative Assessments	Wilson Reading Systems for students whose screener results indicate need support with decoding  Just Words to support student comprehension and vocabulary development  Strategic Intervention for all students with screener scores indicating below grade reading levels	Small Group  Small Group  Small Group	During school day  During school day  During school day
<b>Mathematics</b>	Performance on 14-15 NYS Math Exam  Basic Skill Screener Results  Performance on Common Formative Assessments	Kaplan Skills and Strategies	Small Group	During the school day
<b>Science</b>	Demonstrated need based on teacher observation.  Performance on Common Formative Assessments	Non-fiction Reading Comprehension Program	Small Group	During the school day
<b>Social Studies</b>	Demonstrated need based on teacher observation.	Non-fiction Reading Comprehension Program	Small Group	During the school day

	Performance on Common Formative Assessments			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS Data analysis Student Referral Data	Data-driven behaviorally-based counseling aligned to academy grade-level teams	Small Group	Small Group

**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>09X022 recruits HQT via the offices and programs below. All prospective candidates also undergo a modified Star Teacher Selection Interview Protocol:</p> <ul style="list-style-type: none"> <li>• NYCDOE office of Teacher Quality and Recruitment</li> <li>• Hunter College</li> <li>• Fordham University</li> <li>• Teachers College, Columbia University</li> <li>• NYCDOE Teaching Collaborative</li> <li>• NYCDOE Teaching Fellows Program</li> <li>• Teach for America</li> </ul> <p>09X022 retains HQT by the following:</p> <ul style="list-style-type: none"> <li>• Sustained and targeted new teacher mentoring via Educators for Social Responsibility</li> <li>• Leadership opportunities in instructional leadership, student support, SWD, and ELLs and extensive off-site professional development opportunities for all faculty leaders.</li> <li>• Weekly school-wide, departmental, and academy common planning opportunities.</li> </ul> <p>09X022 supports HQT by providing high quality professional development via:</p> <ul style="list-style-type: none"> <li>• Bronx Borough Field Support Center</li> <li>• District 9 Superintendency</li> </ul>

- District 9 Director of School Improvement
- NYCDOE School Renewal Team
- Center for Professional Education of Teachers – Teachers College, Columbia University
- Math in the City – City University of New York
- Morningside Center
- Urban Advantage
- NYCDOE Office of English Language Learners; NYCDOE Office of Teacher Effectiveness

Fordham University NYS/NYC Regional Bilingual/ESL Resource Network

**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).

09X022 adheres to weekly and monthly data-based cycles-of-inquiry aligned to CCSS and Danielson Framework via content departmental meetings as well as interdisciplinary academy meetings .

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA

**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).

NA

**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.).

NA

**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.

Common formative assessments for all content areas aligned to CCLS essential standards are created via teacher teams. Inquiry groups analyze assessment data to make instructional adjustments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	552,766.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,872.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,490,391.00		

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

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 09X022, 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. 09X022 will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Jordan L. Mott</u>	DBN: <u>09X022</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</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: According to 2013-2014 NYSESLAT data, 09X022 had varied success in moving students designated on the intermediate and advanced levels forward in all modalities tested. However, we struggled with moving students designated as new arrivals and beginners. Most of these students are recent arrivals to the country and have little or no English language experience. Research shows that prior to acquiring academic language, language learners must first gain proficiency in conversational and social language. It is also essential that teachers link new concepts with students' background experience and past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task. Building on our prior investment in Rosetta Stone software, newcomers and beginners will be supported in developing their BICS (Basic Interpersonal and Communicative Skills). Beginning in January, this program will take place after school on Wednesdays from 2:30 to 4:30 PM and will target the development of basic communicative skills. Up to 20 students classified as new or recent arrivals from grades 6-8 are targeted to work with two of our fully certified ESL faculty. In addition, a monthly Saturday program from 9:30 AM - 12:30 PM titled American Culture Family Club begins in February to support newcomers and their families in their transition to America. This program will provide language learning support for students and families via Rosetta Stone, as well as through film and multimedia presentations. The language of instruction will be in English with native language support. In addition, Title III programs will target long-term ELLs on all three grade levels (6-8). 15-20 long-term ELLs who have demonstrated little movement within levels have been targeted for direct instruction. Targeted instruction will be provided focusing on specific modalities (reading, writing, listening or speaking) based on student needs. All classes will take place 1 day a week for 20 weeks for a total of 20 sessions for new-comers, as well as 6th through 8th grade students for a total of 80 sessions serving 60-80 students. The Saturday Program will commence in January to June for a total of 6 sessions. These classes will give newcomers and beginners more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues, as well as provide targeted support for our most struggling sub-group students.

### 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 School-based professional development continues to center around the expressed needs of our students as well as our ELL faculty. Collaborating with our ELL faculty, the administrative cabinet is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the ELL department as well as all pedagogues responsible for delivering instruction to ELLs. All pedagogues are scheduled for a mandatory team-planning period, once a week from 2:30-4:00 , for professional development. Professional development topics to be addressed will include:

- \_\_\_\_\_ Differentiating and scaffolding instruction
- \_\_\_\_\_ Aligning performance standards for ESL, ELA, and NLA students
- \_\_\_\_\_ Integrating ESL into the content areas, using the SIOP mode |
- \_\_\_\_\_ Writing strategies for ELLs
- \_\_\_\_\_ Use of graphic organizers
- \_\_\_\_\_ Using assessment to guide instruction
- \_\_\_\_\_ Classroom Strategies to use with Newcomers

-  
All ESL faculty have attended SIOP as well as other relevant ELL professional development programs and regularly turnkey and lead ELL-centered professional development for school staff throughout the year. Content area teachers who work with our ESL population will get an opportunity to learn the skills and strategies developed from QTEL. This information will be shared by our ESL teachers. They will present a workshop on tools that can assist our ELL population. On a monthly basis, our ESL team will share strategies and ideas during the team and content planning periods. The topics that are bulleted above will be introduced during these meetings. In our team-planning meetings, grade level teachers, paraprofessionals and administrators are present. The ESL team will also attend professional development offered by the City to develop new strategies. The ESL team will research data-driven instructional tools to use in order to best assist this sub-group. Professional Development will not be paid with Title III funds.

### 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: \_\_\_\_\_ Research indicates that parent engagement is essential for student success. In accordance with that, parent engagement activities that highlight ELL student achievement are the center pieces of our school's efforts. Two awards ceremonies (mid-year 5:30 - 6:30 PM and year end 5:30 - 6:30 PM) have been planned to specifically highlight the ELL programming and support services students receive and recognized the learning and achievements of our ELL student populations. These activities will be lead by school staff. Parents will be notified via translated invitations. An additional Parent Meeting will be held mid-June to inform parents of preliminary

**Part D: Parental Engagement Activities**

NYSESLAT testing outcomes and student programming for the following academic year.

-  
In addition, a bi-monthly Saturday program described above from 9:30 - 12:30 PM titled American Culture Family Club lead by an ESL faculty will engage students and families together for English language support via the use of Rosetta Stone as well as opportunities to learn about Ameican culture via film and other multi-media presentations.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>22</b>
School Name <b>Jordan L. Mott MS 22</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>Edgar Lin</b>	Assistant Principal <b>Brandy Franklin</b>
Coach <b>Esteban David</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Dionicia Pena</b>	School Counselor <b>Seneida Sosa</b>
Teacher/Subject Area <b>Margie Washington/SPED-ELL</b>	Parent <b>Magaly Cordova</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yaditza Rodriguez</b>
Related-Service Provider <b>Joann Augustine</b>	Borough Field Support Center Staff Member <b>ype here</b>
Superintendent <b>Leticia Rosario</b>	Other (Name and Title) <b>Margie Washington/ELL Coordina</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>6</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>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</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>1</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>423</b>	Total number of ELLs	<b>163</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/> No <input checked="" 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>							1	1	1					0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	163	<b>Newcomers</b> (ELLs receiving service 0-3 years)	62	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>	28	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	53	<b>Long-Term</b> (ELLs receiving service 7 or more years)	31

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>	62	19	0	1	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	62	8	5	29	0	17	5	0	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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	0	0	0	0	0	28	26	28	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)								9	8	10				0
<b>Emerging</b> (Low Intermediate)							3	8	12					0
<b>Transitioning</b> (High Intermediate)							8	3	9					0
<b>Expanding</b> (Advanced)							27	31	15					0
<b>Commanding</b> (Proficient)							5	10	5					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

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							9	17	11					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	7	0	0	0
7	33	5	0	0	0
8	41	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	25	10	4	2	2	1	0	0	0
7	36	6	2	3	0	0	0	1	0
8	23	22	1	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	24	6	17	7	8	4			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.  
MS 22 uses a variety of tools to assess early literacy. The results of the NYSITELL and Spanish LAB are two initial tools used. Based on the results, teachers use a combination of running records in Spanish and English and teacher made assessments and observations. The data can reveal SIFE status not already ascertained, as well as the literacy levels in Home language and English. This data is then used to determine the amount of support needed, in-class grouping and the percent of Home language to English in the Transitional Bilingual program. nse to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In the past data patterns shown in NYSITELL and NYSESLAT in and across grades have revealed that students identified as SIFE transition more slowly from Bilingual programs to ENL classes. It is also revealed that these same students are more apt to become Long-term ENL learners, continuing to score at emerging and transitioning (intermediate) on the NYSESLAT and then who remain in Transitional Bilingual programs from sixth to eighth grade. This is in contrast to students without Interrupted formal education who steadily advance through the language progressions, moving out of the Transitional Bilingual program into the ENL program from grade to grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
3) The information obtained about Annual Measurable Achievement Objectives helps determine how best to use Title III allocations to address the needs of our students who may be LEP and/or immigrants. The most recent data revealed that MS 22 needed to address students that were very close to an overall score of Expanding (Advanced). The data demonstrated that students were struggling with the Listening portion of the exam and that we would need to support students in this modality.
- 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?

- a. In the Transitional Bilingual program, patterns across levels and grades reveal that newcomers--students at Entering and Emerging levels of language acquisition perform better in assessments given their home language, than they do in similar test given in English. This is true of both receptive and productive language. Student in our ENL program (an integrated collaborative teaching approach) take most, if not all of their assessments in English and these assessments indicate a more rapid acquisition of English language both receptive and productive .
  - b. School Leadership, and teacher teams are using ELL periodic assessments data to examine trends/gaps in specific classes and programs and across grades and the school to determine revisions for units of study and curriculum. This data also determines the need to adjust strategies and approaches to teaching and learning.
  - c. The school has learned that MS 22 students that are ENLs struggle with standard ELL5-8.5 “Students will demonstrate cross-cultural knowledge and understanding.” This has given rise to how we ensure students are able to use what they know and understand in their home culture and language and make connections to the content and the English language required in middle school.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] MS 22 uses the Degrees of Reading Power (DRP) as a universal screening tool. The DRP has English and Spanish language versions. Results are disaggregated and students will be tiered according to the results. Tier 1 students will receive scaffolding and specific academic within their core classes. Tier 2 students will receive specific instruction using Dr. Kate Kinsella’s program, The Academic Vocabulary Toolkit, a research based program with built-in assessments to assist with language acquisition and development. Students requiring Tier 3 intervention receive support using Wilson’s Just Word’s program. The DRP is administered three times per school year and the flexible groupings are adjusted based on results. Additionally students’ tiers are based on the assessments results of each program.
  6. How do you make sure that a student’s new language development is considered in instructional decisions? Student classes and teacher teams are developed around a POD system. A group of teachers is responsible for the education of three sections of students. There is a Pod that is solely responsible for the teaching and learning of our students identified as ENLs. These teachers have regular meetings programmed into their schedule. Teams meet to discuss the learning progress and new language development. Team members use student work samples to develop next steps. Furthermore, content supervisors and instructional leadership schedule frequent informal observations and provide specific, actionable feedback to enhance teaching, learning and language development.
  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?

No Dual Language program
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). To evaluate the success of our ELL program at MS 22, we look not only to meeting AYP, but also to the degree of language acquisition. We look to move students along the continuum of language acquisition, first through points then through performance levels. We look to move students from entering to emerging and from emerging to extending. True success is to have students progress at least one level per school year.

## 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.
  - 1) When a new student registers and has not attended a NYC school in the past two years:
    - a. Home Language Survey is administered by a designated bilingual Pedagogue, licensed in ESL and trained in the intake process, (Margaret Washington).
    - b. Individual Interview in family/caregiver’s preferred language. (use initial interview to identify potential SIFE status)
    - c. Screen for Students with disabilities with an IEP
    - d. If Language determined is other than English eligibility to take the NYSITELL is determined through interview. If eligible-

- e. Administer NYSITELL- if student scores below cut score
  - i. Student is determined to be an ELL
  - f. Administer the Spanish LAB for Spanish speaking students to determine placement (TBE or ENL class)
  - g. Administer SIFE Oral Interview Questionnaire
  - h. Written Parent notification of ELL identification within 10 days
  - i. Parent orientation
  - i. ELL placement within 10 school days and written parent notification of placement
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).  
The Spanish LAB, responses to the SIFE Oral Questionnaire are reviewed along with the initial work samples submitted by the new entrant to determine the student's status and to examine the possibility of misidentification. This data will then be used to review initial placement and to provide the data necessary for appropriate RtI placement.
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).
- 3) When a student has been enrolled with an Individualized Education Plan, the Language Proficiency Team, LPT-- Marguerite Washington-ESL and IEP Coordinator, Dionicia Pena-Licensed Bilingual Teacher, Brandy Franklin-Assistant Principal. Magoly, Cordova-Student parent will first determine if the student will take the NYSITELL with or without accommodations. The Principal will be notified if it is determined that the student does not have second language acquisition requirement. The Principal will then notify the superintendent and the parents, an interpretation provided by our parent coordinator or ELL coordinator will be provided if needed. If another language translation is necessary, we will use the NYCDOE translation service to acquire personnel to translate in the require language. The superintendent must give a final determination and parent will be notified of the decision whether the NYSTITELL will or will not be administered.
- a. If the student is identified as an ELL, the student will be given testing accommodations according to the IEP or 504 plan.
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.  
Ms. Margie Washington is our full-time ELL coordinator and does all intakes. She interviews students and caregivers to determine testing status (LAB-R/NYSITELL). She administers and scans the NYSITELL. After the scanning process and when score is determined, letters are immediately sent out to caregivers informing them of student's entitlement and translated, when necessary in the preferred language as indicated on the HHome Language Survey. Letters in all languages are available through the NYCDOE Intranet.
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 are informed of the appeal process in the notification of determination letter that is sent home in the language indicated on the Home Language Survey
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.  
6) During the intake Interview at time of registration, designated interviewer explains and describes the programs offered at MS 22. Additionally, during orientation prior to placement and within the new entrant's first 10 school-days the Transitional Bilingual Program and ENL program are explained and a teacher representative from the programs may describe the goals of each program. Parents and caregivers are encourage to visit during Curriculum nights, Family/School/Community events and Parent/caregiver/ teacher conferences which occur throughout the schoolyear.
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.  
Our ELL Coordinator calendars the date letters are sent and monitors the return Program Selection and Surveys. She make 2-3 calls if forms are not returned. The default is program is assigned only if there is not response from caregivers.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our ELL Coordinator calendars the date letters are sent and monitors the return Program Selection and Surveys. MS. Washington keeps a record of all forms distributed and those collected. During Parent Caregiver/ Conferences, MS. Washington, our ELL Coordinator, flags the parents name for teachers. Teachers are instructed to send parents to Ms. Washington's office to.
9. Describe how your school ensures that placement parent notification letters are distributed.  
After the NYSITELL and LAB-R, if Necessary, results, the full-time ELL Coordinator, Margie Washington downloads the Home Language Access Parent Notification letter, in the preferred language of parent/guardian. The letter indicates the appropriate placement and is sent out within 5 days.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**Ms. Washington, our ELL Coordinator keeps a binder with all documentation.**
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.  
 Students eligible for NYSESLAT testing are identified through ATS.
- A spreadsheet is created listing the students, their grade and classes and the different sections of the NYSESLAT
  - MS 22 Certified ESL, TESOL and Bilingual teachers are recruited by the Testing Coordinator and trained in the administration of the assessment sections.
  - Teachers are assigned to sections or groups of students and a schedule according to New York State Testing windows is created
  - Teachers are freed up/covered to administer all the sections of the exam.
  - As students are tested, teachers enter their attendance status in the spreadsheet.
  - Absentees are tested within the window. Prolonged absences are followed up with phone calls home encouraging participation and attendance.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
 As student progress through the language acquisition level, teachers make determinations about placements. Our ELL Coordinator meets with the team and hear recommendations and analyzes student work and data about performance. If it is determined that a student is ready to transition from the Bilingual program to our Integrated English as a New Language program, a letter is sent home informing of the suggested move and for permission to transition child, if the child is not yet scoring at the Commanding level.
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).  
 Close to 100% of Spanish speaking parents of children new to the United State and with little to no English choose the Transitional Bilingula Program for their children. We at MS 22X have one TBE class per grade. These classes are aligned to parent choice and we have enough seats to serve the requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.  
  
 Integrated ENL instruction: Students are placed in ENL classes when they have scored at the transitioning (high intermediate) or Expanding (Advanced) levels on the NYSESLAT exam after completing two full years in the TBE program. MS 22's ENL program uses an Integrated Collaborative approach to instruction. Our Core content teachers are paired with an ENL teacher. The Co-teaching model is not a traditional stand alone model as there are always two teachers in the room. Groups may be split, differentiating according to language acquisition and student needs. This model Provides language development support in all core content areas. This provides students with more than the required 180 minutes of ENL instruction required. These classes are grouped heterogeneously with students who may have exited out and are now identified as former ENLs.
  - TBE program. *If applicable.*  
 The TBE program consists of Mathematics and Science instruction in the home language (Spanish ) and English. The ratio of Spanish to English changes as student proficiency increases. Additionally all entitled students receive Home Language Arts, providing literacy, reading, speaking, listenin and writing in Spanish. Students also receive 180 minutes of integrated ENL instruction.
  - DL program. *If applicable.*
- N/A:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 

All Core classes consist of 3 weekly block periods 75 minutes long and 2 classes of 45 minutes. This is true of our integrated ENL, HLA classes, and TBE classes. This ensures that we not only deliver the minimum instructional minutes, but exceed the requirements.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

ELA, Social Studies, Math and Science Instruction are delivered in English to students in our ENL program. Instruction is planned and developed through a partnership between core content teachers and the ENL co-teachers so that learning is scaffolded as needed. This ensures that both the Common Core Learning Standards and Oracy and Literacy Links in productive and receptive language are being addressed.

Similarly in our TBE program, teachers use the New language progression standards to ensure that appropriate scaffolding and support is provided to all learners. In the TBE programs, ELA and Social Studies instruction are delivered in English and Science and Mathematics instruction are delivered in Spanish.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 

Assessments in the TBE classes are provided in both English and Spanish. In our ENL class assessments are scaffolded using Spanish language translations where necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Teachers use the NYSESLAT modalities and Common Core Learning standards to create lessons and tasks that require students to learn, practice and progress toward mastery of these modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

a) Teachers differentiate in a variety of ways to accommodate all our learners.

SIFE students may receive Tier 3 intervention in RtI as well as specific skill necessary for phonemic awareness, letter, word and language study in their home language. They will be grouped both homogeneously for targeted instruction and heterogeneously so that they can learn from the expertise of fellow students.

b/c) Newcomers and developing will be provided with differentiated instruction, and scaffolds that support learning content information as well as new language development. If their home language is Spanish they will be placed in the TBE program and within flexible groups that meet both content and language development needs. If the student speaks a language other than Spanish as the home language, the student is placed in an integrated ENL program and offered and trained in using translation technology, is provided with specific scaffolding.

d) Long-term ELLs may be provided with either Tier 2 or Tier 3 RtI interventions. Additionally they may receive targeted intervention in vocabulary development. These students will be in flexible groups based on needs and an effort is made to use formative assessments to ascertain the modality or modalities that may be inhibiting their progression.

e) Former ELLs up to two years after exiting ELL status are placed in integrated ENL classes. They continue to receive testing accommodations and teachers use flexible grouping to ensure that they continue to progress and furthermore that they can be models for students at different levels of their progression. These students will have scaffolds removed as indicated by their progress.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
 

To ensure that a re-identification process does not adversely affect student's academic progress, all core classes follow a prescribed curriculum and sequence of units of study. When a student's placement is changed there should be minimal disruption of the learning. However, to ensure the smooth transition teacher teams, the student, with Guidance Counselors and parents will decide on how best to integrate the student into the new class.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Chart Teachers of ELLs-SWD use the same grade-level and possibly translated materials used across grades. It may also be necessary to chunk material and provide additional graphic organizers, the breaking down of tasks, and read/think-a-louds to ensure the student has access to the material and continues with language development.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

MS 22 will use flexible scheduling for students that are ELL-SWDs whenever possible. Student that require smaller class sizes for specific subjects will have an ESL teacher scheduled to push in to ensure that the student is supported for both content material and language development

**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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.					

*\*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.

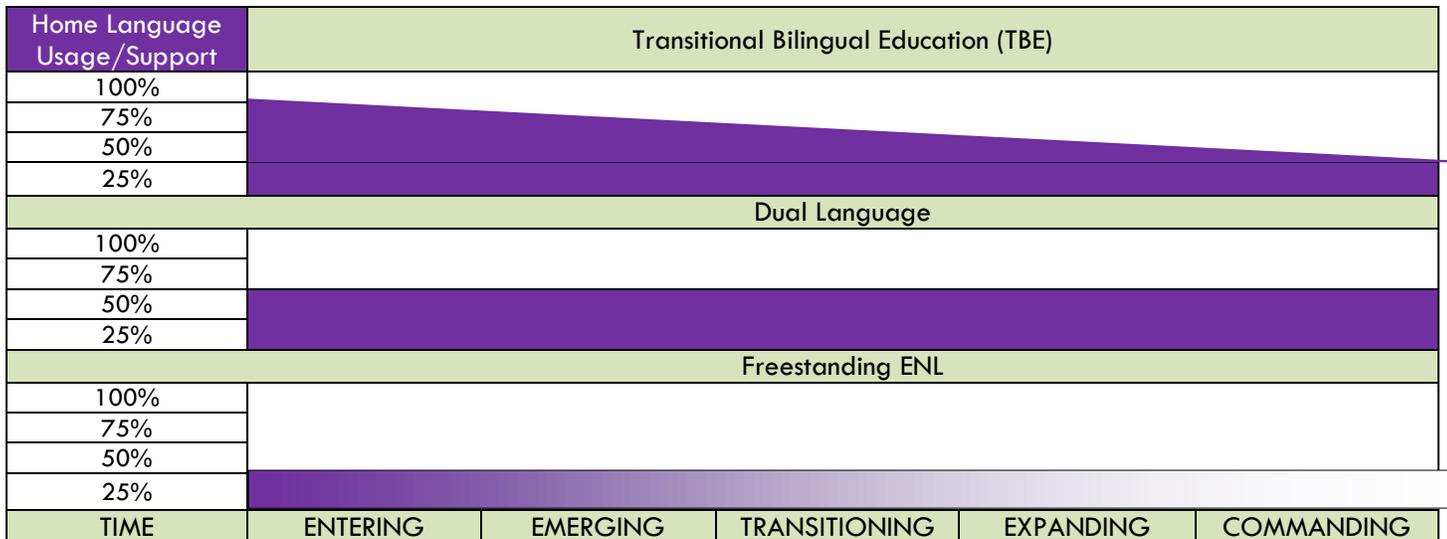


\*Note: “other approved services” does not apply to New York City at this time.

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.  
The 2014-2015 RtI program was a targeted intervention plan around literacy. Our newcomers, Entering began by using Rosetta Stone software to develop basic conversational English during their RtI period. SIFE and Long-term ELLs, depending on the screener data might be placed in a Wilson's Just Words Program a very direct instructional approach to letter/sound/word analysis to assist with reading and comprehension. Students at Transitioning, Expanding or Commanding are grouped with similar readers for small-group Strategic Reading Instruction. This includes former ELLs
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
In our first year implementing RtI we focused solely on literacy instruction in a Targeted Intervention period. We saw some growth across the school in literacy, though it was evident we need more frequent, formative assessments that can be administered easily and quickly to ensure students groups are appropriate. Additionally, we need a more systematic way of measuring both content and language growth
12. What new programs or improvements will be considered for the upcoming school year?  
We are keeping our Targeted Instruction period, now called Strategic Reading Intervention. Additionally we have built in two one hour RtI periods, called W.I.N. (What I Need), to ensure, that along with eading interventions, we are giving students the appropriate interventions for all core classes. This way we will include all core content areas, as well, as behavior interventions in our RtI model. As a Renewal school, we now have Extended Learning Tlme. This allows another hour, four times per week, to ensure high-level learning for all students. This period will be flexible and teacher teams will decide on the areas for intervention and the duration of each intervention.
13. What programs/services for ELLs will be discontinued and why?  
No programs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students have access to our Visual and Dramatic arts program as part of their scheduled day. Our CBO partner LeAp accepts all students and many of its staff are bilingual, including the Director. Letters and applications are printed in both languages and distributed to all students . LeAp also brings families in to celebrate the ongoing work they do with the students.
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.  
Translations of instructional materials are provided whenever possible, glossaries and translation dictionaries are provided. MS 22 has a 1x1 ratio of Chromebooks to students and each classroom is equipped with a Smartboard and an ELMO document camera. In ELA, Social Studies and Science, classroom libraries are provided in both English and Spanish.  
In Mathematic CMP3 Math curriculum is provided in Spanish. The Expeditionary Curriculum uses whole texts and Spanish language translations are used in HLA. Teachers in content areas working with teachers of ENL priovde scaffolds, graphic organizers, sentence starters, and translated versions of text when needed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Each grade, 6-8, has two ENL teachers. One serves children in English Language Arts and Social Studies classes and the other serves children in Science and Mathematics classes. Home language support is porvided in the ENL model using our RTI periods to help with language acquisition. Students may respond in their home language orally and in writing and then the expectation is that along the course of the school year the use of home language in ENL will decrease over time as scaffolds for English esponses are provided. Home language support All our HLA classes are on Tuesdays and Thursdays, this was scheduled so our HLA teacher is able to push in our TBE and ENL classes on Mondays, Wednesdays and Fridays for Home language support and to ensue that the Home Language is adequately supported. In our TBE model students read, write and respond in their Home language. Instruction begins in Science and Mathematics in students' home language and is decreased over time. It is also expected that sudenets' responses in their home language willalso decrease over time as students show readiness and more proficiency.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We cross reference the students identified as ELLs with SESIS reports. We ensure our ELLs with IEPs arebeing served in the appropriate placement and are receiving all resources and supports.
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).  
SGrade teams (All teachers on grade, Guidance Counselor, Dean, Assistant Principal, Parent Coordinator) and POD teams (All teachers working with specific groups of students ie. ELLs) work together to plan family information, celebration and community events.
19. What language electives are offered to ELLs?  
Spanish is the only language elective being offered to ELLs in the 2015-2016 schoolyear

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
To support all ELL personnel including Bilingual teacher, ENL teachers, and cooperating Content Teachers every other Tuesday or Wednesday starting in November 2015, will be dedicated to working with ELLs.  
Topics covered Include: Targets of Measure (ToM) and creating Learning and language objectives, Performance Level Descriptions (PLDs), Measuring progress in Listening Speaking, Reading and writing modalities in content areas, how to incorporate L,S,R,W across lesson plans, Language reception and Language production according to PLDs, Co-teachin in the Integrated ENL lassroom: Pre-planning , co-planning, and post planning, Using data. Differentiating instruction, Using Bilingual Common Core Initiative,BCCI, and the language demands of informational texts.
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?  
R-Bern Provides on going staff development in-house and provides suggested trainings, PLC and Professional Developments available to teachecher working with ELL students through DOE, R-Bern and Fordham University
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Bilingual Guidance Counselor, supports students with High School Selection based on personal and Language needs. She researches and arranges for High school fair visits.
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.

We will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to:

- language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
- For all bilingual and English as a new language teachers a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

### 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?

MS 22 ELL coordinator and an ENL teacher serving students individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

Parents or guardians are informed about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Translation in Spanish is available through our Parent Coordinator, Yaditza Rodriguez and Technology Coordinator, Luis Lopez. If translation services are required we procure the services if an Interpretation vendor through NYCDOE.

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.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form will be provided to the parent upon request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Morrisania community is a low income neighborhood. Neighborhood Scout's research shows that this neighborhood has an income lower than 94.4 % of U.S. neighborhoods. With 52.9% of the children here below the federal poverty line, this neighborhood has a higher rate of childhood poverty than 91.7 % of U.S. neighborhoods making it among the lowest income neighborhoods in America. Additional challenges our families face are single parent homes, temporary housing, and fathers who are incarcerated. Specific activities that foster parental involvement include the following:

-Immigration Aid Forum - Legal services and Immigration assistance to all family members. Lawyers from Bronx Legal Services and Mayor's Office of Immigrant Affairs volunteered to service our families.

-IDNYC - Informative Session informing all families they are eligible for the Free New York City Identification Card: IDNYC. Families learn about the programs many benefits and get help scheduling appointments to receive ID's.

-Building Young Professionals & Leap Afterschool - Families were able to sign up for free summer day camp for ages 5-12.

-Highbridge Islamic Centers - provide classes for English for Speakers of Other Languages (ESOL), Citizenship Preparation and After School Homework help for its increasing and underserved African, Caribbean and Latino populations.

-Beautification Project - Parents, children, community, and staff join efforts to beautify our community by planting gardens around our building. Outreach Teams Joining us and Providing Free Lunch, Groceries, Encouragement and Prayer!

-6<sup>th</sup> Grade Parent Orientation - Our new families come into school to meet Principal, Teachers, Guidance Counselors and Parent Coordinator. They are part of informative sessions, receive free grocery bags with fresh fruits and vegetables.

-An evening of Jazz at the Park - Live Music and Free groceries of fresh fruits and vegetables.

-Dad Take Your Child To School and 22 Festival - On 9/22 we had our first annual 22 festival and first movement in father's/male role models bringing a child to school. "If your father, uncle, mentor, or just a man who wants to make a difference; Take your child to his/her school on Tuesday, September 22<sup>nd</sup>, 2015 - and then join us as we take a stand for our kids." Men who

participated received a T-shirt that simply stated, "Today I took a child to school", packed grocery bags for families, built and installed tree guards for 6 of our surrounding Trees.

-22 Festival - Carnival which included various children activities, grilled foods and sweets for children and parents, tabling from -- DOE Adult Education Classes, Colleges, and Community Organizations.

-Back To School Night - Parent's follow their child's schedule with transitions beginning at 5:20 p.m. from class to class and listen to a Read Aloud, Learn math in an interactive way, Be a Scientist and Historian for a night, and Learn basics of Theatre Arts. Afterwards all families/classes walk outside to school backyard and form a big circle to engage in science project holding hands and energy stick. Principal Lin is in center of circle explaining to families the importance of supporting one another and how we are all interconnected. When we all hold hands the energy stick lights up.

-Parent Association and PA Meeting informing families of services such as Adult Education Classes, Medical Services on site, Parent Volunteer program, Upcoming events such as community play in collaboration with Assembly woman Joyner's office bringing a message against violence and offering encouragement and hope.

Parent Coordinator, Yaditza Rodriguez and Technology Coordinator, Luis Lopez provide Spanish translations of spoken agenda as well as translations for all written information for distribution.. If translation services are required we procure the services if an Interpretation vendor through NYCDOE.

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

-Sheltering Arms is the Community Based Organization for 22 under our Community School status. Through their partnership with us they will offer a vast number of resources focusing on academics, health services, mental health services, community engagement, and look to bring in additional partnerships with other community based organizations. Looking for MS 22 to become a center with open doors available to everyone all day, everyday, 24 hrs a day.

-TSC Outreach Ministries - Members volunteer at 22 for outreach to families and community by engaging in community services events such as Beautification Project where free lunch, clothing, encouragement and prayer were offered to our community.

-Feed NY - Our Partnership includes receiving monthly fresh fruits and vegetable directly from farms for our community. During our first event we serviced 247 families in the community and quickly increased the amount of families serviced to 369 during our 2<sup>nd</sup> event and continue to work closely with Feed NY to service our community with their needs.

-My Brother's Keeper - organization was founded by life-long south Bronx residents, Derik and Victoria Griffin. In fact, the Griffins have lived in the Morrisania neighborhood since they were children. Their house, on Findlay Avenue (2 blocks up from MS 22), has been home to more than three generations of their family, has also been the center for 15 years of community outreach. Over the years they have watched as their community has changed from a diverse working and middle class community of homeowners and renters into one of the more poverty stricken areas in the city. With every change, the increased rate of crime, joblessness, hopelessness and despair, they were challenged by question, "where is your brother?" The Griffins believe they were being called to love our neighbors and community in very practical, and ultimately, spiritually profound ways. In collaboration with Assemblywoman Latoya Joyner's office My Brother's Keeper will be bringing a community production on October 30<sup>th</sup> about their life in the neighborhood exposed and victims of violence but offering a profound message of hope and encouragement to our children and families.

-PAC (Parent Action Committee) - Our partnership include the following workshops:

Building Parent Engagement - Share innovative models to engage parents in schools, design and facilitate successful meetings that move team to action.

-Creating a Community School - Discussion on how to put resources in community to work to meet critical needs, and how parents can be engaged in program design and implementation through asset - mapping and fundraising.

College Readiness - How to plan for college.

-MS 22 Community Circle - Student Council brings together students, parents, School Safety Agents, and staff to talk about school safety and discipline as a whole school community. Together thinking of ways of making our community closer, and even safer, more positive place for students to learn and staff to work at. Prior to Community Circle preparation included surveying parents and and SSA agents, Focus groups of parents, students, SSA agents, and staff.

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

Building relationship with all families through various forms of contact and accessibility.

-Phone calls - Contact all new families during summer months introducing myself as parent coordinator and welcoming them to the MS 22 Family.

-Inform parents to look out for mailing that will include invitation to parent orientation, required documentation, parent involvement surveys, volunteer forms. They were able to review all documents/forms 2 weeks prior to meeting date and prepare for submission.

-Mailings, fliers, backpack

-Surveys are desegregated and assessed.

-Homevisits - Currently working with teacher on pilot program for 3 classes where we visit all families. We are not targeting a specific population and does not involve an agenda. The family sets the tone and topic for discussion. Visits are @ 1 1/2 hrs long as families share openly, willingly, and happily with us.

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

Parental Involvement activities address needs of parents with the following:

-Opportunity to pursue educational aspirations through our Adult Education Classes

-Accessibility to parent coordinator with concerns

-Provide a welcoming environment and dinner.

-Communication via mailings, phone calls, automation, Signage, Notices

-Motivate parents to get involved by providing food, child care, translations services, metro cards, Computer Access, Assistance with government forms.

-Provide trainings on leadership skills, helping child with homework, Family math, NY State Standards, Health issues with nutrition, Drugs, Gang Awareness.

-Time - Availability before and after school hours and weekends

#### **D. Additional Information**

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

## Part VI: LAP Assurances

School Name: <u>MS 22 Jordan L. Mott</u>		School DBN: <u>09X022</u>	
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)
Edgar Lin	Principal		10/15/15
Brandy Franklin	Assistant Principal		10/15/15
Yaditza Rodriguez	Parent Coordinator		10/15/15
Dionicia Pena	ENL/Bilingual Teacher		10/15/15
Magaly Cordova	Parent		10/15/15
MARGIE WASHINGTON	Teacher/Subject Area		10/15/15
	Teacher/Subject Area		10/15/15
ESTEBAN DAVID	Coach		10/15/15
	Coach		10/15/15
Seneida Sosa	School Counselor		10/15/15
Leticia Rosario	Superintendent		10/15/15
Olga Mejia-Glenn	Borough Field Support Center Staff Member _____ Bronx		10/15/15
	Other _____		]
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **09X022**

School Name: **Jordan L. Mott Junior High School**

Superintendent: **Leticia Rosario**

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

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

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

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

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

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

Upon registration for the first time into the DOE system the enrollment team (enrollment secretary and ENL coordinator) inquires were made with parents regarding their language preferences. They are asked to fill out a home language identification survey. Copies of the language surveys are kept in the ENL binder. Additional copies are available in individual student files. This paperwork should remain in the student's cumulative folder. In addition to this information parents are asked to fill out, and update, the student's Emergency Contact forms, where they must also indicate their home language preference, in written form and oral form. All documents are accessible in the Main Office. All information is submitted into ATS, and remains up to date.

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.

According to ATS RHLA records, parents' preferred languages for both written and oral communication is as follows:

Arabic (7)  
Bengali (4)  
Dejula (1)  
French (4)  
French-Khmer (1)  
Fulani (4)

Gurma (1)  
Mandinka (2)  
Soninke (2)  
Seneca (1)  
Spanish (230)  
Twi (1)

## **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.)

All documents necessary for first time enrollment of students are translated and kept accessible in the main office. This includes the HLIS. When the orientation meeting happens for entitled English Language Learners necessary documents are translated. These include entitlement letters, parent survey and program selection, program placement, ELL brochure, NYSESLAT notification. Parent-teacher conference announcements are translated. After-school & Saturday school information is translated. New York State testing dates and notifications are translated. Letters that are sent in the beginning of the year will be translated in the preferred language of choice. Documents will be provided the first week of September, during Parent Teacher Conferences in November and March, and at the first week of June.

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.

All formal face to face meetings will have a Spanish translator present, including parent teacher conferences, curriculum nights, open houses and orientation meetings. These translator will typically be in house trained pedagogues. Since we have a number of staff members that are bilingual we will use our in house resources for informal interactions that may occur.

If another language is requested the LAC will call the Language and Interpretation Unit. Additionally, the Language and Interpretation Unit information will be displayed in the main office and at the security desk.

## **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.

If a parent requests written documentation to be provided in another language other than English than information will be provided in the native language. Currently, translation services are provided from in-house translators, as the language requested is Spanish, and Soundview has bilingual staff, able to translate documents. If additional languages are requested than Soundview staff will reach out to the DOE Translation and Interpretation Unit, and request further information. At this time no other language translations for written documentation have been requested.

At this time the dominant request of written language translation is for Spanish. Soundview Academy provides bilingual flyers of upcoming events, and any other paperwork administered to families of Soundview.

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.

If a parent requests oral translations, there is bilingual staff present and available, through the guidance department, teaching staff, secretarial staff, and other staff. Currently, translation requests have been in Spanish, and the bilingual staff at Soundview speaks Spanish and English. If a parent requests oral translations in a different language, then Soundview staff will make proper and timely requests to the DOE Translation and Interpretation Unit, and request further assistance.

#### **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.)

The LAC will host a Professional Development on a Monday to inform staff of the different services offered by the translation services. The LAC will also inform staff how to use these services and how to use the over the phone interpretation service. The T&I Brochure, Language ID Guide and Language Palm Card will be distributed at this Professional Development. This Professional Development will be held during a Monday PD time.

#### **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 LAC and parent coordinators will attend the training held by the translation and interpretation unit. They will then turn key this information to the entire staff. The LAC will collaborate with the office staff to ensure that the proper notifications are given to the parents in the preferred language of choice. This will be made available at the parents request. The Welcome Poster and Language ID Guide will be posted in the main office and at the security desk in order to inform parents at the time of arrival that translation and interpretation services are available.

#### **Part F: Monitoring and Quality Control**

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

The LAC will create a parent survey to distribute during parent teacher conferences to gather feedback from parents on the quality and availability of services.